



# The Role of Non-verbal Means of communication in EFL classes

## Bakalářská práce

<i>Studijní program:</i>	B0114A300068 Anglický jazyk se zaměřením na vzdělávání
<i>Studijní obory:</i>	Anglický jazyk se zaměřením na vzdělávání Německý jazyk se zaměřením na vzdělávání
<i>Autor práce:</i>	<b>Lenka Jílková</b>
<i>Vedoucí práce:</i>	Mgr. Alexey Tymbay, CSc. Katedra anglického jazyka





## Zadání bakalářské práce

# The Role of Non-verbal Means of communication in EFL classes

*Jméno a příjmení:* **Lenka Jílková**  
*Osobní číslo:* P19000178  
*Studijní program:* B0114A300068 Anglický jazyk se zaměřením na vzdělávání  
*Specializace:* Anglický jazyk se zaměřením na vzdělávání  
Německý jazyk se zaměřením na vzdělávání  
*Zadávací katedra:* Katedra anglického jazyka  
*Akademický rok:* **2020/2021**

### Zásady pro vypracování:

Tato bakalářská práce se zabývá důležitostí neverbální komunikace. Vymezuje základní pojmy týkající se neverbální komunikace, řeči těla. Obsahuje přehled, co neverbální komunikace sděluje. Bakalářská práce se především zaměřuje na mimiku; gestikulaci a posturiku obecně a jejím využitím během výuky anglického jazyka; Praktická část se zaměřuje na důležitost neverbální komunikace během výuky anglického jazyka. Co je pro studenty klíčové ve výuce cizího jazyka, na co se nejvíce soustředí, a co jim během výuky nejvíce pomáhá. Pro zpracování praktické části bude využita výuka anglického jazyka na Fakultě přírodovědně-humanitní a pedagogické v Liberci. Ke zpracování dat z průzkumu bude využit dotazník vyplněný studenty FP TUL. Bakalářská práce se zabývá tím, že neverbální komunikace je nezbytnou součástí výuky.

*Rozsah grafických prací:*  
*Rozsah pracovní zprávy:*  
*Forma zpracování práce:*  
*Jazyk práce:*

tištěná/elektronická  
Angličtina



### **Seznam odborné literatury:**

Navarro, Joe a Martin Karlings. What Every Body Is Saying: An Ex-FBI Agent's Guide to Speed-Reading People. New York City: William Morrow Paperbacks, 2008. ISBN 9780061438295.  
Rouse, Scott. Understanding Body Language: How to Decode Nonverbal Communication in Life, Love, and Work. Berkley, California: Rockridge Press, 2021. ISBN 978-1647390983.  
Tim, Wharton. Pragmatics and Nonverbal Communication. Cambridge: Cambridge University Press, 2009. ISBN 9780521691444.  
Adamczyk, Gregor a Bruno Tiziana. Řeč těla: Jak rozumět signálům řeči těla a cíleně je používat. Praha: Grada, 2013. ISBN 978-80-247-4592-3.  
Navarro, Joe. Tajemství řeči těla: Gesta, která prozradí více než slova. Praha: Grada, 2019. ISBN 978-80-271-2477-0.  
Tubbs, Stewart L. a Sylvia Moss. Human communication: principles and contexts. 10th ed. Boston: McGraw-Hill, 2006. ISBN 0-07-298833-9.  
Tegze, Oldřich. Neverbální komunikace. Brno: Computer Press, 2003. Business books. ISBN 80-7226-429-X.  
Mareš, Jiří a Jaro Křivohlavý. Komunikace ve škole. Brno: Masarykova univerzita, 1995. ISBN 80-210-1070-3.

*Vedoucí práce:*

Mgr. Alexey Tymbay, CSc.  
Katedra anglického jazyka

*Datum zadání práce:*

21. června 2021

*Předpokládaný termín odevzdání:*

15. července 2022

prof. RNDr. Jan Pícek, CSc.  
děkan

L.S.

Mgr. Zénó Vernyik, Ph.D.  
vedoucí katedry

V Liberci dne 21. června 2021

## Prohlášení

Prohlašuji, že svou bakalářskou práci jsem vypracovala samostatně jako původní dílo s použitím uvedené literatury a na základě konzultací s vedoucím mé bakalářské práce a konzultantem.

Jsem si vědoma toho, že na mou bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb., o právu autorském, zejména § 60 – školní dílo.

Beru na vědomí, že Technická univerzita v Liberci nezasahuje do mých autorských práv užitím mé bakalářské práce pro vnitřní potřebu Technické univerzity v Liberci.

Užiji-li bakalářskou práci nebo poskytnu-li licenci k jejímu využití, jsem si vědoma povinnosti informovat o této skutečnosti Technickou univerzitu v Liberci; v tomto případě má Technická univerzita v Liberci právo ode mne požadovat úhradu nákladů, které vynaložila na vytvoření díla, až do jejich skutečné výše.

Současně čestně prohlašuji, že text elektronické podoby práce vložený do IS/STAG se shoduje s textem tištěné podoby práce.

Beru na vědomí, že má bakalářská práce bude zveřejněna Technickou univerzitou v Liberci v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů.

Jsem si vědoma následků, které podle zákona o vysokých školách mohou vyplývat z porušení tohoto prohlášení.

12. července 2022

Lenka Jílková



## **Acknowledgments**

I want to thank my supervisor Alexey A. Tymbay, Csc., for his comments and suggestions during the preparation of my bachelor thesis. I wish to express my sincere thanks to Mgr. Michaela Marková, M.Phil., Ph.D., for providing me class time for research which included students of English at the Technical University of Liberec – Faculty of Science, Humanities and Education. The second part of my research would have been impossible without the aid of teacher Mgr. Špičková from Doctrina – private primary school in Liberec. I am profoundly grateful to my family and partner, who supported me during my studies.

## **Anotace**

Tato bakalářská práce poskytuje důkazy o důležitosti neverbální komunikace během výuky anglického jazyka jako cizího jazyka. Práce prokazuje, že neverbální komunikace je nezbytnou součástí výuky, která by měla být zařazena vyučování anglického jazyka, především pro začátečníky. Tato práce se zabývá obecně všemi pojmy, které jsou spojené s lidskou komunikací. Podrobněji je popsána neverbální komunikace. Poukazuje na význam gest a výrazů obličeje. Tento význam byl zjištěn na základě výzkumu na univerzitě a základní škole.

## **Klíčová slova**

neverbální komunikace, angličtina jako cizí jazyk, základní škola, univerzita, lidská komunikace, vzdělávání

## **Abstract**

This bachelor thesis provides evidence of the importance of non-verbal communication in EFL classes. The thesis proved that non-verbal communication is an essential part that should be included in EFL classes, mainly for beginners. The thesis deals with all concepts of human communication in general. Non-verbal communication is described in more detail. It shows the significance of facial expressions and gestures. The importance was established through research at primary school and university.

## **Keywords**

non-verbal communication, English as a foreign language (EFL), primary school, university, human communication, education

## Table of contents

1. Introduction .....	7
2. Human communication .....	8
3. Non-verbal Communication.....	8
3.1. History of non-verbal communication .....	9
3.1.1. Ancient Greece and Rome .....	9
3.1.2. Modern history .....	10
3.1.3. The 7-38-55% Communication Rule .....	12
4. Paraverbal Communication .....	13
4.1. Emphasis.....	14
4.2. Tone of voice .....	15
4.3. Tempo and pauses .....	16
5. Types of Non-verbal Communication.....	17
5.1. Facial Expressions and Eye Contact.....	17
5.2. Gestures .....	21
5.3. Posture .....	23
5.4. Proxemics (Space) .....	24
6. Use of Non-verbal Communication in EFL Classes .....	25
6.1. Cuisenaire rods .....	31
6.2. Total physical response – TPR .....	32

7. Methodology of research.....	33
7.1. University research.....	33
7.2. School research.....	33
8. Practical part.....	35
8.1. University research.....	35
8.2. Primary school research.....	41
9. Conclusion.....	48
References .....	51

## List of figures

Figure 1: The ratio of verbal and non-verbal communication means .....	13
Figure 2: Types of facial expressions.....	18
Figure 3: Four stages of proxemics .....	25
Figure 4: U-shape arrangement .....	28
Figure 5: Questionnaire for pupils .....	34
Figure 6: Questionnaire for the teacher.....	34
Figure 7: Tactile learning - touch.....	42
Figure 8: The word “mouth” .....	43
Figure 9: Proxemics during the class .....	43
Figure 10: Gesture for number three .....	44
Figure 11: The teacher showing the textbook .....	44
Figure 12: The teacher pointing to the task.....	45
Figure 13: Teacher’s gesture for the verb “to listen” .....	45
Figure 14: Teacher’s gesture for phrase “Be quiet!” .....	46
Figure 15: Colour coding .....	46

## List of graphs

Graph 1: Question no. 1 .....	37
Graph 2: Question no. 2 .....	37
Graph 3: Question no. 3 .....	38
Graph 4: Question no. 4 .....	39
Graph 5: Question no. 5 .....	39
Graph 6: Question no. 6 .....	40

## **1. Introduction**

This bachelor thesis deals with the importance of non-verbal communication in EFL classes. The choice of this topic came from my interest in observing the people around me. During my studies at university, I learned more about non-verbal communication, and my interest in this type of communication grew.

The thesis is divided into three main parts – the theoretical part, the methodology of research, and the practical part. The first part is divided into four subclasses. The first subclass describes the history of non-verbal communication. The following subclass involves paraverbal communication. The third subclass deals with types of non-verbal communication. The last subclass points out the use of non-verbal communication in EFL classes. The methodology part describes how the research and observation were done. The practical part is divided into university research, done at the Technical University of Liberec, and primary school research, which took place at the primary school – Doctrina in Liberec. The university research is based on the votes of students who participated in a lesson during the distance learning when the teacher had the webcam turned off. I was allowed to take photographs during the primary school research. It shows the specific situations connected with non-verbal communication.

This bachelor thesis aims to prove that non-verbal communication is essential for learning and teaching EFL classes. I hypothesize that it helps students and pupils facilitate understanding; it helps the modest and adequate progress of the lesson. I want to compare whether non-verbal communication works differently depending on age.

My intention is to answer the following questions. Is non-verbal communication important in EFL classes? Is non-verbal communication effective for classroom management? Does the teacher's non-verbal communication affect pupils and students? If yes, then how? Are there differences in non-verbal communication that are related to age? Does non-verbal communication help to understand the topic better?

## **2. Human communication**

Human communication is an essential part of human life. Interpersonal relationships are formed through communication. The term "human communication" could be defined as exchanging messages. It is a process that is very complex. Communication exists in time and constantly changes (Wahlstrom 1992, p.10). This statement may be followed by common sense. People communicate to express their feelings or convey some information. This happens at a specific time, and it is unpredictable. People have no idea what the conversation will be about. Communication is a two-way action. It always involves a sender and a receiver (Wahlstrom 1992, p. 14). The sender is someone who is considered an initiator of the communication. The receiver is an individual or a group who receives certain information. To clarify these two terms, I would use the lectures at the university. The professor lectures on a topic, and the students take notes and receive the professor's information. Communication is different across the world. Every culture has different customs and traditions.

