
Decoding the Nonverbal Behaviour of English Language Teachers

Dr. Joanna Ruth Sario Paloma* & Dr. Paloma pursued**

**Malaybalay City, Bukidnon, Philippines.*

***Master of Arts in English Language, Bukidnon State University*

ABSTRACT

This research analyzed the nonverbal behaviour of English language teachers from the universities in the province of Bukidnon. The study used a semiological analysis approach, with qualitative and interpretative analysis, to examine the nonverbal behaviours displayed in the recorded online classroom lectures with students. It focused on classifying nonverbal behaviours according to functions such as emblems, illustrators, regulators, adaptors, and affective displays and their meaning as signifiers. It signified, based on the Dyadic Model of semiotics by Saussure. Results revealed various nonverbal behaviours used by the teacher participants and their meanings. A teacher's guide was developed to serve as a guide for teachers in displaying nonverbal behaviour in the classroom, whether online or face-to-face interaction. The study recommends educational programs and workshops on effective nonverbal communication behaviours for teachers and further research on nonverbal communication skills and their effects on teaching and learning.

KEYWORDS: *nonverbal behaviour, English language teachers, online class, teacher's guide*

INTRODUCTION

Bukidnon tertiary institutions have demonstrated remarkable flexibility in adapting to changing educational needs. As the educational landscape evolves, schools in the region have embraced various teaching modalities and technologies that cater to diverse student requirements. This shift to flexible, innovative teaching practices, including the use of online platforms and digital learning management systems, reflects their ability to remain adaptable in delivering quality education.

A notable distinction between physical classrooms and virtual lies in the domain of nonverbal communication. In physical classrooms, teachers employ nonverbal behaviour as a teaching technique to generate interest and foster meaningful communication among students. Teachers convey a range of emotions and emphasize key points through their facial expressions, eye contact, and visual signals. They also use vocal techniques such as tone, pitch, and speed to convey their message (Miller, 2021) effectively. Face-to-face classes rely heavily on nonverbal cues like smiles, frowns, gestures, and even physical contact, which play an essential role in teaching, classroom management, and teacher-student interaction. In contrast, online classes have limited nonverbal communication options, typically restricted to raising hands, using emoticons, or utilizing the chatbox.

It is important to recognize that meaningful communication between teachers and students is essential for effective learning, as nonverbal behaviours convey profound meanings that

surpass verbal expressions (Greenspan & Benderly, 2021) and contribute to the overall learning experience (Riskiati et al., 2020).

This study examines explicitly the nonverbal behavior of English teachers in online classes. It aims to identify the use of nonverbal functions, including emblems, illustrators, regulators, adaptors, and affective displays. The study also intends to investigate the meanings behind these nonverbal behaviours using Saussure's dyadic model of semiotics. Ultimately, it aims to develop a teacher's guide to assist facilitators and teachers in effectively employing nonverbal behaviours in the classroom.

Framework

This study assumes that English teachers utilize nonverbal behaviour in their online classes, drawing support from the Dyadic Model of Semiotics by Saussure presented by Chandler (2002) and the Five Functions of Nonverbal Behaviors by Ekman and Friesen (1969).

Saussure's Dyadic Model emphasizes the connection between the signifier and the signified, highlighting their importance in creating unified meanings within a context. The study employs the concepts of denotation and connotation to examine the meaning of the signified.

Ekman and Friesen's (1969) Five Functions of Nonverbal Behaviors (emblems, illustrators, regulators, adaptors, and affective displays) are believed to be utilized by teachers. Emblems are culturally agreed-upon gestures with specific meanings, illustrators are hand gestures that accompany verbal messages, regulators are signals that regulate interpersonal interactions, adaptors are personal body movements that react to the teacher's state, and affective displays are body movements that reveal emotional states. Using these theoretical frameworks, the study analyses teachers' nonverbal behaviour in online classes.

LITERATURE REVIEW

Semiotics explores the study of signs and symbols as a significant part of communication. Prominent scholars discussing semiotics include Ferdinand de Saussure and Charles Sanders Peirce.

Saussure, the father of modern linguistics, proposed a dualistic notion of signs. Conceptually, the principal concept of Saussure's theory was from the thought of a dichotomy or duality basis in which, according to him, a sign consists of two focal components, namely the form of the nonverbal behaviour and signified -the mental concept. Meanwhile, the signification system is the relationship between the signifier and the signified. Saussure asserted that both concepts have a very close relationship, are mutually needed, and complement each other. Both cannot be separated, as one aspect will not exist without the other (Chandler, 2017).

