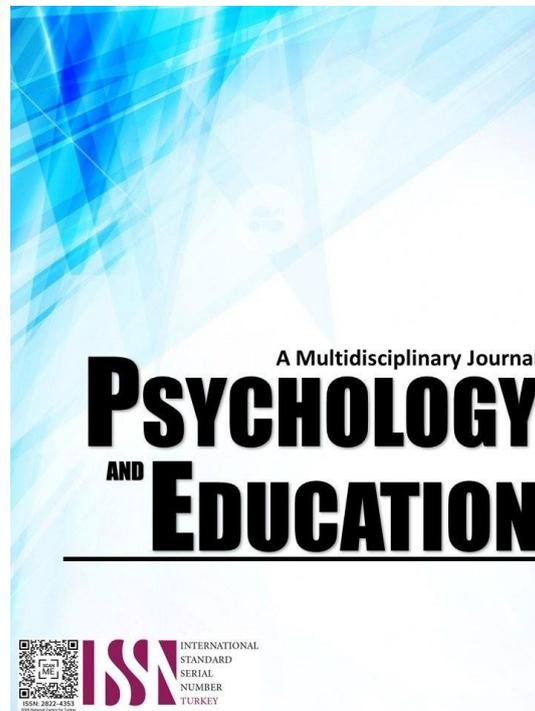


EXPLORATION OF NON-VERBAL FEATURES AND FUNCTIONS AMONG SECONDARY TEACHERS IN THE PHILIPPINES



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Exploration of Non-Verbal Features and Functions Among Secondary Teachers in the Philippines

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Abstract

This qualitative-descriptive study aimed to explore the non-verbal features and functions of six Secondary English teachers in the Philippines. The data were collected through observation notes, interviews, and video recording. The in-depth interview data were qualitatively examined using descriptive method and thematic analysis. The findings showed that the non-verbal features included: facial expressions, eye contact, and hand gestures used by the English teachers inside the classroom. Based on the participants, the functions of facial expressions were affirmation and dissatisfaction. Eye contact was used to direct reference, establish credibility and establish connection. Hand gestures were carried out through the use of palm, clapping, and raising of hand to express and emphasize information inside the classroom. Consequently, it was found out that non-verbal features and their functions were essential parts of an interactive and efficient classroom. Teachers were able to demonstrate and deliver their lessons thoroughly with the use of actions as an expression of oneself. Subsequently, they were better understood when they used varied expressions and gestures. As teachers embodied with competent skills and proficient communication prowess, it was an essential method that can be used by teachers aside from the verbal aspect. It helped them set the learning process engaging and conducive.

Keywords: *non-verbal, features, functions, english teacher*

Introduction

Teaching inside the classroom involves myriads of communication processes so that teaching and learning delivery becomes effective. Communication is a phenomenon where information are exchanged through symbols, signs, messages, opinions, and thoughts (Paranduk and Karisi 2020). Teachers in the twenty first century therefore need to communicate effectively in order to transfer the intended learning to the students. In fact, teachers use varied techniques just to make the learning efficient, such as using meaningful gestures. The gestures may involve non-verbal communication which refers to the conveyance of message and unspoken dialogue aside from verbal aspect or words (Pilu and Riyadi, 2019). This means that this type of communication involves sending or receiving of information through the use of body language, tone of voice, facial expressions, gestures, and postures. In other words, non-verbal communication is about the body language of the one who speaks which includes distance (proxemics), physical appearance, and voice (voice). In addition, non-verbal communications, such as gaze, spatial, facial, and gestural behaviour acts significant roles in the interactions inside the classroom (Chun, Karimi, and Sañosa, 2022). Specifically, gazes and facial expressions carry important information, psychological state, intentions, and even attentions (Maloney, Freeman, and Wohn, 2020). Gestures like hand movements can either support or replace verbal

communications. In fact, non-verbal gestures carry and imply meanings about a person's sincerity to listen and communicate. It can as well normalize conversations for example when someone nods to hint that turn-taking should take place already (Aburumman, Gillies, Ward, and Hamilton, 2022). This features do not utilize verbal messages, specifically words to communicate, but other modes such as gestures, silent expressions, and body languages. As human beings who communicate with their students inside the classroom, teachers also use these types of communication to deliver their teachings.