Hošková and Lakatošová divided human communication into verbal and non-verbal. (1994) Verbal communication is also known as spoken communication. (Kalamtime 2021) It means that people are saying words. They express their thoughts verbally, and it is characterized by communicating directly. Communication depends on the language. It communicates based on the knowledge of the language. For this reason, people try to learn new languages to communicate with people from foreign countries and get to know their culture. According to Wahyuni, verbal and non-verbal communication works as a unity and cannot be separated. (Wahyuni 2017)

## **3. Non-verbal Communication**

Non-verbal communication is a part of our lives that many people give little emphasis on. According to Jalili, with the help of body language, people can tell if an individual is lying or not. (Jalili 2018) Nowadays, many politicians or other famous personalities are undergoing a



course with experts explaining how to support the words we say non-verbally. Wahlstrom stated that sometimes non-verbal communication reveals information that people want to avoid. (Wahlstrom 1992, p.89) Many specialists have formulated theories about body language for more than a century.

### **3.1. History of non-verbal communication**

Communication has been an essential part of human life since the very beginning. Initially, people communicated only with various movements and sounds that did not resemble language as people know it today. Over time, the language of individual tribes was shaped and gained importance. Nowadays, scientists are concerned with the importance of non-verbal and verbal communication. Vlastimil Vávra described the history of non-verbal communication in his book “Mluvíme beze slov”. (1990)

#### **3.1.1. Ancient Greece and Rome**

Vávra described how public speeches took place in Ancient Greece and Rome. It was a sophisticated combination of verbal and non-verbal communication. Often the spoken words were subordinated to gestures and facial expressions. It was based on the theory that "the human spirit tends to sort experiences into categories that become tools of human thought." However, this theory was not further developed. Vávra believes that the reason was the division of communication into only two practical categories.

1. Omnium hominum communis sermo – the language common to all men

This category included non-verbal communication, which enabled people to communicate with each other even with barbaric people who spoke an unintelligible language.

2. Oratorum communis sermo – the common speech of the speakers

This category focused on educated individuals who already had experience in public speaking. (Vávra 1990, p. 20-21)

Vávra pointed to the process of teaching and learning at that time. It followed the alphabet; every letter was a different gesture, facial expression, or attitude. Once the letter Z was reached, the process started again from the beginning, on a different board, and with different gestures. (Vávra 1990, p. 21)

### **3.1.2. Modern history**

In the 17<sup>th</sup> century, controversy arose over facial expressions. Some philosophers argued that tight lips were typical of anger, while others said it was an open mouth with teeth bared. Another contradiction concerned despair. Some claimed that the individual closes his eyes in despair, others that the eyes open excessively.

The main controversy arose when the painted Charles Lebrun became the chief curator of the art collections at the court of King Louis XIV. of France. "Directives for the True Expressions of the Soul's Affections" was published. This work determined the proper expressions of emotions. Charles Lebrun called the theories of the philosophers harmful. Later, his work was criticized by anatomists who knew about facial muscles. They labelled some of the proposed expressions as unrealistic in terms of anatomy. Their research on facial expressions was also not successful. (Vávra 1990, p. 24-26)

The 17<sup>th</sup> century also includes John Bulwer, who distanced himself from philosophical-anatomical disputes. He was mainly concerned with gestures. He produced his books dealing with gestures. He tried to prove that gestures were an essential part, especially in communication with deaf people. So, these were the first attempts to create sign language.

In the 18<sup>th</sup> century, facial expressions were not given special importance. They were more interested in the immutable features of the human body. Facial expressions and gestures are changeable, so they took it to mean that they could not be as reliable as the appearance of the

face. Georg Christoph Lichtenberg, for example, was mainly concerned with despair; according to him, despair is expressed in the face and the movement of the hands and even the whole body. Antonio de Jorio came up with the idea of making a table. He described ten unique Neapolitan gestures. Jorio had the idea that there should be a table like this for every important city in the world. The tables would then be made into a comprehensive atlas. However, this idea was not implemented. The Neapolitan table provided much information about non-verbal communication in Italy. Some gestures still exist today, and some have disappeared. (Vávra 1990, p. 27-37)

In the 19<sup>th</sup> century, the doctor Theodor Piderit began researching facial expressions change with taste, such as sweetness, saltiness, sourness, and bitterness. Then he started adding smells. Lately, he studied facial expressions in an insane asylum, where he described hundreds of expressions.

In the late 1800s, Charles Darwin focused on "motor activities" that had practical significance. But then moved on to the movement patterns that are already performed like a habit. For instance, he described the clenched hand as a fist previously used in combat and related to hatred. This has not disappeared, but it has changed to a gesture the individual makes when he feels anger. Darwin already mentioned that some expressions could be made deliberately. His work has been criticized mainly in terms of his exploration of animal communication; according to critics, he attributed human feelings to animals, but mainly will and decision-making, which is related to a high degree of rational human development. (Vávra 1990, p. 39-42)

In the 20<sup>th</sup> century, non-verbal communication was studied by Sigmund Freud, who described that it is mainly the fingers of the hands that speak. He was followed by Sandor Ferenczi, who considered gestures merely as regulation of internal tension. Non-verbal

communication was mainly studied in the 20<sup>th</sup> century when new findings came in. Not all the findings were correct, but a specific outline formed slowly. (Vávra 1990, p. 43-46)

### **3.1.3. The 7-38-55% Communication Rule**

I would like to point out Mehrabian's 7-38-55% communication rule. According to Sarmiento, non-verbal communication is an essential part of human communication. The 7-38-55% communication rule was based on two pioneering studies in 1967 by "Albert Mehrabian, Morton Wiener, and Susan Ferris at the University of California at Los Angeles (UCLA)." (Sarmiento, 2020)

Mehrabian and Wiener's first study dealt with two essential parts – the spoken word (verbal communication) and the intonation and tone of spoken word (paraverbal communication). In the research, thirty people were involved and divided into three groups. They used recordings of women for their study. The words were positive, neutral, and negative, spoken in three different tones. Amsel defined the results of this research as "*the participants were better in detecting emotions in the tone than in the spoken word.*" (Amsel 2009, p.97)

Mehrabian had done the second research in cooperation with Ferris, which dealt with the tone of voice and facial expression. The study was based on repeating one word, precisely "maybe," in three different tones. It was divided into three tones – positive, neutral, and hostile. Subsequently, the participants were given the women's photos which expressed the same three emotions. They should guess the feelings with "maybe" and the images. Amsel described the results. "*The Participants were better in detecting the emotions in the photos than in the recording.*" (Amsel 2009, p.98)

Mehrabian defined the 7-38-55% communication rule from these two research studies. The research that Mehrabian conducted is also known as Silent Messages.

Figure 1: The ratio of verbal and non-verbal communication means



The 7% is the verbal communication, the words. The 38% is the paraverbal communication, the tone of voice. The 55% is the non-verbal communication, the body language. This rule may not be interpreted as body language is essential for human communication. It should be understood as a complex process. It involves both; however, behind the paraverbal and non-verbal communication, people can find what the speaker does not want. I want to explain it with an example. "Okay, I'm going to exercise today." From the words, the receiver can hear that I'm going to do the activity. From my voice, the receiver can find that I'm speaking annoyed. The receiver could see that I was rolling my eyes from my face, and my face could also be annoyed. All the components are essential, and no part of human communication can be omitted. Our body language is constantly communicating.

#### 4. Paraverbal Communication

Wahlstrom defined paraverbal communication that "*refers to non-content speech behaviours accompanying oral language: tone of voice, volume, pauses, speed of speech, and pitch.*" (1992, p.83) She also classified paraverbal communication as a part of non-verbal communication. From her point of view, it is a non-linguistic part. (Wahlstrom 1992, p.83) Paralinguistics makes it possible to find out information about the speaker he does not want to be seen. In my experience, if an individual is nervous, he or she babbles because wants to get it done.

#### 4.1. Emphasis

Windle and Warren clarified the paraverbal communication furthermore. They explain that "*a sentence can convey entirely different meanings depending on the emphasis on words and the tone of voice.*" (Windle and Warren, 2017) I would like to explain it with an example sentence.

Example sentence: **You must go to the library.**

1 **YOU** must go to the library.

- The emphasis is on the pronoun "you," which is the subject of this sentence.
- So, the spokesperson wants to emphasize that it is only about one person. It is also possible to point the finger directly at the person talking about and emphasize that word.

2 You **MUST GO** to the library.

- The emphasis is on the verb "must go," which is the heterogeneous verb in this sentence.
- The speaker emphasizes the obligation to go to a specific place. The individual in this example sentence must go to the library; he cannot go home. It highlights the action, the process.

3 You must go **TO THE LIBRARY.**

- In this sentence, the speaker would emphasize "to the library," which is here as an adverbial.
- This emphasis determines where the individual must go. The speaker thus gives the individual a direction and a place to go.

Hartley advises emphasizing positive words rather than negative ones. It will give people a sense of reliability and trust. If people thoughtfully use the emphasis, the speech becomes more precise, and the communication is more persuasive. (Hartley 2004, p.49)

#### **4.2. Tone of voice**

The tone of voice may always help a lot. It is essential to find if an individual wants to have a conversation or is already annoyed with the dialog. It may also identify how the person is feeling at the moment. From the perspective of both teacher and student, this is very beneficial. If a classmate is not communicating much, his tone of voice is down depressed; the other students can help him during the day to feel better in class despite all the problems. The teacher may also help him by asking if he needs anything. Alternatively, call parents to let them know their child is not feeling well. If the individual is under pressure, his voice can "skip," – which means that the pitch of the voice changes. According to Bruno and Adamczyk, people listen to a pleasant voice. However, human perceptiveness decreases if the speaker speaks too fast or has a "squeaky" voice. (Bruno, Adamczyk 2005, p.45)

Voice can affect people positively or negatively. The quiet voice suggests that the speaker doubts his or her answer or opinion. On the other hand, a too-loud voice can signalize internal tension. For instance, when an individual took the oral exam and was unsure about the answers, he could speak quietly; the anger increased when he did not pass the exam. When the individual met his friends, he could complain about how the oral exam was challenging and that better preparation may help. With the anger, the tone of voice increases.

Voice fluctuations can capture emotional experiences. Sometimes they can describe the experience of anxiety, fear, or excitement. Tegze stated that voice coloration could affect people's success. He gave the example of a political figure. Many politicians who could work with the voice in a targeted way could significantly influence the audience and voters. Tegze pointed out one case which is medially known, and it also highlighted the influential part of paraverbal communication. One British politician, specifically former British Prime Minister Margaret Thatcher, had attended a course that should help lower her voice. She had done it because the lower voice should maintain the audience's attention. (Tegze 2003, p.379)

The voice may be during a presentation or other stressful situation "paralyzed." Hartley described a process for keeping our voice under control. It all depends very much on correct breathing. If people concentrate on inhalation and then hold their breath, this oxygen supply can cause a feeling of carelessness. (Hartley 2004, p.47) Stephanie Watson (2019) stated, "voice pitch may have something to do with how much men and women get heard." She also pointed out that some research in the psychology literature shows that "people find men and women with lower voices to be more authoritative and dominant."