Chandler created a common ground for these two schools of semiotic thought by referring to semiotics as the study of signs, which involves the theory and the analysis of signs, codes, and signifying practices. He broadly defines signs as images, objects, sounds, or actions representing something else, such as objects and concepts.

Using the semiotic approach is part of a carefully designed mixed-methods study and other qualitative and quantitative methods customized to the research problem (Mingers, 2011).

Givens (2004) defines nonverbal behaviour as sending and receiving wordless messages through facial expressions, gaze, gestures, postures, and tones of voice. In addition to the

elements mentioned, Calero (2015) adds the senses of touch, taste, seeing, hearing, smell, signs, symbols, colours, and intuition as parts of the nonverbal messages.

Several studies documented the nonverbal behaviour of teachers. Wang (2000) confirms in his research that teachers' awareness of nonverbal behaviours optimized the teaching and learning effect in the class. Using qualitative analysis, he analyzed how various modes cooperate to facilitate teacher-student interaction. It was found that teachers' nonverbal behaviour plays a significant role in classroom teaching and classroom interaction.

Tawil's study (2015) focused on teachers' nonverbal behaviour in online classes or lectures. The research followed a two-phase design, combining qualitative and quantitative methods. Participants completed an online questionnaire to identify nonverbal actions that could impact discussion-based online courses. The questionnaire analysis revealed the existence of electronic Nonverbal Communication (NVC) categories that could communicate messages beyond written words. The second phase involved validating the findings through data collection and analysis using two versions of an online survey, one for professors and another for learners. The results confirmed that eNVC exists and plays a role in the asynchronous online learning environment. Participants noted that these electronic cues contributed to social and teaching presence, influencing students' engagement and motivation.

1.0 METHOD

Research Design

This study used a semiological analysis utilizing qualitative and interpretative analysis to analyze the nonverbal behaviour of teachers seen through their video-recorded classroom lectures and interactions with students. This research delved into the analysis of videos and pictures to get an in-depth understanding of the signs employed by the teachers. Further, it used direct observation through a modified observation form to examine the nonverbal behaviours used by teachers during online classes.

Data Collection

The researcher asked for a copy of the video-recorded classroom lecture of the five identified teachers. The video recordings were carefully examined to inspect the nonverbal behaviours employed by teachers in their online classes.

Data Analysis

The evident nonverbal behaviours were screen captured, provided a transcript, and placed on a table for inter-coding purposes. These images were used to present, analyze, and interpret data. Relevant observations from the classroom lecture videos and questionnaire were used to substantiate the analysis.

2.0 RESULTS AND DISCUSSION

This portion presents the results of how the nonverbal behaviors are classified in terms of the function and meaning of the signs, and the relevant literature to support the findings and discussions.

Emblems

According to Ekman and Friesen (1969), emblems are nonverbal behaviours with a direct verbal counterpart. These are also gestures that have a specific agreed-on meaning. Most students in the classroom culture are familiar with the word or phrase and the emblem that the teacher uses; emblems are sent with conscious intent in the classroom. In turn, the student knows that he or she is the message recipient, and the teacher usually takes responsibility for the message (Hickson & Stacks, 1985). In this case, “*looking at the students from left to right*” is an emblem since students already know in their minds that when a teacher pauses and looks at the screen, he or she is looking for someone to answer the question or thinking of a possible question to ask the students.

In the teacher's lesson, he displayed an emblem before asking the students a question. He did this by looking at the screen intently, and then, after a few seconds, he asked the question. The evident sign is *eye contact*. Since *eye contact* is a symbolic entity, it has a form and a mental concept. Therefore, it is a sign.

In this sign, the signifier is the *eye contact with students from left to right* because it embodies the underlying message beyond its literal meaning. The signified is *confidence and class control*. In the lesson, the teacher is confident and authoritative, thus displaying control over the class through the emblem. This is affirmed by Naoimi (2016), who suggested that if a teacher looks into the eyes of the students from right to left or left to right, this will build up confidence and eliminate the teacher's nervousness. Further, Elfatihi (2017) suggested eye contact means controlling the class.

There are eye movements that are found to be distracting from students. This was evident when the teacher veered away from the monitor to talk with a colleague passing by him. During online classes, teachers would look for a place where the internet signal is vital regardless of the noise. Frequent eye movement of a teacher can be distracting for students, as it diverts their attention away from the content being taught. This notion is supported by the understanding that distractions can hinder concentration and comprehension (Hartanto et al., 2019). In the online learning context, where the teacher's face is often displayed on the screen, consistent eye movement can lead to a sense of unease or confusion for students. Establishing eye contact and connection with the teacher becomes challenging when their eyes constantly shift (Doolittle et al., 2019).