According to a research done by Bambaeroo and Nasrin, (2017) non-verbal communications is greatly important in a teacher's daily tasks and these have big influence on the success or failure of one's teaching encounters. These types of communications are always imbedded in the teaching and learning process. Sometimes, these have more subtle effects on the success of the teaching delivery of the teacher because these either support or augment the verbal statements of the teachers in delivering the lessons. Difficult discussions are elucidated more upon using gestures or expressions. This can be proved by the result of the research done by Wahyuni (2018), which emphasized that the use of non-verbal behaviour such as smiling has a positive significant results to the behaviour of students with disabilities. Furthermore Irungu et. al (2019), also found out that using nodding, facial expressions, and thumbs-up increased the motivations

of students towards learning because they felt that they are being appreciated. It is also noted that a welcoming classroom environment carried by the teachers through his non-verbal expressions can increase students' interests, eagerness, and joy of learning the lesson, which can also results to better academic achievement. Altay et. al (2018), states that the use non-verbal communication in the language teaching environments reflects the culture of teaching adapted to the target learning and language community. Thus, if teachers are aware with the appropriate use of non-verbal communications and use them correctly, language learning specifically becomes an avenue for cultural understanding inside the classroom and good intercultural communications occur.

Research Questions

The objective of this study was to determine the various non-verbal features and their functions to the communication process inside a secondary English classroom. It is believed that being tuned into someone's non-verbal communication's implied meaning can help the other uncover what are said beyond spoken words. The appreciation and discernment of the body languages can help other understand one's point of view (Universal Class INC., 2022). Specifically, this study sought to answer the question:

1. What are the non-verbal features and functions used by Secondary English Teachers inside the classroom?

Literature Review

The Concept of Non-Verbal Communication in the Language Teaching

Non-verbal communication skills, also called sign language or silent language, include all behaviors performed in the presence of others or perceived either consciously or unconsciously (Bambaeero and Shokrpour, 2017). Language teaching and learning is generally viewed as involving verbal exchanges of opinions but the sufficiency of this viewpoint is questionable. While speaking a language, whether it is our mother tongue or a second language, we use not only verbal communication tools like words, sentences but also non-verbal communication elements such as our eyes, hands, mimics etc. For this reason, speaking and understanding a language involve both the verbal and non-verbal ends in a continuum. This issue of using both verbal and non-verbal elements while speaking

a language becomes more significant when it comes to communicating in a foreign or a second language. Speakers generally need more channels to send and receive messages while they are communicating in a language other than their mother tongue. The level of this necessity can change according to some aspects like the level of language proficiency, sociolinguistic environment etc. Raising language learners' awareness about socio-pragmatically appropriate language use becomes more significant in foreign language teaching classrooms considering learners' limited language use opportunities in real life. In the same vein, understanding the place and significance of non-verbal communication in the classroom has attracted more attention over the last decades. To this end, language teachers' opinions regarding these points have great importance, (Altay and Karaazmak, 2018).

According to Altay and Kaeazmak (2018), it may not be wrong to claim that using signs, symbols or body language in the classroom can ease students' understanding of the target language in both cognitive and meta-cognitive levels. By the same token, non-verbal tools are incorporated into almost all the language teaching methods in different ways and with different levels of importance.

Situational Language Teaching and Audio-lingual Method incorporate semiotics into language teaching classrooms in the form of using visual aids and creating analogy in the foreign language. In Direct Method, especially vocabulary teaching involves demonstration and using real objects, which are non-verbal tools to create meaning in the target language. The Communicative Approach makes use of role plays and discussions in which learners need to use non-verbal tools like hand movements or mimics to convey their messages in the target language. Silent Way is another method making use of non-verbal communication in the classroom. It is almost totally based on the use of non-verbal elements and verbal usage of the target language is limited. In Suggestopedia, using posters and other visual cues constitutes the non-verbal part of the language teaching process. Total Physical Response is also based on using kinesthetic movements, which are strong non-verbal communication tools in the class. As it may seem in this short summary of the relationship between language teaching methods and the field of semiotics, nonverbal communication has a place in the classrooms but the level of importance given to it may show variety (Sarıçoban & Sarıçoban, 2012).