### **4.3. Tempo and pauses**

Another part of paraverbal communication is tempo and pause. Tempo includes the speed and rhythm of speech. Some people try to speak very slowly and emphasize each word to sound convincing. Pauses are significant, mainly for the audience; they have time to understand what the speaker is saying or to think about it. (Hartley 2004, p.48)

Hesitation sounds before the sentence can signalize uncertainty or nervousness. Bruno and Adamczyk pointed out that the sound "eeeh" can also be used if people do not want to be interrupted. (Bruno, Adamczyk 2005, p.46) Hesitation sounds can also be known as "filled pauses." Filled pauses are interruptions that are filled with vocalizations, for instance: "mmm," "sooo," "hmm," etc. (DeVito 2008, p.363). The word "like" can also be used as a filled pause in English. At university, we were taught to avoid using this word. It is most often used as a pause, but it can completely change the meaning of our statement. We may then sound doubtful about our claim. Unfilled pauses, or pauses where the individual says nothing, are effective. The most valuable pauses are when the individual is moving from one point to another so that the audience can understand that this is a transition to another important topic. (DeVito 2008, p.363) When the speaker asks a rhetorical question, if they do a quick pause, the listener has the opportunity to answer the question in their mind.



## 5. Types of Non-verbal Communication

### 5.1. Facial Expressions and Eye Contact

#### Facial Expressions

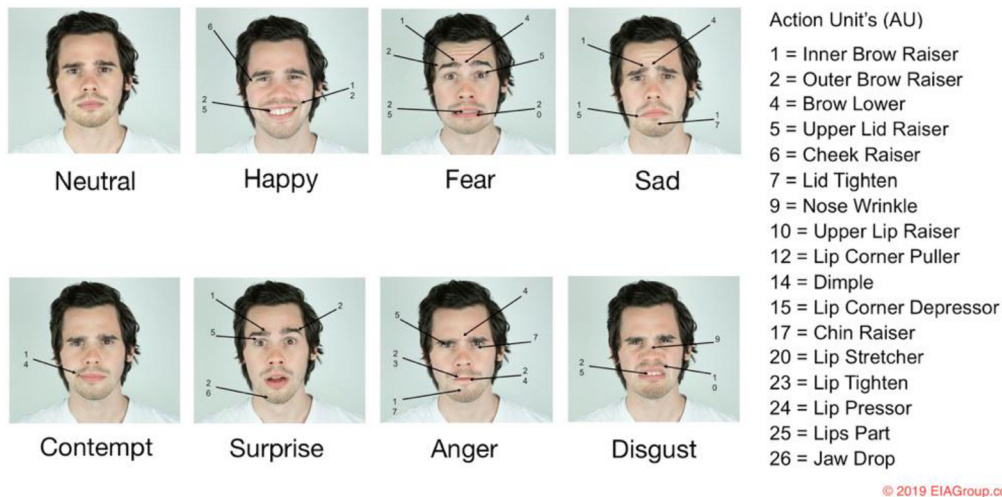
The face is one of the main parts of the human body that we focus on first. By the face, we remember our relatives, acquaintances, friends, schoolmates, etc. We can recognize a person we know by their face even if they change their hair colour or start wearing glasses. When we communicate, we look at a person's face. This is how we know a person's reaction to our question, to the opinions we say. Our face expresses many feelings.

Psychologists have addressed the question of how exactly facial expressions can determine emotions. Křivohlavý described one method called FAST. The method in which three parts of the face are analysed. The first part deals with the lower face area – cheeks, nose, and mouth. The second part is associated with the middle area of the face – the eyes and eyelids. The last part examined is the upper part of the face – the forehead and eyebrows. This method then analyses many film shots of faces that express different emotions. Subsequently, a set of features was made from this, and the most accurate identification of emotions came out. (Křivohlavý 1987, p. 65)

Paul Ekman and his colleagues had researched facial expressions. The research includes more than three thousand photographs of facial expressions, which they reduced to only thirty-two photographs. After that, they stated six "primary affects," including "*happiness, sadness, fear, anger, surprise, and disgust.*" (Ekman, Friesen, and Ellsworth in Sternberg, Kostić 2020, p.23) Some of the non-verbal signs are different throughout the culture. These six affects are nearly the same across the culture. Facial expressions are an essential part of communication. However, I want to point out that it is necessary for the teacher and the students. The teacher can recognize how the students or pupils feel. If something wrong happens in the students' families, they can be out of their minds. On the other hand, the student can see the teacher's

feelings. For instance, when the teacher gets angry because the students do not pay attention, they know they "crossed the borders," and it is time to cooperate.

*Figure 2: Types of facial expressions*



Lansley explained the facial expression with the main features. I would like to start with a happy smile. The application of facial expression is primarily known for the difference between the so-called "Duchenne smile" and the "fake smile." The face's relaxed muscles recognize the Duchenne smile, and the muscles around the eyes are involved. The second expression is fear, which the stretched lip can recognize (as shown in the picture), and the upper lid is raised; the eyebrows are usually flat. A sad expression is recognizable by the lip corner. The mouth looks like an inverted "U." It also involves the wrinkles between the eyebrows. The surprised face is noticed mainly by the jaw-dropping down. The upper lids are raised, whereas the lower is neutral. The eyebrows are raised. In general, when a speaker is happy, he raises his eyebrows. Sometimes the raised eyebrows can signalize tension. The angry face can be seen during class; the teacher can be angry when the pupil does not pay attention. The face looks with lowered eyebrows and bulging eyes. On the nose, there may be wrinkles. The facial muscles are in tension. The wrinkles symbolize the disgusted face on the bridge of the nose. This face is connected with paraverbal communication, mainly the "ew" sound.

Navarro defined a face often used by teachers. The face is where the eyebrows are raised, and the chin is pointing towards the chest. The teacher uses this type of facial expression on a disruptive student in the class. (Navarro 2019, p. 34)

Tegze pointed out that an individual whose facial muscles are not significant may give others the impression that the individual is not interested in having a conversation or maintaining contact. A sender may also be confused about whether the recipient has understood his message correctly. The recipient's genuine emotions can be doubted if the individual overuses changing facial expressions. If there is little use of the facial muscles in a woman's face, it may simply be a fear of looking bad. If a woman does not use her facial muscles as much, she tries to keep her face smooth and wrinkle-free. (Tegze 2003, p.306-308) Former FBI agent, Joe Navarro, defined "our faces as the mind's canvas." Our faces could sometimes lie. The reason for this statement is our experience. Our parents taught us not to make any faces in a particular situation from childhood. Joe Navarro also stated that sometimes people could put on a false face when lying to confuse the people around them. The emotions from the face are divided into negative and positive. The facial muscles can easily recognize these types of emotions. The facial muscles with the negative emotions show tension. Navarro indicates the facial muscles' tension as "jaw tightening." The positive emotions are recognizable thanks to relaxed facial muscles, mainly the eye area. (Navarro 2008 ,p.165-167)

The facial expressions also include "*eyebrows, yawning, sneering, rolling eyes, gaping, and nodding.*" (Ben-Nun 2014, p.11)

### Eyes, Eye Contact

Former FBI agent Joe Navarro marked the eyes as a gateway to the world around us. The eyes can express many emotions, for instance, love, compassion, etc. Various cosmetic accessories are used on the eyes, thanks to which people try to increase attractiveness.

According to Navarro, the child gathers information from the people around him and his family from birth. They also gather different colours or shapes of the objects. (Navarro 2019, p. 35)

According to Mareš, eye contact is one of the most common non-verbal communication methods. (Mareš 1995, p. 107)

The Swede Gustav Nielsen dealt with the eye contact. He described his findings. Eye contact has many functions, which is why Nielsen named eye contact in Greek – "skopein" so that it would be impossible to imagine anything else under the name. He recorded people during conversation and how many times a person looked from one of them to the other in a given period. He observed the conversation. The result was that a person spends about half the time looking at another person's face during a conversation. The individual spends the other half of the time looking at surrounding objects. (Vávra 1990, p. 124)

Prof. Dr. František Vyskočil, DrSc., defined the reasons for the enlargement or narrowing of the pupils. Under normal circumstances, the size of the pupil changes according to the lighting. The pupils dilate in low light and constrict in high light. (Vyskočil 2018) Navarro stated two other reasons when the pupils change size. The enlargement of the pupils is typical when a person feels pleasant or when someone is sympathetic to us. The narrowed pupils symbolized negative emotions. When the pupils are narrowed, the visual acuity is increased. It is considered our body's defence system. In moments of crisis, our brain sends out a signal and helps us see our surroundings more sharply. Navarro refuted the oft-understood quick wink. Very frequent winking is considered a symbol of lying. He explained this type of non-verbal communication as a sign of stress or tension. So, it does not signalize lying. (Navarro 2009, p.37-38)

Eye contact is an essential part of connecting a sender and a receiver. If one of the participants in communication tends not to maintain eye contact, the other participant may feel insecure or distrustful. Hartley defined the results of Michael Argyle's observation of eye

contact, which formed thirty and sixty percent of the total time. She also stated that the correct level of eye contact could be complicated to estimate. It takes time and practice. (Hartley 2004, p.31-32) As I have mentioned earlier, non-verbal communication varies across the world. Bruno and Adamczyk mentioned that in Asian countries, frequent eye contact is a sign of a lack of respect. However, in our country, eye contact indicated an interest. (Bruno and Adamczyk 2005, p.33)

## **5.2. Gestures**

Tegze defined the gestures as "*a natural accompaniment to speech, with movement stimulating imagery.*" (Tegze 2003, p.254) They highlight the content of what we say. Bruno and Adamczyk described the difference between southern European countries (for example, Spain) and ours. Gestures are not used that often here, in our country, whereas in southern European countries, gestures are used very often. (Bruno and Adamczyk 2005, p.36) If an individual does not use gestures very often, it may look like they do not want to engage in conversation. Tegze defined gestures as an essential part of the human body for transmitting information into our brains. The palms and the fingers have sensitive nerve endings on their surfaces that allow us to receive information. He also described how well we perceive information based on good blood flow. Gestures help us transmit various commands. Gestures are often used when an individual wants to draw attention to something quickly or forbid something. (Tegze 2003, p.253-254)

Shaking hands is one of the most common ways of getting acquainted. However, it is crucial to think about how much you shake hands. Too weak a handshake can indicate hesitancy. If the handshake is too strong, it conveys distrust. Consequently, if someone continues to squeeze (often as a joke), the individual may express dominance. Hartley described that there is a tradition of the handshake. The reason for this gesture was mainly, by our ancestors, used as a sign that they were unarmed.