To maintain better engagement and connection with students during online classes, it is generally recommended for teachers to maintain steady eye contact with the camera or the screen. This practice helps create a sense of presence and attentiveness, fostering a conducive learning environment (Cikajlo & Kocijan, 2017).

ILLUSTRATORS

The teachers also displayed illustrators. These are nonverbal behaviours directly tied to or accompanying the verbal message (Ekman & Friesen, 1969). They emphasize, explain, and support a word or phrase.

Specific illustrators used by teachers in online classes are pointing at the monitor (students), pointing their hands towards themselves, and pointing their fingers to show connectedness.

A teacher used his finger to illustrate "your turn" while saying it verbally. This hand gesture was made while the teacher facilitated recalling previous lessons. The teacher executed the gesture by using his pointing finger and directing it to the screen to mean he was pointing towards the students.

The *hands* are signs in this photo. The *palm-closed finger pointing* is the signifier because it embodies the underlying message beyond its meaning.

However, the literal meaning of *palm-closed finger pointing* is pointing at someone using a finger (Macmillan Dictionary). This is the literal meaning that the dictionary attempted to provide. The finding suggests that *dominance* is signified by *palm-closed finger-pointing*. According to Pease (2011), the *palm-closed finger* is a fist, and the pointed finger is a symbol that the teacher wants his students to submit. Teachers want students to take ownership and lead their learning, which is even more necessary in an online class. However, it also means that teachers must be intentional about monitoring students' behaviour. Thus making them dominant in the online class.

A teacher used another illustrator to illustrate "powerful and impressive letters". This hand gesture was made after introducing the objectives to the students. The teacher executed the gesture by bringing both his hands upwardly together. The sign is the *hands*, and its signifier is the *raised open palm*.

In the Macmillan Dictionary (2019), the literal meaning of *raised open palm* is the raising of the inside part of the hand, between the fingers and wrist facing upwards. This finding suggests that *openness* is the signified or contextual meaning of *raised open palm* because, as the teacher was saying the title "powerful and impressive letter," he is showing to the students through his action that it is of great importance in the lesson. The researcher herself was encouraged to consider *raised open palms* as the teacher's way of showing honesty, openness, or submission when the teacher displayed her palms to the class. Lacinai and Dachis (2014) affirmed this interpretation, stating that a teacher's open palm speaks of openness about him. However, suppose the hands or palms are hidden by putting them behind the back, in pockets or under the table. In that case, this often indicates a desire not to communicate, which may be seen among people who are lying and hide their hands in fear that they will give themselves away.

Regulators

Regulators are also present in teachers' online classes.

A teacher raised his eyebrows while asking the class for more ideas or insights in the online classroom. This nonverbal behaviour is a regulator since the teacher regulates the online interaction with his students. The evident sign is the *eyebrows*. Thus, *raised eyebrows* are the signifier. Its literal meaning is fear and surprise, which are believed to be elicited unconsciously (Kelleher, 2005).

However, in the online classroom context, the teacher wants to draw attention to his face so that other signals can be exchanged. Kelleher (2005) calls this eyebrow movement as the eyebrow flash. This is likened to a facial exclamation point or question mark. Raised brows are also used to express agreement, surprise, fear, disbelief or disapproval and to send a silent greeting (Study et al., 2016).

As observed, the teacher wanted the students to respond to his question. This prompted raising eyebrows, indicating that he would be waiting for the response. Therefore, in this context, *raised eyebrows* mean *expectation*. In this part of the lesson, the teacher expects the students to respond to his question.

Another regulator observed was when the teacher asked for more questions and saw the raised hand feature from her student. She immediately recognized the student; her head went near the monitor, and she nodded. The teacher used this non-verbal behaviour to recognize a student. Kendon and Ferber (1973) provided six general interaction strategies that regulate communication. Nodding falls under the "head dip" strategy. This serves as a marker for transitions between activities or shifts in psychological orientation. According to Preston (2005), incorporating head nods into a teacher's nonverbal communication can convey engagement and attentiveness. By nodding, a teacher can signal their students that they are actively listening and interested in what is being said. This can create a positive classroom environment and encourage students to participate more confidently in discussions.