Najarzadegan and Danaghi (2014) investigated techniques to help English teachers to incorporate non-

verbal communication into their teaching styles. Behjat, Bayat and Kargar (2014) investigated learners' perspectives on teachers' non-verbal communication in the class and found out that teacher's use of eye contact, facial expressions and body movements like hand or head movements can play a significant role in learners' comprehension. Thompson (2014) also measured language teachers' awareness of other teachers' gesturing hand movements in a video they watch and spotted the importance of teachers' own self-reflection about the usage of non-verbal cues in their teaching.

The Impact of Nonverbal Communication in Learning Process

Non-verbal communication is often more subtle and more effective than verbal communication and can convey meaning better than words. For example, perhaps a smile conveys our feeling much easier than words. Silent speech is of great importance in human's daily interactions and it influences one's chances of failure or success in personal and professional social encounters (Bambaeero and Shokrpour, 2017).

According to Baroona (2019), non-verbal communication between teacher and students in the classroom can extend language communication and as a result influence language learning. The successful teacher blends both verbal and nonverbal communication skills in establishing good rapport with students and this has a direct correlation to student achievement. Barati, 2015 stated that nonverbal communication has been defined as communication without words. It includes apparent behaviors such as facial expressions, eyes, touching, and tones of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. A teacher can understand their students' in teaching by observing students' nonverbal communication, such as: facial expression that either all the students understand the lesson or not. The use of gesture lessens the workload of both teacher and students in a classroom situation. Along with that, teachers who use less gesture in classroom, gets less productive works from their students (Baroona, 2019).

The teacher's timely use of non-verbal communication can be done through a simple greeting with students which is the best way to start the class, and is of course impossible without non-verbal language. An experienced speaker begins his speech by talking directly to one of the listeners, tries to look at each student throughout the speech one by one, and changes the tone of his voice during a speech so that the students do not get tired. Teachers' non-verbal

language can be effective if students can see the teacher rather than the teacher was being hidden behind a desk or board or teaching while turning his back to students. The best place for the teacher in class is standing near his/her table and all students see him. The teacher should not put his hands in his pockets, as this limits his activeness. It is best for the teacher to keep his/her hands free; this indicates the readiness of teachers to communicate with the students. The teacher must sometimes change his place, but if he/she always changes his/her place physically in class, the focus of learners will reduce and learning process will not proceed. Another important point is that the teacher must look at individual students. Otherwise, the students will have the impression that the teacher is ignoring them, so the effect of looking at the audience is undeniable (Baroona, 2019).

The right way for addressing the student is that the teacher should not point to the student by his/her finger when asking question because the student feels fearful and anxious in this case. The best method is that the teacher assumes a space with the student looks at him/her directly and points to him/her with full hand (Baroona, 2019).

Fan and Shi (2010) investigated the effect of nonverbal behavior to improve English learners' intercultural communicative competence. Additionally, Surkamp (2014) stated that knowledge of nonverbal communication could help language learners to achieve communicative competence and proposed to use drama activities in foreign language teaching classrooms to help learners to use nonverbal aspects of communication in various contexts. In their recent study, Karim and Sotoudehnama (2017) have investigated language teachers' use of non-verbal communicative elements in foreign language teaching classrooms by considering language learners' views. Furthermore, Bambaeero and Shokrpour (2017) have summarized the positive effects of nonverbal communication on the success of language teaching.

Methodology

Participants

The participants were selected through purposive sampling method. Ritchie et. Al, (2003)

Defines this as a technique where samples are selected with the purpose in mind. These samples should represent a certain group of people based on the set criteria.



Thus, the researchers observed and took down notes the non-verbal features then conducted interviews to gather comprehensive data.

The participants of the study were the six purposively selected English teachers, teaching English subject and who are in service for not less than 2 years in Binalbagan National High School, Binalbagan, Negros Occidental, Philippines during the School Year 2022-2023.

The criteria for selecting the participants of the study were as follow:

- a. He/she must be teaching English subject in secondary level and had graduated his/her Baccalaureate Degree, Bachelor of Secondary Education major in English;
- b. must be teaching in secondary level for a minimum of two years already at the conduct of the study;
- c. must be willing to participate in the conduct of the study.