Gestures can be learned. Many politicians have coaches who help them know which gestures to use to "highlight" their words with non-verbal communication. (Bruno and Adamczyk 2005, p.37-38)

According to Tegze, we use gestures to intensify contact. We use touch to express emotions. For instance, if people love each other and are in a relationship, we often see them holding hands. Holding hands indicates the strength of the relationship. The couple is showing that they are holding together. If one of the couples grabs the other's shoulder and "pulls" their arms close, the individual wants to show that the other person is their partner and that they belong to each other. (Tegze 2003, p.263-265)

Rubbing our hands together signalized doubts, anxiety, or stress. It is that we feel unpleasant emotions in our bodies. Our hands tremble if we are under pressure, we are afraid of something. However, it can also be a disease. Almost everyone uses thumbs up or down. Thumbs up mean something is right; thumbs down express something is wrong. This gesture is often used with children who know their meaning and no longer need to complete this gesture with words. Often people point fingers. However, this is often taken as disrespect or insult. It depends on what the individual is pointing at. In many cultures, it is inappropriate if someone points at a person. However, pointing the finger at a particular thing during the lesson is beneficial and appropriate. If the teacher says, "Put that on the table!" and points to the table, she is helping the child to figure out where to put it if they do not understand the word or sentence.

#### Cultural differences across the world

DeVito listed four gestures that are different across cultures. The first gesture he mentioned was the gesture "Okay." In France, it is a sign that someone is a zero. In the United States of America, something is okay, alright. In Japan, it means the individual is asking for money. The second gesture he described is an open palm. In Greece, this is an insult that

originates in the Middle Ages. In West Africa, it is an insult. The open palm is that it shows five fingers, thus signifying that the individual has five fathers. It is supposed to be an insult to indicate that someone is a bastard. The third gesture is two fingers raised in the letter "V." It symbolizes peace in the US. However, it means a vulgar gesture for some South Americans, such as an upraised middle finger. The fourth gesture we all know is the thumbs up. For us, it means that something is right.

On the other hand, it is a rude gesture that expresses dislike for something or someone in Australia. In Saudi Arabia, it is the sign of a winner. The last-mentioned gesture is a joined thumb and index finger. In France, this gesture is shown when something is perfect. It is vulgar for Mediterranean countries (for example, Italy and Albania). (DeVito 2008, p.176)

### **5.3. Posture**

Posture expresses the inner feeling of an individual. It is also essential to pay attention to other non-verbal signals with posture. Bruno and Adamczyk divided posture into overly tense or relaxed posture. It is an open or closed posture. (Bruno and Adamczyk 2005, p.25)

If an individual is under tension or stress, his muscles are also under tension. For instance, the facial muscles are immobile. If an individual remains in this tension for too long, it can become a spasm. His ability to perceive his surroundings decreases. On the other hand, an overly relaxed posture signals comfort or unconcerned. Our muscles feel flaccid. The individual appears unmotivated or tired. People may look too tired, putting them in an uncomfortable situation. However, this relaxed posture can signal the so-called "let off steam." If the individual has been under pressure for a long time, they want to relax. The ideal body posture is relaxed but focused. The individual thus has the opportunity to receive information. He also has an overview of the situations around him, which he can evaluate in a few seconds and decide how to act correctly. The closed posture indicates a protective element. We use it when we are suspicious of our surroundings. We are building the so-called "wall of protection." The open

posture shows that we perceive information from others and are sovereign. It shows that we have our own opinion and are open to other opinions. If we feel comfortable, we stand upright. We can often meet a speaker who shifts the weight from one foot to another. This attitude indicates slight insecurity. (Bruno and Adamczyk 2005, p.25-28)

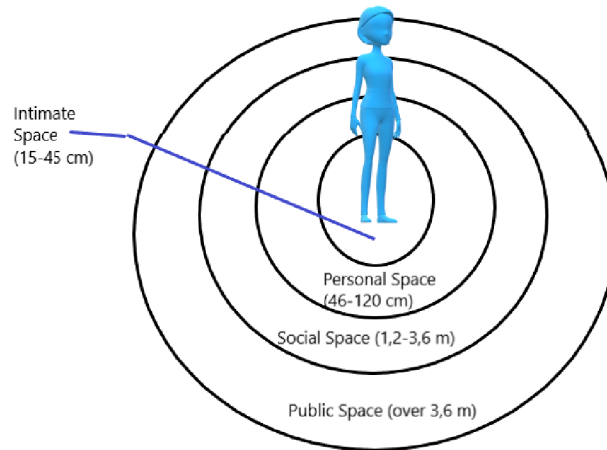
Navarro stated one specific posture specific to the British royal family. This posture is where the arms and hands are joined behind the back. Queen Elizabeth often walks like this. They wish others to stay at a distance. (Navarro 2019, p.116) Navarro divided the two different postures of an individual when standing with his hands on his hips. He explained the difference in the direction of the thumbs. If the thumbs are pointing backward, the individual is at attention. This posture conveys one's authority. If the thumbs are pointing forward, this is curiosity. (Navarro 2019, p.127)

#### **5.4. Proxemics (Space)**

Tegze defined the proxemics as "*the relative positions of two or more people in a shared space.*" (Tegze 2003, p.335) It is the distance, how the individuals move in space. Everyone likes their own space. It is our "bubble" in which we feel comfortable and safe. Hartley cited the personal space defined by Edvard Hall. Personal space can be invaded. An individual may allow the other person into their personal space when sympathetic to each other. On the other hand, if it is an unwanted person, we take a step back to maintain our space. Edvard hall defined four stages of proxemics.



Figure 3: Four stages of proxemics



Our intimate space is between 46-120 centimeters. It is a space where only people we love or like can. This space is mainly for touches between two individuals. The personal space is from 46 centimeters to 120 centimeters. Hartley defined this space as a space the length of our arms. Our friends or acquaintances can be in this space. Social space expresses the distance that is usual for a business meeting. It is also the space that is most common for teachers. However, teachers at primary school often use personal space. The last space is public space. This is typical of everyday life. For instance, when we are waiting at the bus station. People use this type of space mainly for contact with strangers or passers-by. (Hartley 2003, p.44)

Navarro defined the concept of territoriality. He explained an example of when people stand. They use their feet as a form of territorial expression. The further apart our feet are, the more distinctive our territorial stance. Straddling is a clear indicator of confidence. If the other person deliberately enters the individual's personal space and stands face-to-face during an argument, the other person is trying to intimidate the individual. (Navarro 2019, p.166)

## 6. Use of Non-verbal Communication in EFL Classes

According to Wahyuni, verbal and non-verbal communication are "*interrelated in learning practice.*" (Wahyuni 2017). Moreover, it can help to improve the quality of learning in the class. The teacher is a student role model in class and outside the classroom. Lewis and

Page claimed that non-verbal communication supports the teacher's message; it helps to be more truthful and authentic. (Lewis and Page 1974, p.374) Ali explained that non-verbal cues "*give extra support to the language.*" He listed in which cases non-verbal communication can be used effectively in EFL classes. It reduces teacher talking time, helps the teacher to give clear instructions, avoids misunderstandings, and supports a pleasant atmosphere in the classroom. (Ali 2011, p.1098)

Abdullahi did the research based on non-verbal communication. He randomly selected twenty-three teachers of the English language. He gained the information through questionnaires for the teachers. The study reveals that non-verbal communication "*like pointing, nodding, smiling, and eye contact, complements the oral presentation. It also helps to individualize instruction and makes teaching interactional natural because there is a good deal of evidence to suggest that normal human interaction depends to some extent on non-verbal cues; it is also used to demonstrate meaning – it is a fact that most language teachers rely a great deal on simple physical demonstration.*" (Abdullahi 2014, p.432)

Pacek pointed out that non-verbal communication makes a class supportive, dynamic, and purposive thanks to the gestures, tones, and visual codes and impacts students' learning and academic success. He also stated that even the teacher's tone of voice could clarify the concepts and topics. (2019, p. 18-19) Afdaliah expresses that non-verbal communication is essential to create a positive or negative atmosphere. He confirmed that mainly the gestures are used in EFL classes. (2017, p. 2) Afdaliah listed some advantages and disadvantages. One of the positive effects found by Afdaliah is, for instance, the impact on the students; when the teacher smiles, they feel more relaxed.

Another effect is that when the teacher keeps eye contact with the students, it shows that the teacher pays attention to their needs. On the other hand, Afdaliah also stated that the adverse effects were mainly caused by inappropriate non-verbal communication. He pointed out the use

of the teacher's index finger. When the teacher appoints the students, they can feel offended. The serious facial expression or shouting at the students can make students feel uncomfortable during class. (2017, p.7-9) From my point of view, it is essential to use non-verbal communication appropriately. It can help the students and pupils facilitate their understanding and feel comfortable in the class. On the other hand, if the non-verbals are misused, it can cause them to feel uncomfortable or confused. The inappropriate way can disrupt the flow of the lesson.

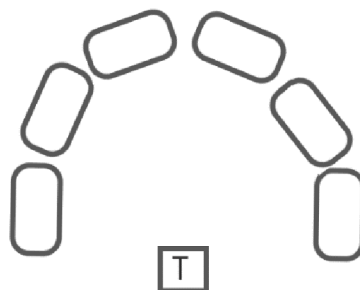
According to Křivohlavý, the teacher uses non-verbal communication mainly because of three principles. Non-verbally, the teacher tries to create an impression of who she or he is in the receiver's eyes. Through non-verbal communication, the teacher may influence the listener's attitude and convince him or her about a discussed statement or topic. One of the essential practices for the teacher is to manage the flow of the interaction, i.e., the lesson. The teacher can achieve this through eye contact and paraverbal phenomena. Křivohlavý described one situation that might occur during a lesson and is also connected with non-verbal communication. For instance, the teacher might encounter the silence of a pupil. However, a pupil may not always remain silent because he does not know the answer to the teacher's question. On the other hand, he may know too much and not know where to start. (Křivohlavý 1987, p. 45-46)

Proxemics is also manifested in the classroom seating arrangements. Seating arrangements are essential in the classroom for the flow of the lesson. The teacher should allow pupils the freedom to choose their seats and neighbour. The pupils are not only choosing the place. They choose a neighbour with whom they have common interests or a particular relationship. Křivohlavý stated that there is research on places in the classroom that the teacher unconsciously pays more attention to than other places. Křivohlavý mentioned the classroom area where the interaction is more frequent, called the action zone. The action tends to be the

first two desks in front of the teacher. Pupils tend to be more active. The second zone is the so-called remotely public zone; pupils are less questioned in this zone. During the teaching practice at the university, I have found that language lessons mainly use the so-called "language classes," which are arranged in a semicircle, so each pupil sits in the so-called action zone. (Křivohlavý 1987, p. 47-49)

Scrivener pointed out two types of seating plans. The first is the original seating plan, which consists of desks in rows. The second seating arrangements are alternative seating. He also stated that the horseshoe or U-shape arrangement proved to be very suitable for the English classes. (Scrivener 2011, p.62) This arrangement is beneficial while demonstrating. All students have the possibility to see the teacher clearly. The students are also highly connected with the teacher. Every seat is in the so-called "active zone," an essential part of English classes. According to Nurmala, it is beneficial to increase interaction in the classroom. (Nurmala 2014)

*Figure 4: U-shape arrangement*



Gestures are another type of non-verbal communication that is essential during classes. Gestures have a meaning in the interaction between the teacher and the class. They are used by both the teacher and the students. Students greet the teacher by standing up. Often teachers use hand movements instead of saying, "Sit down, please!" If a student raises his hand, he is signaling to the teacher that he has a question to ask or knows the answer to the teacher's question. (Křivohlavý 1987, p. 55)

Scrivener listed one useful correction technique with the use of fingers. According to Scrivener, it is an effective and straightforward technique for error correction. It is mainly used with English word order. This technique works based on words. One finger represents one word. For instance, if a student made a mistake in the third word, the teacher can move his finger at the third word/third finger, thus highlighting where the error occurred. The student can then clearly see where he made a mistake. This technique can be used, for instance, in "word stress" exercises. One finger marks one syllable. (Scrivener 2011, p. 289-290)

Eye contact is used very often during the lessons. The teacher looks at some pupils more often than others, even unintentionally. However, this is the same for students. According to Křivohlavý, people generally look more at the person close to them. A teacher may give more eye contact with a student who is unclear to him or unsure if he is ready, paying attention, or feeling well or sick. Křivohlavý pointed out research – Exline – in which teacher behavior towards pupils was deliberately varied. He praised some pupils more often and reprimanded others. Pupils in the first group looked at the teacher more often and for longer than pupils in the second group. It also showed that if the teacher was more sympathetic to the pupils, the pupils looked at the teacher more often. Those pupils who find the teacher unsympathetic do not look at the teacher much. Eye contact also depends on the topic being discussed. During the research, the topic of discussion was deliberately changed. If the teacher-led discussions with students on objective topics, eye contact increased. If they discussed personal issues, eyes contact decreased. (Křivohlavý 1987, p. 56-60) According to Zeki's research, students stated that teacher's eye contact supports their motivation and concentration. They feel like a part of the class and are more involved in the lesson. It encourages students to respond to the teacher.