The signs are *head* and *lips*. The *head and lips* are symbolic entities with form and meaning. Therefore, it is a sign. Its signifier is the *head nod with a smile*. Such is the signifier because it embodies the symbolism of the sign above. The underlying message or signified is *agreement*. The teacher showed small nods combined with a smile. The teacher encourages the student and builds a bonding signal (Study et al., 2016). Thus, the signified combination of these two signs is *agreement*.

Adaptors

Adaptors are also seen in the teachers' class. Teachers specifically displayed licking their lips, looking at the ceiling while thinking, pinching their nose, looking at the right side, rubbing their forehead, and scratching their eyebrows. Adaptors are means of accounting for the behaviour that may have been negative and learned in childhood (Hickson & Stacks, 1985). They are also personal body movements that occur as a reaction to a teacher's physical or psychological state (Lustig & Koester, 2006).

One specific gesture made was the *scratching of the nose*. Neill and Caswell (2011) suggested that adaptors are more frequently under stress, impatience, enthusiasm, or nervousness. Scratching the nose was employed while waiting for the students to finish reading the text flashed on the screen. Preston (2005) revealed that when teachers are tired, their bodies react as if their minds have lost control of them. In the interview, the teacher confirmed that she performed this action unconsciously. One reason she manifested this behaviour is due to concentration and being tired. However, Patcher (2005) emphasized that in order to improve communication abilities, the list of body language to avoid includes licking of lips; playing with rubber bands and paper; twirling hair, beard or moustache; drumming fingers; clicking pen; biting fingernails; tapping feet; picking teeth; and repeatedly adjusting glasses.

The sign is *fingers on the nose*. The signifier of the sign is the *scratching of the nose*. *Scratching* the nose means using one's fingers to rub an itch (Study Body Language, 2016). However, its signified or contextual meaning says differently. It was observed that the teacher was becoming impatient while waiting for the class to finish reading. With this, it can be stated that the teacher is uncomfortable since she has been doing the lecture for almost 30 minutes. This discomfort is manifested through the *scratch on the nose*. Thus, the signified

scratching of the nose is discomfort. This finding is affirmed by Lacinai (2019), who stated that the nose and neck are home to many nerve endings that, when rubbed, will lower the heart rate and comfort a person. Therefore, when teachers experience discomfort, they unconsciously touch their faces or necks so that these nerves activate and help calm them. Neill and Caswell (2011) suggested that discomfort signals can aid teachers in managing interactions in the classroom. When teachers recognize their discomfort, they can quickly address and calm themselves, effectively redirecting the discussion. In this context, discomfort is not viewed negatively but rather a positive indicator of a teacher's ability to restore focus in the classroom.

Another adaptor observed in teachers was *the licking of lips*. The teacher licked his lips while waiting for the student's answer to his question. The evident sign is the *lips*. According to Neill and Caswell (2011), biting or pressing the lips are facial expressions of stress. This happens because one of the effects of anxiety is to dry up the flow of saliva, and these movements are an unconscious reaction to the dry-mouthed feeling. However, Neill and Caswell (2011) suggested that the licking of lips is commonly used by effective teachers, especially when they know they are approaching a confrontation.

The *licking of lips* is the signifier because it embodies the underlying message beyond its meaning. The licking of lips can be interpreted as a lack of moisture in the lips. In this particular context, the act of *licking lips* by the teacher, although typically interpreted as a sign of stress or nervousness, is given a different meaning. According to the interview conducted with the teacher, it was discovered that the gesture was *habitual* rather than an indication of nervousness. The teacher's overall demeanour appeared relaxed and calm, contradicting the notion of anxiety.

Several factors contribute to understanding the habit of licking lips in this situation. Firstly, the class takes place in the afternoon, and the room temperature tends to be humid. As a result, the teacher may experience dry lips, prompting him to lick his lips to provide moisture. Therefore, in this specific context, *licking lips* signifies a habitual response to address dryness rather than indicating nervousness or stress. The signified is *a habit*.

Affective Display

Almost all teachers showed effective displays in their online classes with a smile and a frown. According to Ekman and Friesen (1969), expressions of happiness, surprise or disappointment are displayed by the face and convey a teacher's inner feelings in the classroom.

The teacher smiled after asking the class a question. He smiled for three seconds, communicating friendliness and setting a positive tone in his lesson. It can be seen that the sign is the *mouth*. The *smile showing teeth* is the signifier because it embodies the underlying message beyond its meaning. The literal meaning of a smile is an expression of being pleased or amused, typically with the corners of the mouth turned up and the front teeth exposed (Noaimi, 2016). However, the signified or contextual meaning of the *smile showing teeth* is *friendliness and affection*.