Instruments of the Study

The data of this study was gathered through observations, interview guide and video recordings. The observation was done by the researchers by observing the actual class sessions of the participants during face-to-face classes. The validated researcher-made interview guide was used after the observations. It was considered as post observation interviews because it was done after the class observations.

Procedure

The study utilized the qualitative-descriptive research design. This research discussed and described the real and natural phenomenon which were the non-verbal features and functions as they occurred in a natural classroom setting. The research took place in a natural setting employing a combination of observations, not-taking, and interviews.

Upon approval and consent to conduct the study, the researchers formally administered the observations and video recordings to the participants' class sessions. The researchers did the observations and took down notes based on what they have observed. Five class sessions per participants were observed and recorded for a total of thirty class sessions. After the non-participant observations, the researcher interviewed the participants through a validated open-ended interview guide that were used to supplement and counter validate the data gathered during the observations to confirm the non-verbal features and functions they

performed. Then, the researchers had conversations with the students to confirm their understanding about the non-verbal features and functions that the teachers as the participants have executed. The study was conducted in the natural setting of face-to-face classes of the participants. All interview sessions were also transcribed for easy analysis. Lastly, ethical considerations such as the confidentiality by using pseudonyms for participants, voluntary participation, and safety were strictly implemented during the conduct of the study.

Ethical Considerations

According to Cohen and Marrison (2000), when people talk of ethics (morals) in research they think of rules for distinguishing between right and wrong. The researcher used a validated letter and sent it to the school head. After getting the granted permission letter from the school head, the researcher went and introduced themselves to the participants to start the research work. The participants were informed of the process of the study in advance. Also the respondents are assured that their views and opinions will be treated with maximum confidentiality. In addition, for the interview, the respondents were allowed to choose the time and the place where they felt comfortable for the interview to be undertaken. The researcher informed the participants about the nature of the study and assured them that the study findings were for academic purposes only. Lastly, the researchers made sure that the participants remained anonymous by using code names.

Results

Non-Verbal Features and Functions of Secondary English Teachers in the Philippines

The study delved into the determination of the features and functions of non-verbal languages of secondary English teachers inside the classroom. Three significant themes were culled based on the responses of the participants. To observe anonymity as ethical considerations, pseudonyms were used instead of the real names of the participants.

It was found out that non-verbal messages function in conjunction with the verbal ones. Moreover, non-verbal behavior substitutes, complements, accents, regulate, and contradict the spoken message. Substitution of a non-verbal message occurs when using a non-verbal cue instead of a verbal one as it supports the spoken word when it completes or

supplements the information being conveyed.

Participants used facial expressions, eye contact and hand gestures that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point. These non-verbal cues convey the same meaning as the verbal message, and either complete or supplement it.

Every Emotion is an Expression of One's Self: The Use of Varied Facial Expressions Depending on the Context

In the case of Secondary English Teachers, they expressed the important role of using facial expression in communicating and validating the student's learning inside the classroom. Observed in all class sessions across all participants that facial expressions were used in accordance to the situation where needed. According to Psychologist Paul Ekman's research showed that the accuracy of mapping facial expressions to a single specific emotional state is 88%. Teacher's facial expressions in the teaching process can reflect the teacher's emotions and affect students' emotions and concentration on teaching content.

Smiling to Show Affirmation

A teacher's welcoming face would always make every classroom an environment of fun, learning, and freedom. The participants' use of facial expression in teaching inside the classroom includes nodding and smiling. It provided an affirmation towards the students' answers and participation. Furthermore, using positive facial expression such as smiling encouraged the students to be motivated in listening to the discussions; those facial expressions stimulated the students to think that they have answered satisfactorily.

"...I used facial expressions such as smiling, or like nodding to give my students umm affirmation that when they answer and participate in class it means that they give a satisfactory answer so that they will be motivated to...listen to the discussion."---Ms. Dee

A teacher's facial expression should be welcoming to the learners; even though sometimes they are naturally intimidating, but if they give their best to look jolly or happy in front of his learners. A teacher's facial expression in interacting and communicating with the students is important to give the latter an open space for expression.