Furthermore, one of the students pointed out that the teacher makes eye contact with the students when he or she says something important. The teacher emphasizes with eye contact the importance. (Zaki 2009, p. 1446-1447)

According to Gower, Phillips, and Walters, three essential parts of non-verbal communication in EFL classes are eye contact, gesture, and voice. The teacher needs to look at the students to see their reactions. When a teacher sets a task, thanks to students' facial expressions, the teacher can recognize if they understand the assignment. Using eye contact and the students' facial expressions, the teacher can tell if they are bored or if the lesson is enjoyable. (Gower, Phillips, Walters 1995, p.10) Gestures and facial expressions help to explain the topic clearly. Gower, Phillips, and Walter listed gestures used to manage the class. Mainly used are gestures for – listening, repeating, getting into pairs, stopping, good, not right, and interesting ideas. (Gower, Phillips, Walters 1995, p. 11-12)

Using the voice is an essential part of the class. If the teacher speaks too loudly, the students will raise their voices. The teacher can emphasize important points. Intonation is essential during EFL classes. Compared to the Czech language, the English language is very melodic. In Czech, the stress is always on the first syllable. However, English is variable.

Moreover, the change of pitch or tone of voice conveys meaning. If the teacher speaks in a monotone, students usually do not pay attention after a while. However, if the teacher changes the tone of voice, the students can keep paying attention longer. (Gower, Phillips, Walters 1995, p.17 and 154) Nan Keltie stated, "*the rise and fall of volume help maintain interest for all students and can be especially effective for older children.*"

On the other hand, young learners are curious. If the teacher starts whispering, the children are curious about what the teacher wants to tell them. Nan Keltie used the term "inflection." This term conveys a change of voice – tone or pitch. According to Keltie, inflection can change the meaning of a word or phrase. If a teacher or student says a word in a monotone, it sounds very robotic and does not convey the whole feelings of the speaker. When an individual says that he is so happy with energy, the meaning of the phrase conveys enthusiasm on its own. The individual supports the words with inflection. (Nan Keltie 2011)

During the lesson, mime and gestures can be used to practice vocabulary enjoyably. For instance, to illustrate actions or words such as "umbrella," "riding a bike," "swimming," and so on. (Gower, Phillips, Walters 1995, p. 149)

### **6.1. Cuisenaire rods**

This teaching method is used with visuals. At my grammar school, the English teacher used this method for the words stress. It is based on hands-on learning. It is easy to use, and the teacher can demonstrate many topics on the rods. This method is named after its inventor, a Belgian primary teacher Georges Cuisenaire. He used this method for teaching mathematics. It was adapted, and now it is used for teaching English.

It is based on wooden rods, which are differently coloured, and their length varies. The teacher can demonstrate the grammatical structures. For instance, tenses, stress, syllables, etc. It helps the students and pupils to visualize the construction. They could see how the given topic works. The teacher can determine which colour is for each part of the speech. Then for an extra example to show the system of its use. The students can think about the examples. They can entertainingly memorize the sentence structure. This method is mainly used to teach stress in English. It involves the sentence stress I discuss in the paraverbal communication section.

On the other hand, the teacher at my grammar school used it to demonstrate the word stress. Firstly, we determined how many syllables the given the word has, and later, we tried to pronounce it correctly and demonstrate the word stress using rods. With the rods, the comparative forms can be demonstrated.

There are many ways the teacher can use rods for teaching English. The pupils or students can use the rods in their free time to practice the topic. It helped me focus on the form; I could see the difference based on the visualization. It has its limitation. The limitation is in the age of the learners. For instance, not all teenagers would be happy to use coloured rods. However, there are teenagers whose preferred learning style is the use of visualization.

Cuisenaire rods can practice grammar, which focuses on the lexis. For example, it may depend on to the practice of the noun. The usage of the rods is to emphasize where the noun stands. (Scrivener 2011, p. 300-301)

## **6.2. Total physical response – TPR**

This method is a modern technique mainly used to teach pupils. Johanna Kawasaki described the usage of the technique mainly for children. She stated that it can be used simply as "touch your hand, touch your feet." She explained why this method is so famous for pupils. They are curious; they want to do and try new things and activities. This method can be used for teaching nouns. For instance, body parts, colours, numbers, imperatives, etc. (Kawasaki 2020)

When I was a child, the teacher used this technique very often. I learned vocabulary like body parts, colours, and numbers based on this technique. The teacher said, "Show me the fingers for number five!" and I used my fingers to show the number. In my opinion, the song for body parts signed nearly everyone. Singing the song and touching the body parts is a helpful way. Verbal communication relates to non-verbal communication. Each method has its limitation. This method is mainly used with kids. According to Scrivener, children want to learn new things and like to experiment. However, they have a short attention span and want to learn things in a fun way. They enjoy learning through playing and are very active. It is essential to vary the activities. (Scrivener 2011, p.321-322) I believe that the students would appreciate it as well. At the university, we should demonstrate a particular part of the book. We tried to imitate the dialogue with the movement, gestures, postures, etc. It was different from the typical class. We were more involved in the class than sitting in one place.



## **7. Methodology of research**

My study of non-verbal communication is divided into two parts. The first part involves the research at Technical University in Liberec, and the second part is the classroom research I took part in and observed.

### **7.1. University research**

The research at Technical University in Liberec was done in Culture II: British Studies, which Mgr. Michaela Marková, M.Phil., Ph.D., taught. The research was done during the COVID-19 pandemic when we had to switch to distance learning. The research focuses on non-verbal communication in teaching during university courses and its importance for students. After the agreement with doctor Marková, the class was conducted without her webcam to see the difference between teaching with the webcam on and off. I created a questionnaire for the 2<sup>nd</sup> year English students. The students answered the questionnaire after the lesson was taught without the webcam. It was an online questionnaire including twenty-two questions and was completed by thirty-six students. This questionnaire aims to determine whether non-verbal communication is vital for university students during their English classes.

Students had one week to complete the questionnaire. Then, I converted the results into percentages. Based on the percentages, I created graphs to demonstrate the results.

### **7.2. School research**

The school research took place at the private primary school - Doctrina in Liberec. I participated in one English lesson in which I had the opportunity to observe the non-verbal communication of the teacher Mgr. Špičková, who had a lesson with a second-grade student. Ten pupils - seven girls and three boys, attended the lesson. During the lesson, I observed the teacher's non-verbal communication. At the end of the lesson, I did a questionnaire with the children individually. The questionnaire contained eight questions concerning the teacher's non-verbal communication during the lesson. I created a questionnaire that was addressed directly

to the teacher about how she perceived the use of non-verbal communication. I had prepared the questionnaire before the lesson, and afterward, I printed it out. During the lesson, I was allowed to take photos of the teacher during the lessons. During the observation, I wrote down my findings related to non-verbal communication. What type of non-verbal communication was used in a particular situation. I gained valuable experience in non-verbal communication.

Figure 6: Questionnaire for the teacher

**QUESTIONNAIRE**

Do you emphasize the use of non-verbal communication during your class?

YES   NO   I DON'T KNOW

Where do you spend most of your time during the class?

sitting at the table

in front of the board

walking all over the classroom

moving in all the places mentioned above

Are you reinforcing your questions, statements with non-verbal communication? For example, the use of gestures.

YES   NO   I DON'T KNOW

I use this non-verbal communication during the class...

eye contact

facial expressions

gestures


posture (body)

touch

visuals

appearance

Figure 5: Questionnaire for pupils

**DOTAZNÍK** 

Diváš se na paní učitelku během hodiny?

Divá se na tebe paní učitelka ve výuce?

Pomáhá ti, když paní učitelka používá ruce při vysvětlování dané otázky? (Kolik ti je? 5, 6, 7?)

Všimnul/a sis, že paní učitelka používá ruce během výuky? (Například "Ticho!")

Vadí/Vadilo by ti, kdyby paní učitelka mluvila rychle?

Dokážeš rozpoznat, co si paní učitelka myslí nebo jak se cítí z výrazu jejího obličeje? (Například, když se zlobí, nebo je šťastná.)


 

Používáš rád/a interaktivní tabuli během hodiny?

Líbí se ti, když je paní učitelka slušně, hezky oblečená?



## **8. Practical part**

### **8.1. University research**

As I have already mentioned in the methodological section, it was a webcam-less class. After the lesson, the students completed an online questionnaire. Based on their answers, in this thesis, I want to explain the importance of non-verbal communication in EFL classes for students who already know how to speak and use the English language appropriately and are studying it at university.

I want to deduce as much as possible from the collected data; all are based on the results. The surprising fact is that non-verbal communication is also connected with understanding, even when the students already know how to use the English language.

At the beginning of the class, Mgr. Michaela Marková, M.Phil., Ph.D., asked us to turn on our web cameras for the greeting. From the research, 83,3 % of students pointed out that they look at other students' faces. I conclude that this act makes us feel more comfortable during distance learning. Seeing our colleagues' faces even for a minute made us feel natural during the pandemic when we were all separated from our colleagues. For the 55,6 %, the understanding is better when the students see the teacher. Nearly everyone, exactly 88,9 %, looks at the teacher's face during the lecture. Face-to-face teaching involves the teacher maintaining eye contact with the students. Students perceive that there is a person with authority in the classroom who is in control of the lesson.