Smiling at students is a positive behaviour, creating a positive student environment. Krashen's affective filter hypothesis will back up this statement that says learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or

embarrassment from the teacher. At such times, the affective filter is said to be high. Thus, giving smiles to students is a positive behaviour. The smile employed by the teacher means *friendliness and affection*.

Another effective display seen is frowning. There are two types of frowns: concentration and anger (Neill & Caswell, 2011). These two common expressions are often used to indicate how a student should respond to what a teacher is saying. Using the appropriate brow expression, the teacher can signal whether what he or she is talking about requires students' close attention, is difficult to understand or is exciting and unexpected (Neill & Caswell, 2011).

As observed, the teacher has shown frowning while reiterating an essential reminder to the students. This expression was also shown after reading a student's response to the activity. The teacher was upset with the student's answer because the student still did not use a paraphrasing tool. The frown displayed is a disappointed frown. This frown is expressed when the inner corners of the eyebrows are drawn up. The skin below the eyebrow is triangulated with the inner corner up. The upper eyelid corner is raised while the corner of the lips is down or the lip is trembling (Hickson & Stacks, 1985). The teacher was disappointed as she was frowning and had a hunched posture. There are two signs: the *lips* and the *eyes*. The signifiers are *tight lips and eye contact*. The underlying literal meaning of the following is that *tight lips* are tension, frustration, or disapproval (Noaimi, 2016), and *eye contact* is listening or being attentive (Neill & Caswell, 2011).

However, the signified or contextual meaning of these nonverbal behaviours as is interpreted differently. This can be inferred as *a concern*. This finding is affirmed by Neill and Caswell (2011), which signifies that teachers show concern through their frowns. As reflected, the teacher tells the students what they should always remember when paraphrasing a sentence. Thus, the teacher shows *concern* by employing these nonverbal behaviours. Therefore, the teacher conveys concern and creates an environment that encourages active participation and intellectual growth among the students.

It can be proven that all nonverbal functions were utilized by teachers, with illustrators being the most frequently used and emblems as the least.

The prevalence of illustrators among teachers can be attributed to the rapid transition to online teaching, which posed new challenges for nonverbal communication. Many teachers had to adapt to the online environment quickly, and mastering nonverbal behaviour in this context became crucial. The frequent use of illustrators indicates that teachers recognized the importance of nonverbal communication in its various forms in the online classroom. They purposefully employed methods to animate or illustrate their nonverbal choices, using exaggerated movements to convey emotions, identity, and course content (McArthur, 2022).

In contrast, emblems were the least employed by teachers. In the visual and auditory nature of the online classroom, clear and direct behaviours are essential, which may contribute to the preference for other nonverbal behaviours over emblems. The limited use of emblems in online discussions among teachers can be attributed to the absence of a verbal equivalent and the need for clear communication in the online classroom. The visual and auditory constraints of the online platform may make it challenging to rely solely on emblems for effective communication.

3.0 CONCLUSION

Based on the findings, it can be concluded that teachers use nonverbal behaviours in their online class discussions, which are shown in facial expressions, hand gestures and eye contact. Consequently, they use all the functions such as emblems, illustrators, regulators, adaptors and affective displays as main facilitators of the online classroom. The meanings of nonverbal behaviour indicate that the English language teachers of Bukidnon use nonverbal behaviour to foster a positive online classroom environment.

Through semiological analysis, it became evident that nonverbal cues such as emblems, illustrators, regulators, adaptors, and affective displays serve as essential communicative tools, shaping teacher-student interactions and significantly influencing learning outcomes. The findings suggest that both conscious and unconscious nonverbal signals convey crucial messages, from establishing authority and encouraging student participation to expressing emotions and managing classroom dynamics.

The development of a teacher's guide, based on these findings, provides a practical framework for educators to harness the power of nonverbal communication in both face-to-face and online settings. This guide encourages teachers to be mindful of their nonverbal cues, reinforcing the idea that effective communication extends beyond words. Further research is recommended to explore the impact of nonverbal communication on learning effectiveness across different learning environments and to develop targeted workshops that equip teachers with the skills to refine their nonverbal behaviors. Ultimately, understanding and optimizing nonverbal communication contributes to creating a more engaging, effective, and inclusive learning experience for students.