Your facial expression should be welcoming to the

learners...ahh... as much as possible...although I am naturally intimidating (giggles)...I am trying my best to be...or to look funny...to look happy in front of my learners because it also affects the way we interact...with one another.--- Mr. Ade

Moreover, through facial expressions, participants were able to give their smiles to their students. Smiling means they were happy, and the purpose was to radiate the emotions to the learners so that the vibes will be light and affirmative. They believed that sometimes even if the lessons were difficult, but if they were smiling to the students they made it seem easier for them and eventually, they would enjoy the learning more because of the positive environment.

My smile means that I am happy (giggles) because I am smiling... and the purpose of that is to radiate the emotion to the learners...so that the vibes will be light...you know sometimes even if the lessons are difficult...if...if you are smiling to them you make it seem easier for them...and they will enjoy learning more... -Mr. Ade

Non-verbal gestures, specifically smiling is also a way of expressing appreciation to students in every small act of learning they exhibit. The substantial use of facial expression in teaching and learning process, gives students the assurance of being heard and confirmed. Participants admitted that whenever they used facial expressions; it showed the students that they agreed or conformed in their answer in a certain topic. Moreover, a facial expression of smiling meant that it was part of their responses when their students' answers are correct and hint that they could elaborate and add more.

Frowning to Express Dissatisfaction

Facial expressions can also be a form of communication. Students may determine if they answered to a rhetorical or open-ended question correctly according to the teacher's facial expression that may include either a smile or a frown face. Furthermore, participants stated that facial expression of frowning can provide an understandable responses to students which mean they were not satisfied with their answers. Consequently, students tend to elaborate their answers more to fulfil the unsatisfied facial expressions of the teacher.

Facial expression, for example if I am asking a rhetorical question that could be an open ended question so a frown face, could give uhhh... an answer to them.. that I am not satisfied with their answers--Mr. C lines

Slightly frowning to the students' give an idea that the answers needed elaboration, so students tend to be motivated to discuss their answers clearly. This gives stimulation to the students' minds to be eager to give a more satisfying answers.

Facial expressions...you mean to have any...any other answers or some more answers to motivate them.) – Mr. B, lines

Facial expressions of making a frowning face towards the students regulates misbehaviors inside the classroom. This kind of facial expressions gives signal to the students that the teacher in front is not satisfied with their behaviors, and that they needed to change and behave well in class. Participants noted that these facial expressions were effective in managing minimal misbehaviors inside the classroom such as noisiness and inattentiveness.

Facial expression is to give emphasis to students. Sometimes I make face ... they're irritating somehow they're stubborn like those stuff.) –Ms. F, lines

The Eyes are the Mirror of the Soul: The Uses of Eye Contact to Convey Messages

In the case of the Secondary English teachers, they expressed the important roles of using eye contact in conveying messages and setting disciplinary functions in the classroom.

Looking Straight for Direct Reference

Eye contact was very important to these group of participants because it grabbed the attentions of the students; it made their students think that the focus was on him or her and not with anybody else. They also added that through their eye contact they expressed that they waited for their students to respond on their questions.

Eye contact is very important...because it will ahh...make the students think that the focus is on him or her...not with anybody else...and that you are waiting for them to respond...to your questions. –Mr. A, lines

These group of participants also emphasized that the meaning of eye contact was to point someone. Furthermore, They even noticed that there were times when they looked into the eyes of the students, the latter felt threatened especially if they cannot know the answer and they tended to bow his/her head to avoid eye contact. This non-verbal feature is important in

directing a statement or question to a specific student inside the class.

“When I want to call a student to answer, I really look into his eyes, so that he will not be confused, and others to, I do not just call their names. That is why, I memorized their names and faces at the start of the School Year”

Looking into the eyes, or making eye contact with the specific student directs his attention that the question is really thrown at him. Additionally, eye contact must also be accompanied by name calling, so that students can easily discern that the reference is for them.

Eye contact meaning you are pointing someone although there are times that when you do when you are doing eye contact for the students, when you look at the child they're like threatened right? for example he/she doesn't know the answer hear she tend to bow down his head). –Mr. B, lines

Direct Eye Contact to Establish Credibility

As language educators, it is imperative to maintain eye contact with the students. Participants articulated that in order to project credibility in the mastery of the language lesson, teachers must have eye contact with the students.