In some cases, when classes were online, teachers could not monitor their students at all. This gave students the opportunity not to fully concentrate. For 63,9 % of students was hard to stay connected without eye contact. When students were at distance learning and had the web camera off, many knew that no one could see them, so they could do whatever they needed. As I have stated before, the teacher is the authority, and students tend to stay connected and pay attention. From the research, I found out that 75 % of the students pay attention to the teacher's

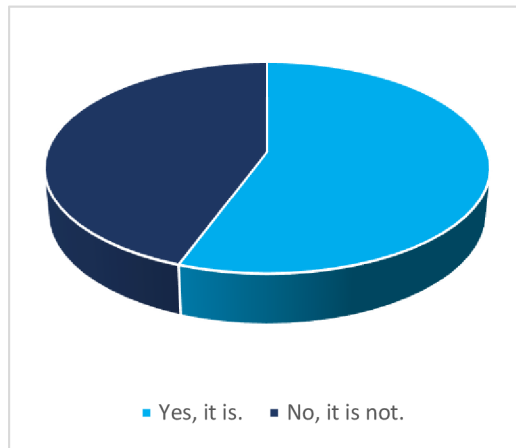
hands during class. As I have mentioned in the theoretical part, non-verbal communication, mostly gestures, commonly occurs between individuals during the communication. Therefore, the use of gestures points to the natural interaction to which each individual is already accustomed. According to the research, 91,7 % of students confirmed that the teacher's face and gestures are the parts of non-verbal communication that make the learning and discussion natural.

On the other hand, 83,3 % voted that it is enough for them to see just the face of the teacher. Facial expressions of the teachers are an essential part of lessons. It helps the students understand teachers' emotions and the message. If the student answers the question, the teacher's expression tells that student if he has answered correctly. The student can also deduce whether the teacher is angry or happy.

Interestingly, 88,9 stated that when the students ask the teacher about something, they usually look at the teacher's face to see the reaction before the answer. In my opinion, this act is that the students want to see whether the question was appropriate or not. The teacher's intonation also helps the students to understand the teacher's emotions; 99,4% voted for it. If the teacher speaks in a monotone and does not work with intonation, it usually indicates that he is tired or does not fully enjoy the topic. However, intonation is essential because it helps students to concentrate. An enthusiastic voice helps students to increase their interest. In addition, if the teacher works with emphasis, students will recognize what information is important and need to be written down. Furthermore, 77 8 % of students stated that the tones are the part of the speech which makes them concentrate.

As I've already started the research results, I want to demonstrate a few questions on the graphs. The graphs demonstrate all the answers and show that non-verbal communication is essential for university students.

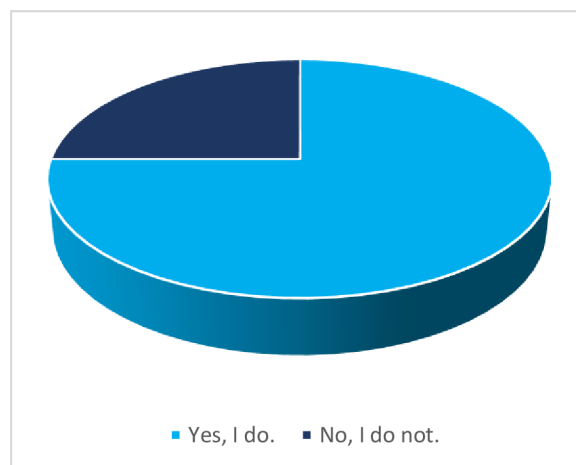
Question no.1: "It is easier (the understanding of the topic) for you when the teacher had the camera on (you can see her)?"



*Graph 1: Question no. 1*

According to this question, 55,6 percent of the students who participated voted that the topic is easier for them when they see the teacher. This is especially so when the teacher is talking about a more complex situation or topic. However, if we see the teacher's non-verbal communication, the context and non-verbal communication can help the students to understand the spoken words. They can better relate to the situation and topic. This graph describes Dr. M. Mohamed Sathik's opinion. According to Sathik, lecturers should be aware of the importance of facial expressions. If the lecturers can identify the importance of facial expressions, it supports understanding the students and their learning process. (Sathik, 2013)

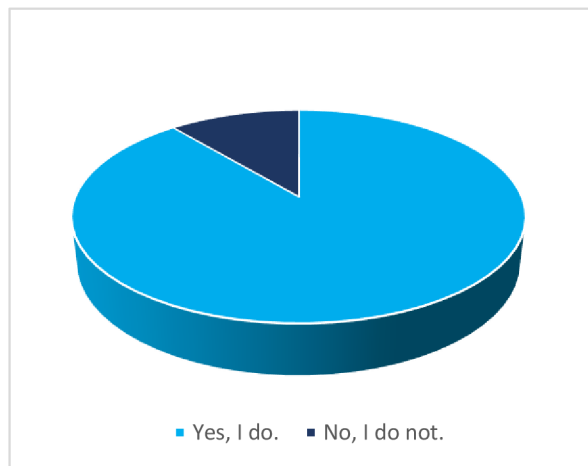
Question no. 2: "Do you pay attention to her hands, gestures during the class?"



*Graph 2: Question no. 2*

More than half of the students, 75 percent, pay attention to gestures during the class. In general, gestures intensify speech; they highlight the spoken words. Students pay attention to gestures because the teacher often uses gestures instead of words. For example, instead of the phrase "This is important!" he will use his index finger as a gesture for that phrase.

Question no. 3: "Do you usually look at the teacher's face during the lecture?"

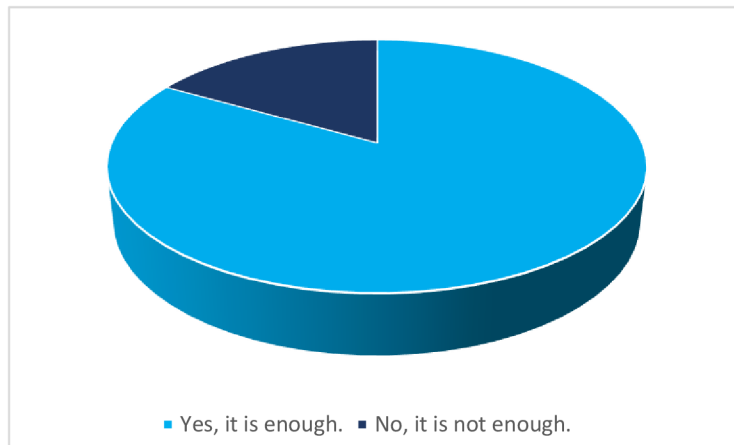


*Graph 3: Question no. 3*

Almost every student looks at the teacher's face. 88,9 percent of students voted that they look at the teacher. As I mentioned in the theoretical part, students focus on the teacher's facial expression. From the face, most often, students can read her emotions. For example, if a student interrupts, he or she is still aware that the teacher is in the classroom. In this case, the teacher's facial expression can convey an attitude towards the disturbance.

However, eye contact is essential, which promotes students' motivation and concentration. With this type of non-verbal communication, students understand the topic better. This is also influenced by increased attention on the topic. The students feel more involved in the lessons. With eye contact, the teacher looks so trustworthy and confident. If he did not maintain eye contact, he would appear unprepared to the students. More than half of the students, 63,9 percent, voted that eye contact helps the students stay connected.

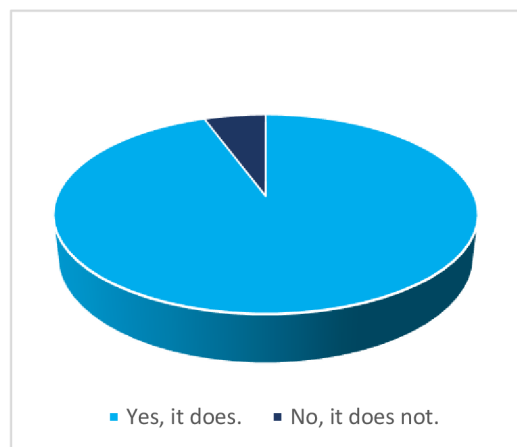
Question no. 4: "Is it enough for you to see just the face of the teacher?"



*Graph 4: Question no. 4*

88,3 percent of students stated that it is enough to see just the face of the teacher during the class. Due to distance learning, many students have had to get used to seeing the teacher's face via webcam. According to the age of the students, they have more experience with non-verbal communication. They associate non-verbal communication with situations they have already experienced.

Question no. 5: "Does the teacher's intonation help you understand her emotions?"

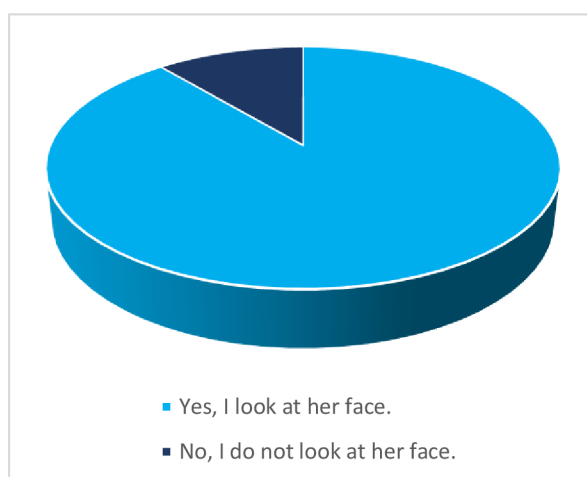


*Graph 5: Question no. 5*

Intonation in English is often used. Generally, the teacher can express feelings during teaching, even by intonation. For example, if the teacher is angry, she raises her voice. 94,4

percent of students said they understood the teacher's emotions through her intonation. If the tone of voice is friendly, it can create a friendly atmosphere. The main components of intonation in English are the tone, rhythm, tempo, and tone of voice. In English, the stress in words is essential. Incorrect intonation may cause misunderstandings. Non-native speakers have to get used to the intonation in English; the intonation makes it easier for them to communicate with English speakers. The teacher is a role model for the students. 77,8 percent of students said that tones make them concentrate. The intonation makes the lesson more interactive and makes the teacher interested in the topic.

Question no. 6: "If you ask the teacher about something, do you look at her face to see her reaction before the answer?"



*Graph 6: Question no. 6*

88,9 percent of students look at the teacher as soon as they ask a question. I think students do this to see what kind of facial expressions the teacher will have. Whether the question was appropriate or not. Students realize that it was inappropriate and will not mention it next time, for instance, during an oral exam.

To summarize the research results, non-verbal communication is an essential part of EFL classes at university. For many students, this is important in terms of naturalness. Students often do not see non-verbal communication as a separate part of communication. It is natural to them,



and they express themselves non-verbally according to the situation; they do not think about it. Appropriate use of non-verbal communication supports understanding of the students and their learning process and the dynamic flow of the lesson. The following types of non-verbal communication are used the most during teaching – intonation, facial expressions, eye contact, and gestures.

## **8.2. Primary school research**

During the course pedagogical practice, I met a teacher who used non-verbal communication to teach pupils just beginning to learn English. At that point, I realized that it is also essential to survey the elementary school to see how non-verbal communication is used in teaching there. At the beginning of the lesson, the teacher "waved" in greeting. The lesson started with the TPR (total physical response) method, where pupils learned body parts. Together they stood in a circle and sang the song "head and shoulders" while touching the body parts they were singing. Because the children liked the activity and the song, the teacher played a song where they took out one word each time and sang "hmm" instead of it. This made them think about what body part to touch and not do it automatically.