REFERENCES

- i. Bart, M. (n.d.). Online education and its effective practice. Educause. Retrieved from <https://er.educause.edu/articles/2003/1/online-education-and-its-effective-practice>
- ii. Dunlap, J. C., & Lowenthal, P. R. (n.d.). Teaching in a digital age: Reflections on the rhetoric and the reality. In M. Ally (Ed.), *Mobile Learning: Transforming the Delivery of Education and Training* (pp. 137-150). Athabasca University Press.
- iii. Calero, C. I. (2015). Nonverbal communication in everyday life. CreateSpace Independent Publishing Platform.
- iv. Caswell, J. (2012). Seeing Schooling: The iconicity of early 20th-century American school photographs. *Visual Studies*, 27(1), 57–69. doi: 10.1080/1472586X.2012.634654
- v. Chandler, D. (2017). *Semiotics: The basics*. Routledge
- vi. Ekman, P., & Friesen, W. V. (1969). The repertoire of nonverbal behaviour: Categories, origins, usage, and coding. *Semiotica*, 1(1), 49-98.
- vii. Elfatih, M. A. (2017). The importance of nonverbal communication in classroom management. *International Journal of Language and Linguistics*, 5(2), 43-48. doi: 10.11648/j.ijll.20170502.11

-
- viii. Fast, R. (2018). The importance of nonverbal communication in the classroom. *Journal of Education and Practice*, 9(22), 67–71.
 - ix. Givens, D. B. (2004). *Nonverbal communication across disciplines: Parallels and applications*. Lawrence Erlbaum Associates.
 - x. Greenspan, R. L., & Benderly, D. (2021). Nonverbal expressions and their meanings in the classroom: An investigation of English teachers in online classes using the dyadic model of Saussure.
 - xi. Hickson, M., & Stacks, D. W. (1985). Teacher nonverbal immediacy: Its relationship to student affective and cognitive learning. *Journal of Communication*, 35(4), 46–53.
 - xii. Kelleher, J. D. (2005). *Understanding nonverbal communication*. Oxford University Press.
 - xiii. Liu, Y., Gomez, J., Khan, B., & Yen, C. J. (2008). Toward a model of online course retention. *Journal of Educational Computing Research*, 38(3), 345-356. doi: 10.2190/EC.38.3.e
 - xiv. Miller, E. (2021). Nonverbal behaviour in the classroom: What do teachers do?
 - xv. Mingers, J. (2011). *Combining IS research methods: Towards a pluralist methodology*. Springer.
 - xvi. Mollen, D. (2017). Qualitative research: An overview. *Journal of Psychology*, 25(2), 45–54.
 - xvii. Nadler, R. T. (2021). Zoom fatigue: The impact of virtual meetings on employee well-being. *Journal of Applied Social Psychology*, 51(1), 1-6. <https://doi.org/10.1111/jasp.12774>
 - xviii. Naoimi, M. (2016). Nonverbal communication: The importance of eye contact in the classroom. *Journal of Education and Practice*, 7(26), 130–135.
 - xix. Neill, J. D., & Caswell, A. (2011). *The essence of effective communication*. Pearson.
 - xx. Patcher, L. M. (2005). Nonverbal communication: The hidden tool of teachers. *Kappa Delta Pi Record*, 41(3), 126–131.
 - xxi. Pease, A. (2011). *The definitive book of body language*. Bantam.
 - xxii. Preston, K. (2005). The importance of nonverbal communication in the classroom. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(2), 67–71.
 - xxiii. Sarkar, S., & Mohanty, S. (2021). Classroom communication paves the way for communication to facilitate the learning process.
 - xxiv. Study Body Language. (2016). The head nods. Retrieved from <https://study-body-language.com/the-head-nod/>
 - xxv. Tawil, M. S. (2015). Electronic nonverbal communication and its impact on online learning. *Distance Education*, 36(3), 357–375. doi: 10.1080/01587919.2015.1065297
 - xxvi. Tellier, M. (2008). *Gesture in human-computer interaction and simulation: 6th International Gesture Workshop, GW 2005, Berder Island, France, May 18-20, 2005, revised selected papers (Vol. 3881)*. Springer Science & Business Media.
-

-
- xxvii. Toastmasters International. (2011). Your Body Speaks: How Your Nonverbal Cues Impact Your Presentations. Retrieved from <https://www.toastmasters.org/magazine/magazine-issues/2011/dec2011/your-body-speaks>
- xxviii. Wang, Q., & Newlin, M. H. (2000). Characteristics of students' self-directed learning in a virtual
- xxix. Zamani, E. (2015). The role of semiotics in teaching foreign languages. *Procedia-Social and Behavioral Sciences*, pp. 192, 157-162

www.ijmas.com