That is the very... common as language teachers to have eye contact in order for you to project credibility in the lesson. –Mr. C, lines

Participants also indicated that there are three functions of non-verbal cues, one was to communicate, another was to give emphasis, and the last was to give assurance to their students that what they were talking in the class was true. Eye contact therefore with the students meant trusting them. They gave and radiated trust to their students, that what she was talking about was true. That they can be trusted when imparting knowledge and information with their students. Furthermore, she used eye contact to be trusted with her students when delivering information in front of them.

The functions of those nonverbal cues are number one is to communicate, two is to give emphasis, three is to give assurance to my students that what I am talking in front is true. When we say eye contact with your students, it means you are...when having eye contact to your students it means you are giving trust to your students. Because when you are having an eye contact with him it means that you are speaking the truth meaning when you are having an eye contact it means

you are ... the trust, you are giving trust to your student that whatever you are speaking is true and that you are imparting knowledge to them and giving them information to them is only one and whatever you are saying in front is true.- Mr. F

Friendly Eye Contact to Establish Connection

Participants expressed opinions and experiences about the importance of using eye contact in the classroom. They believed that through eye contact they will know what their students were doing. Thus, they developed a sense of connection to their students, since as educators, they needed to build rapport with their students. ...I use eye contact because I believed that when you look at the eye of the student you will know what they are doing, you can develop a sense of connection to them, since teachers as educators you need to build rapport with our students, so eye contact is very important. -Ms. D.

For them, the function of eye contact was connection. They adhered that they needed to look at the eye of the learners so that learners would see that they built rapport with them; that they wanted to connect with them whether the latter had understood their lessons or not. Through eye contact they can truly empathized with their students. Additionally, they also believed that eyes are the windows of the soul, so they witnessed the honesty and sincerity of their students especially when they are giving their answers.

...the eye contact the function of eye contact is connection. It means that we need to look at the eye of the learners so that they will see that we build rapport we them, we want to connect with them and we want to understand if they do not understand the lesson. So that we can truly have empathy towards them... So that I can connect with them, I can truly understand what they are doing because I believe that eyes are the windows of the soul, so you can see the honesty and sincerity especially when they are giving their answers. -Ms. D

Expression of a Symbolic Utterance: The Use of Hand Gestures to Express and Emphasize Specific Information Inside the Classroom

Participants elucidated the use of hand gestures as important aspect of teaching. This non-verbal feature enabled them to express more openly and elaborate things which were difficult to express by words.

The Use of Palm for calling

According to the participants they pointed their hands in a certain way to avoid making students feel startled since the attention was already on that student. So, when they simply point a student using a pointing finger it's like they were required to answer whether they like it or not. On the other hand, when they point to them using all their fingers gathered together (palm) it's like they're simply asking what the students know.

...(Another non-verbal gesture that I used.. is the pointing of the my hands.. if you noticed I did not point that this way (hand gesture-using open palm) I used this way (hand gesture- pointing) because when you point this way.. the students might get startled...right?.. because the focus is on the student... so if you only do this (doing the non-verbal feature) it's like you're simply... simply asking what they know.. that is only my opinion.. when you point it this way (doing the non-verbal feature) it's like you are asking them that it is required...right... that whether you like it or not... You have to answer.. otherwise?... right.. something like that...-Mr. A

In addition, "Mr. A" used the hand gestures to express and gave emphasis.

Hand gestures expresses...emphasis ma'am...more on emphasis) -Mr. A

In other instance, hand gesture, such as using the palm, points out something and it could be an instruction to the students to grab and hook their attention. Specifically, participants explained that using palm expressed that they were asking their students to answer. It served as the stimulus for their students to stand and answer. In a similar manner as telling their students or naming them.

So hand gesture like pointing (open palm), if you are asking them to answer uhhh... it could be a stimulus for them to be to stand and to answer meaning to say it is similar as uhhh... telling or naming them -Mr. C,

They used hand gestures as an oral communication teacher because they believed that these are effective ways to help their delivery of learning more understandable.

Clapping for Appreciation

Participants used their hands to clap so that they could make students feel motivated and appreciated as well. Although arms crossed initially meant showing dominance for them, it also meant that the teacher was relaxed.

“clapping is just a simple act for us but then it gives motivation for the students to do more on their lesson, and then sometimes we what's this we tend give our two hands for the students that we appreciate them for them to strive more for their class.”-Mr. B, Lines

Subsequently their use of hand gesture which was clapping gave a welcoming ambiance to the insights or answers of the students.