The teacher then varied the activity, with pupils taking turns to say English words related to body parts. They said parts that did not sing in the song, such as thumb, elbow, etc. Then they practice adjectives like small, big, etc. They practiced these with a song where they sang, for instance, "The mouse is small." and used their hands to show these adjectives. They also used facial expressions such as "I'm happy, moody..."

Subsequently, they worked with an activity book where they had a listening activity involving a picture with a monster. They had to take note of where the differences were. They then worked in pairs saying what was different and the same. The teacher made this exercise more enjoyable. The children changed their voices and spoke like a monster. She used non-verbal communication mostly when giving instructions. For instance, "Stand up!" and point her

hands from the bottom to the top. When they had to work on their activity book, the teacher showed which book to take in case someone confused the activity book with the textbook. Then one student read the instructions, and the teacher checked to see if they understood what they were supposed to do. She pointed to her ear when she said the verb "listen" as a part of giving instruction. She often showed the children the digits on her fingers. She also said, "Be quiet, please!" when they had to be quiet to hear the listening and used the gesture for it. She often maintained eye contact with the pupils, making them feel connected and paying attention throughout the lesson.

I was allowed to take photos during the lesson.

*Figure 7: Tactile learning - touch*



Picture seven shows the teacher touching her nose as they practiced the given words before singing a song about body parts. The pupils cooperated with her. This activity supports tactile learning and touch. According to Brooke Elder, it is vital for strong childhood

development. It supports children's growth in physical abilities, cognitive and language skills.

(Brooke Elder 2016)

*Figure 8: The word "mouth"*



In picture number eight, the teacher shows the word "mouth," which appears in the song. The teacher is checking the pupils' knowledge. She repeats with them the words that are in the song.

*Figure 9: Proxemics during the class*





In picture number nine, there is a type of non-verbal communication called "proxemics." In my opinion, a positive relationship with students is essential in EFL classes. The children are also together, which builds the class's collective; they form a single unity. It supports a friendly learning environment for pupils.

*Figure 10: Gesture for number three*



Picture ten shows that the teacher uses her fingers to show the exercises they will do together. The pupils are in the second grade and have lessons with a native speaker. I think they already know numbers, and the teacher made this gesture automatically.

*Figure 11: The teacher showing the textbook*



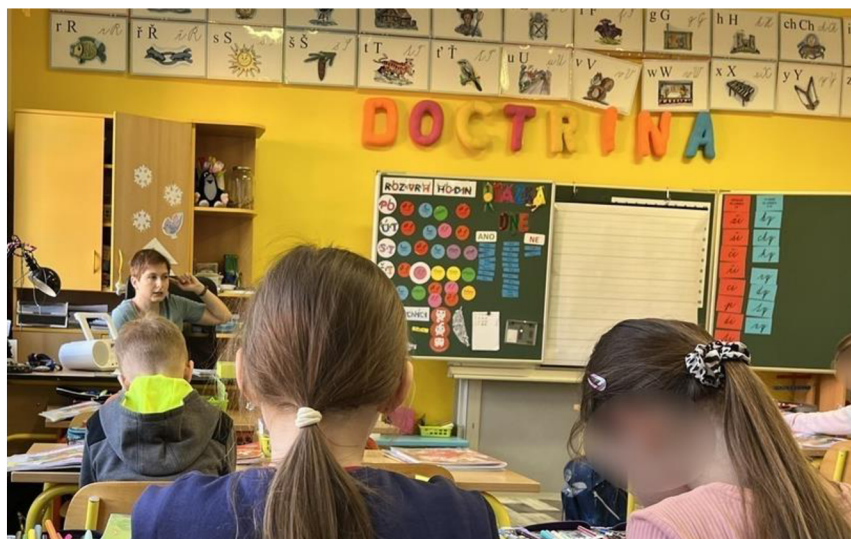
Picture eleven shows the pupils taking their seats and working with the activity book. Because they had two books, the teacher showed them which book they would work with. Someone could switch the word "textbook" with the word "activity book."

*Figure 12: The teacher pointing to the task*



In picture number twelve, the teacher points to exercise what they will do and where the instructions are, which they will read and explain together.

*Figure 13: Teacher's gesture for the verb "to listen"*



The teacher is pointing to her ear in picture number thirteen. The children have previously read together the instructions for their task. Afterward, the teacher made sure they knew if they



understood it. She then repeated with them what the exercise entailed with the sentence "You will listen to the recording." She stressed the verb "listen" and pointed to her ear.

Figure 14: Teacher's gesture for phrase "Be quiet!"



Picture number fourteen shows the teacher's "Be quiet!" gesture. She wants to emphasize that they should be quiet to hear well. After the listening, the children worked in pairs. She said, "Find a pair!" she showed number two with her fingers. The children worked in pairs to compare the picture with the written sentences. One pupil read what was written in the book, and the other had to say whether it was correct or not. In case that not, they should say the sentence correctly. There was a monster in the picture. The teacher told them to change their tone of voice and speak like the monster. The children enjoyed this exercise.

Figure 15: Colour coding

<p style="text-align: center;"><b>DOTAZNÍK</b> </p> <p>Diváš se na paní učitelku během hodiny?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Divá se na tebe paní učitelka ve výuce?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Pomáhá ti, když paní učitelka používá ruce při vysvětlování dané otázky? (Kolik ti je? 5, 6, 7?)</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Všimnul/a sis, že paní učitelka používá ruce během výuky? (Například "Ticho!")</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Vadí/Vadilo by ti, kdyby paní učitelka mluvila rychle?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Vadí/Vadilo by ti, kdyby paní učitelka mluvila rychle?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Dokážeš rozpoznat, co si paní učitelka myslí nebo jak se cítí z výrazu jejího obličeje? (Například, když se zlobí, nebo je šťastná.)</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Používáš rád/a interaktivní tabuli během hodiny?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>Ľíbí se ti, když je paní učitelka slušně, lezky oblečená?</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <input type="checkbox"/></p>	
---	--	--

During the evaluation of the questionnaire, I noticed one interesting fact. The questions were designed as yes-no questions. As picture number fifteen shows, some children used colour coding. For the answer "yes" they use green colour, for the answer "no" they use red colour. Although colour coding is not considered non-verbal communication, this view is also interesting. Children have answers associated with colours. In general, they adore using coloured crayons and are creative.

From the questionnaire, the results show that eye contact is an essential part of EFL classes at primary school. The pupils voted that the teacher should keep eye contact with them. Seventy percent of pupils said they are glad the teacher uses gestures to explain what they should do, such as which task number. For instance, the phrase "Find a pair!" or "Work in pairs!" It can be more difficult for pupils who are just beginning to learn English. If a pupil is unsure what to do, he knows he has the teacher's support by pointing out the number two on their fingers. If they already know it, they associate the phrase with the gesture. Everyone from this class stated they were happy their teacher spoke slowly and clearly. For beginners, it is essential that the teacher speaks slowly. It helps them associate words and phrases and understand the sentence's meaning.

On the other hand, for advanced learners, it is crucial that the teacher speaks faster. If the teacher still speaks slowly, there could be complications in understanding the native speaker or listening activity in the future. Only one pupil was unsure about the teacher's feelings from her face. The rest know how the teacher feels from her facial expressions. One pupil added that the teacher's facial expressions could tell the teacher's feelings. Most often, when she is angry because they are not paying attention. They explained how much they enjoyed changing their facial expressions according to the adjective they learned. The facial expressions support classroom management. If the teacher looks angry all the time, it may break the students'

concentration because they will not try to maintain eye contact with the teacher. As mentioned before, eye contact promotes concentration and makes pupils feel included in the lesson.

Eighty percent of children enjoy playing games on the whiteboard to practice English. According to the teacher, she mainly uses visualization. When they sing a song, she usually finds a video for that song, or they use vocabulary cards. According to Shatri and Buza, it motivates pupils to learn and develops critical skills. (Shatri, Buza 2017) For nearly everyone, the appearance of the teacher is also essential. They are happy that she dresses and performs nicely. As Zeiger stated, teachers are professionals. Teachers educate their pupils, and school is an educational institution where everyone should get dressed decently. Teachers are role models for students; they should be good examples.

The teacher's questionnaire results corresponded to a class I attended. The teacher stated that she emphasized the use of non-verbal communication during the class. She answered that she spent most of her time during the class moving from one place to another— sitting at the table, being in front of the board, and walking all over the classroom. She also reinforces her questions and statements with non-verbal communication. The teacher stated that she uses eye contact, facial expressions, gestures, open body posture, touch, visuals, and appearance in the questionnaire. All her answers can also be seen in the photos I had taken. In this way, the teacher supports a pleasant learning environment.

## **9. Conclusion**

The results of the research confirmed my hypothesis. Non-verbal communication is an essential part of EFL classes. The role of non-verbal communication, especially gestures, varies with age. Gestures signify the naturalness of interaction for students; they perceive gestures as part of human communication. Pupils perceive the teacher's gestures as a support in case they do not fully understand the task. For instance, when explaining what the pupils are going to do, the teacher can support the verbs with gestures – "Now, you will listen and write!" using



gestures for verbs "listen" and "write." Pupils (young learners) like to use the touch. The touch supports their development in physical abilities, cognitive and language skills. Students no longer need touch during lessons. However, some students may use touch to prepare for an exam. However, it depends on the learning style that is appropriate for the individual. The difference can also be seen in proxemics. The pupils like being active, touching things, and being around their classmates. During the studies at university, students do not form one stable group, as there are usually hundreds of students - especially in English. Students usually sit in rows during seminars and lectures, and the teacher is at the front of the class. Pupils have compulsory school attendance. Classes are primarily unchanging and form a unit. Primary school pupils like to be around their classmates and work in groups. During my observation, the children stood in a circle and were in close contact with the teacher.

Through non-verbal communication, the teacher can create a friendly atmosphere and unite the class collective, which is essential for primary school and pupils. Intonation, pauses, and emphasis is important for students and pupils and has similar uses. If the teacher says something important, the word or phrase is emphasized. The pupils and students then understand that this information needs to be remembered. However, there is a difference in tempo. Pupils who are just beginning to learn English need the teacher to speak to them more slowly. It helps them associate words and phrases and understand the sentence's meaning. The teacher already speaks naturally to the students. It is essential for the students that the teacher speaks at a regular tempo. If the teacher still speaks more slowly, there could be complications in the future during the listening exercises or a conversation with native speakers. The teacher's facial expressions are essential for both students and pupils. They can understand the teacher's feelings.

Non-verbal communication does not always have a positive impact. If a teacher yells at the pupils (students), it may resent the teaching. Even if the students are older, if the teacher

raises the voice at them, it will make them feel uncomfortable like the pupils. If the teacher sits and looks bored all the time, the students or pupils will be bored too. Non-verbal communication can be used as a benefit for the teacher. Students and pupils need to have the lesson not monotonous.

Through non-verbal communication, the teacher can create a positive or negative atmosphere. When the teacher keeps eye contact with the students, it supports their motivation and concentration. They are more involved in the lesson. When a student concentrates on the topic the teacher is explaining, he or she is more likely to understand the topic. If the teacher (occasionally) smiles, the pupils and students feel comfortable in the environment. A teacher can also create a positive atmosphere by speaking in an enthusiastic tone, supporting students' interest in the topic or subject.