“...meaning is welcoming...aah welcoming the insights or answers of the students.” -Mr. C, lines

Hand Gestures for Classroom Management

Participants raised their hands to signal students to stand and answer. Most of them also move their hands from front to back when they wanted to feel relaxed and calmed

“...Ah, it means that you can stand and answer. Umm it just one of my gestures sometimes when I need to calm myself. Okay, sometimes you know when you are getting busy sometimes you're quite pre-occupied so I need to calm myself so that I will know what is my next step or the next thing that I need to do. –Ms. D, Lines

They also added that raising of their hands meant that they acknowledged the students when they give their answers, that it was their way to say and recognize that a particular student can give his or her answer.

...it means I acknowledge the student that, yes you can answer, you can give your answer. So it is a way of giving that to the students.... It is a signal, yes I am recognizing you can give your answer. –Ms. C, lines

They also used hand gestures to manage their students or take control of any unnecessary movement within their classroom set up.

...manage your students or take control of any unnecessary movement within the classroom set up. – Ms. E, lines

Discussion

The study found out various non-verbal communication features and their functions which are significant in the effective delivery of teaching and learning inside the classroom. The teachers' facial expressions had also various functions like smiling connotes affirmation and frowning means dissatisfaction. This type of non-verbal communication

is a great means of implying intentions when human communicate. It has proven to play a vital role in the whole process of exchanging information. Human facial image is a promising and mainstream input type, because it can offer myriad evidences of expressions (Huang, et.al, 2019).

According to Jain et.al (2019), human beings utilize facial expressions to express their emotions and feelings. It is one of the significant and noteworthy characteristics of recognizing human emotions. Others can observe the emotions of the one they are talking with by just looking at their faces, in the same way, students can discern their teacher's reactions by just looking into the latter's faces. These types of human gestures are considered to be the most powerful, universal, and natural signals for them to express their emotional intentions and states regardless of gender, borders, and race. There are multitudinous applications of facial expressions when humans communicate.

In the earlier of Ekman, Friesen, and Heider (2013), they found out that regardless of cultural background, human beings perceive basic emotions and categorize it into 6 types: fear, happiness, surprise, disgust, anger, and sadness. When it comes to teachers' expressions and reactions from student, Prosen (2014) stated that the most apparent facial expressions were happiness, sorrow, joy, and anger. They further found out that the teacher's expressions of happiness have better effects in the students' performances, while their expressions of anger have lesser positive effects to the latter's academic performances. Therefore, studying facial expressions in the realm of student-teacher interactions has significant impact to education (Prosen, 2014). In addition, the changes in facial expressions, including its frequency and intensity should not be taken for granted as a signal transmission. In 2019, Lindsey found out that when students are exposed to more frequency and intensity of happy facial expressions during the class interaction process, their social skills also increase. On the other hand, when students are more exposed to higher intensity of sadness and anger expressions during the classroom interaction process, they will likely have lower social skills during their growth. Facial expressions could display four different emotions: low negative emotions, negative emotions, high positive emotions, and positive emotions. These types of expressions were even used as a feedback and evaluation to teachers' teaching strategies. These features could also express four types of emotions from the students which include, high positive, low positive, high negative, and low negative emotions.

Linguistic experts even emphasized that sentiment

analysis could be used as feedback so that teachers can improve their teaching strategies, thus resulting to increased students' learning efficiency. Therefore, thorough examination of the frequency and intensity of expressions plays a very significant role in improving the quality of teaching (Lindsey, 2019).

Another notable findings of the study was the use of eye contact for projecting integrity and credibility. Eye contact is the window of the innermost and truest feelings of an individual. It is as well considered as the most precise predictor of one's attitudes and feelings. Eye contacts project signals that help carry the communication between people. One's eyes can even express happiness, anxiety, fear, confusions, and understanding (Deivasiganmani, 2019). The use of eyes is primarily for conveyance of messages which the words could not tell. It is even said that using the eyes could be the most meaningful means of non-verbal messages. Eye contact could start a conversation, extend communication, or disconnect the discourse. Classroom teachers use eye contact to impose discipline among students for their misbehaviors. Sometimes, teachers, use eye contact to specify a student to answer a particular question. In addition, teachers also use eye contact which students could not answer, which students did not do his homework, and which students may be lying (Khan et al., 2016).

Another study related to nonverbal communication in EFL was conducted by Bambaeroo and Nasrin Shokrpour (2017) who studied the significant effect of the teachers' non-verbal communication on the effectiveness of his performance. They found out that there was a strong correlation between the teacher's use of non-verbal communication to the success of the teaching-learning process inside the class. Behjat, Samaneh Bayat, and Ali Asghar Kargar (2014) investigated the Iranian classroom. It was found out that students had positive attitudes towards the teachers' use of facial expressions and eye contact.

Hand gesturing was also revealed as one of the important non-verbal features used in the classroom. It is one of the useful communication means in the classroom and can urge students to utilize multi-sensory channels to react with the teacher's verbal gestures which can consequently improve teaching performance (Peng, Yang, Xiahou, and Xie, 2022). When individuals converse, they also move their hands. The natural movements of the hands may produce a rhythm with the verbal speech and this is called co-speech gestures, and these also accompany all types of verbal communications. In addition,

Hand movements are also called gestures. When one talks, others usually do not notice other gestures. Hand gestures have important roles in helping people remember and most especially learn. When people use hand gestures as they talk, or when they talk while using hand gestures, they are more likely to remember the information being talked about (Clough and Hilverman, 2018).

Conclusion

This section presents the conclusions of this qualitative-descriptive research. The study's findings were used to draw the conclusions. The conclusions below are only true to this particular group of participants and could not be used to generalize phenomenon in using non-verbal features and functions inside the classroom.

Non-verbal features and their functions are essential parts of an interactive and efficient classroom. Learning does not only take place when using verbal communication, in fact it can be more effective with the use of non-verbal gestures as well. Through non-verbal features and functions teachers are able to express more. Non-verbal features and the way they function, create a relaxing and comfortable ambiance for both students and teachers. These features also help students and teachers in gaining self-confidence which consequently results to high participation and interaction in the classroom. In addition, these features also encourage students to be interactive and engaged with their teacher's discussions. In addition, it can broaden language communication and as a result affect language learning.

Facial expressions, eye contact and hand gestures are the nonverbal features that the participants commonly used. These non-verbal features are established inside the classroom by the teachers, since they communicate their lessons effectively with the use of actions through non-verbal cues. Without speaking a single word, facial expressions can either affirm or show dissatisfaction towards a student's behavior or answer. Teachers used eye contact to directly refer a student, establish credibility, and to develop a sense of connection among students. Furthermore, hand gestures are aid to specify that the teacher is pointing out something and it could be an instruction to grab and hook the learners' attention. It can also be a stimulus to grab their attention the same as calling out their names. Clapping to make the students feel appreciated and motivated. Raising of hand is the teacher's way of saying that the student need to stand

and answer. Participants exhibited that through non-verbal features they draw student's attention and give more emphasis on their discussion.

It is concluded that the non-verbal features discovered in this group of participants included common phenomenon such facial expressions, eye contact, and had gestures that greatly helped teachers in delivering their lessons. Communication became clear and cooperative because of the cues used by the sender who were the teachers for the receivers who were the receivers. These features had significant functions and created a profound and positive effect on the students' performance inside the classroom. Non-verbal communication therefore could be highly reliable in making the communication process easy and understandable. It was also noted that non-verbal functions may either conform or contradicts the verbal communications being presented, thus these help to reveal hidden intentions of the speakers.

Based on the obtained results of this study, it is the attention to non-verbal communication skills can make a positive change in the future of a student's life. It is necessary for the teachers to practice and learn effective communication skills, especially for those who always interact with a large group of students. One of the factors contributing to the success or failure of students is the quality of the relationship and how the teacher builds this relationship with students. Especially, it is more effective for students who are more responsive to human relations and communication skills.

The participants exerted their effort to creatively make an alternative on how to further give emphasis by using non-verbal features. The learners are able to understand the features, established within their class. Through non-verbal features and functions, teachers are able to facilitate their class into a more active and welcoming setting. It is remarkable to note that the participants made it clear that a participative class does not only need a verbal interaction, actions and non-spoken messages are essential in building a more sensible environment as well.

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