A teacher can create a negative atmosphere by raising his or her voice at students, teaching a subject or topic monotonously, not maintaining eye contact, or having an angry facial expression.

## References

- [1] Bruno, Tiziana, and Gregor Adamczyk. 2005. *Řeč těla: jak neverbálně působit na druhé a rozumět řeči těla*. Poradce pro praxi. Praha: Grada.
- [2] Dennett, D. C. 1997. *Druhy mysli – K pochopení vědomí*. Bratislava: Archa
- [3] DeVito, Joseph A. 2008. *Základy mezilidské komunikace: 6. vydání*. Expert. Praha: Grada.
- [4] Gower, Roger, Diane Phillips, and Steve Walters. 1995. *Teaching Practice Handbook*. 2nd ed. Oxford: Heinemann.
- [5] Hartley, Mary. 2004. *Řeč těla v praxi: teorie, cvičení a modelové situace*. Praha: Portál.
- [6] Hennings, Dorothy Grant. 1978. *Communication in action: dynamic teaching of the language arts*. Rand McNally education series. Chicago: Rand McNally College Publishing.
- [7] Hošková, L. and Lakatošová, J., 1994. *Komunikace*. [ebook] Olomouc: Univerzita Palackého. Available at: <<https://ndk.cz/view/uuid:7ae2a000-9e33-11e3-8e84-005056827e51?page=uuid:7d017460-b297-11e3-9d7d-005056827e51>>.
- [8] Křivohlavý, J., 1987. *Komunikace učitelů se žáky*. [ebook] Olomouc: Krajský pedagogický ústav. Available at: <<https://ndk.cz/view/uuid:a447e5c0-7b68-11e7-b92d-005056827e51?page=uuid:fafd8850-8402-11e7-8b50-001018b5eb5c>>.
- [9] LEWIS, PHILLIP V., and ZOLLIE PAGE. "EDUCATIONAL IMPLICATIONS OF NONVERBAL COMMUNICATION." *ETC: A Review of General Semantics* 31, no. 4 (1974): 371–75. <http://www.jstor.org/stable/42576479>.

- [10] Mareš, J. and Křivohlavý, J., 1995. *Komunikace ve škole*. [ebook] Brno: Masarykova univerzita. Available at: <<https://ndk.cz/view/uuid:683aeb10-9244-11e3-a744-005056827e52?page=uuid:e400c630-9fe5-11e3-a880-5ef3fc9ae867>>.
- [11] Navarro, Joe. 2019. *Tajemství řeči těla: gesta, která prozradí více než slova*. Praha: Grada.
- [12] Navarro, Joe and Marvin Karlins, Ph.D. 2008. *What every body is saying: An Ex-FBI Agent's Guide to Speed-Reading People*. New York: Collins Publishers
- [13] Scrivener, Jim. 2011. *Learning teaching: the essential guide to English language teaching*. 3rd ed. Macmillan books for teachers. Oxford: Macmillan.
- [14] Sternberg, Robert J., and Aleksandra Kostić, eds. [2020]. *Social intelligence and nonverbal communication*. Cham, Switzerland: Palgrave Macmillan.
- [15] Tegze, Oldřich. 2003. *Neverbální komunikace*. Business books. Brno: Computer Press.
- [16] Vávra, V., 1990. *Mluvíme beze slov*. [ebook] Praha: Panorama. Available at: <<https://ndk.cz/view/uuid:db5aea20-bfd3-11e3-aec3-005056827e52?page=uuid:7c2e6a6c-2d65-43b1-b577-4aaf200a8972>>.
- [17] Wahlstrom, Billie J. 1992. *Perspectives on human communication*. Dubuque: Wm. C. Brown.

## Online resources

- [18] Abdullahi Akinola, O., 2014. *THE USE OF NON – VERBAL COMMUNICATION IN THE TEACHING OF ENGLISH LANGUAGE*. [online] Researchgate. Available at:  
[https://www.researchgate.net/publication/331461957\\_THE\\_USE\\_OF\\_NON\\_-\\_VERBAL\\_COMMUNICATION\\_IN\\_THE\\_TEACHING\\_OF\\_ENGLISH\\_LANGUAGE](https://www.researchgate.net/publication/331461957_THE_USE_OF_NON_-_VERBAL_COMMUNICATION_IN_THE_TEACHING_OF_ENGLISH_LANGUAGE)
- [19] Afdaliah, Nihla, and Abdul Halim. 2022. "Teachers' Nonverbal Communication In EFL Classroom." *Eprints.Unm.Ac.Id*.  
<http://eprints.unm.ac.id/6068/1/ARTIKEL.pdf>.
- [20] Ali, S., 2011. *The Use of Non-verbal Communication in the classroom*. [ebook] Sarajevo: Tabuk University, KSA. Available at:  
<<https://core.ac.uk/download/pdf/153447323.pdf>>.
- [21] Amsel, T., 2019. An Urban Legend Called: "The 7/38/55 Ratio Rule". *European Polygraph*, [online] 13(2), pp.95-99. Available at:  
<<https://sciendo.com/article/10.2478/ep-2019-0007>>.
- [22] Ben-Noun, Liubov. 2014. "NON-VERBAL COMMUNICATION SKILLS." *Researchgate*. [https://www.researchgate.net/publication/281784464\\_NON-VERBAL\\_COMMUNICATION\\_SKILLS](https://www.researchgate.net/publication/281784464_NON-VERBAL_COMMUNICATION_SKILLS)
- [23] Contributor, BusyTeacher. 2022. "How To Teach English Using Cuisenaire Rods: 15 Modern And Effective Ways". *Busy Teacher*. <https://busyteacher.org/2471-how-to-teach-english-using-cuisenaire-rods-15.html>.
- [24] Elder, B., 2016. *Tactile Learning: How Your Child Learns through Touch and their Tactile System*. [online] Integrated Learning Strategies. Available at:

<<https://ilslearningcorner.com/2016-05-tactile-learning-how-your-child-learns-through-touch-and-their-tactile-system/>>.

- [25] Jalili, Candice. 2019. "How to Tell If Someone Is Lying to You, According to Experts." Time. Time. <https://time.com/5443204/signs-lying-body-language-experts/>.
- [26] Kalamtime. 2021. *Evolution of Communication from Ancient to Modern Times*. [online] Available at: <<https://www.kalamtime.com/blog/evolution-of-communication/>>
- [27] Kawasaki, J., 2020. *What Is TPR for Teaching English and How Can I Use It?*. [online] BridgeUniverse - TEFL Blog, News, Tips & Resources. Available at: <<https://bridge.edu/tefl/blog/what-is-tpr-for-teaching-english-and-how-can-i-use-it/>>.
- [28] Keltie, N., 2011. *Teacher tips: How to use your voice as an effective teaching tool*. [online] Schoolofeducators.com. Available at: <<http://schoolofeducators.com/2011/07/teacher-tips-how-to-use-your-voice-as-an-effective-teaching-tool/>>.
- [29] Manuel, José. 2022. "Cuisenaire Rods To Teach English". *Englishpost.Org*. <https://englishpost.org/silent-way-cuisenaire-rods/>.
- [30] Nurmala, 2014. *THE EFFECT OF U-SHAPE(HORSESHOE) SEATING ARRANGEMENT ON SPEAKING ABILITY OF THE TENTH GRADE STUDENTS AT SMK TI AIRLANGGA SAMARINDA*. [online] Academia.edu. Available at: [https://www.academia.edu/11770320/THE\\_EFFECT\\_OF\\_U\\_SHAPE\\_HORSESHOE\\_SEATING\\_ARRANGEMENT\\_ON\\_SPEAKING\\_ABILITY\\_OF\\_THE\\_TENTH\\_GRADE\\_STUDENTS\\_AT\\_SMK\\_TI\\_AIRLANGGA\\_SAMARINDA](https://www.academia.edu/11770320/THE_EFFECT_OF_U_SHAPE_HORSESHOE_SEATING_ARRANGEMENT_ON_SPEAKING_ABILITY_OF_THE_TENTH_GRADE_STUDENTS_AT_SMK_TI_AIRLANGGA_SAMARINDA)
- [31] Shatri, K. and Buza, K., 2017. *The Use of Visualization in Teaching and Learning Process for Developing Critical Thinking of Students*. [online] European Journal of Social Sciences Education and Research. Available at:

- <<https://www.semanticscholar.org/paper/The-Use-of-Visualization-in-Teaching-and-Learning-Shatri-Buza/ec8c84e0dc811e22ccbc4dcca06ff6c7548b96f2>>.
- [32] Sarmiento, Joao. 2020. "7-38-55 (Mehrabian's Rule)". *Projectmanagement*.  
<https://www.projectmanagement.com/contentPages/wiki.cfm?ID=603813&thisPageURL=/wikis/603813/7-38-55--mehrabian-s-rule-#> = .
- [33] Vyskočil, DrSc., Prof. Dr. František. 2018. "Jak Opiáty A Jiné Drogy Působí Na Zorničky Člověka?". *Prirodovedci.Cz*. <https://www.prirodovedci.cz/zeptejte-se-prirodovedcu/2533>.
- [34] Wahyuni, A., 2017. *The Power of Verbal and Nonverbal Communication in Learning*. [online] Researchgate. Available at:  
<[https://www.researchgate.net/publication/323180151\\_The\\_Power\\_of\\_Verbal\\_and\\_Nonverbal\\_Communication\\_in\\_Learning](https://www.researchgate.net/publication/323180151_The_Power_of_Verbal_and_Nonverbal_Communication_in_Learning)>.
- [35] Watson, Stephanie. 2019. "The Unheard Female Voice." *The ASHA Leader*.  
<https://leader.pubs.asha.org/doi/10.1044/leader.FTR1.24022019.44>.
- [36] Windle, R. and Warren, S., 2017. *Communication Skills*. [online] Communication Skills | CADRE. Available at:  
<https://www.cadeworks.org/resources/communication-skills#Paraverbal%20Messages>
- [37] Zeiger, S., 2018. *Signs of Professionalism in a Teacher*. [online] Work - Chron.com. Available at: <<https://work.chron.com/signs-professionalism-teacher-9324.html>>.
- [38] Zeki, C., 2009. *The importance of non-verbal communication in classroom management*. [online] ScienceDirect. Available at:  
<[https://www.sciencedirect.com/science/article/pii/S1877042809002572?ref=pdf\\_download&fr=RR-2&rr=71aa219b5a369235](https://www.sciencedirect.com/science/article/pii/S1877042809002572?ref=pdf_download&fr=RR-2&rr=71aa219b5a369235)>.

[39] "Georges Cuisenaire - Wikipedia". 2022. *En.Wikipedia.Org*.

[https://en.wikipedia.org/wiki/Georges\\_Cuisenaire](https://en.wikipedia.org/wiki/Georges_Cuisenaire).

**Figure no. 1**

[40] Lansley, Harry. 2022. "THE FACIAL ACTION CODING SYSTEM. " *The*

*Emotional Intelligence Academy*. [https://www.eiagroup.com/the-facial-action-coding-](https://www.eiagroup.com/the-facial-action-coding-system/)

[system/](https://www.eiagroup.com/the-facial-action-coding-system/).