

THE ROLE OF NONVERBAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN ENGLISH CLASSES

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ANNOTATSIYA

Ushbu tadqiqot ingliz tili chet tili sifatida (EFL) o'qitiladigan sinflarda o'qituvchining tana harakati va imo-ishoralarining rolini o'rganadi. Tadqiqot nonverbal kommunikatsiyaning o'quvchilarning motivatsiyasi, sinfdagi qulayligi va faol ishtirokiga qanday ta'sir qilishiga qaratilgan. Ma'lumotlar tizimli sinf kuzatuvlari va 15 nafar til o'rganuvchi bilan o'tkazilgan qisqa suhbatlar orqali to'plandi. Natijalar shuni ko'rsatdiki, aniq qo'l harakatlaridan foydalanish, muntazam ko'z bilan aloqa qilish va tabassum qilish o'quvchilarning xavotirini kamaytiradi hamda ularning lug'at va sinfdagi ko'rsatmalarni tushunishini yaxshilaydi. Tadqiqot xulosa qiladiki, nonverbal kommunikatsiya yanada qo'llab-quvvatlovchi va samarali o'quv muhitini yaratishga yordam beradigan muhim o'qitish vositasidir.

Kalit so'zlar: nonverbal kommunikatsiya, EFL sinfi, o'quvchi motivatsiyasi, til xavotiri, o'qituvchi imo-ishorolari, ko'z bilan aloqa, sinfdagi muloqot, o'quv muhiti, kommunikativ kompetensiya, pedagogik tana tili.

ABSTRACT

This study examines the role of a teacher's body language in English as a Foreign Language (EFL) classroom. The research focuses on how nonverbal communication affects student motivation, classroom comfort, and active participation. The data were collected through systematic classroom observations and short interviews with 15 language learners. The findings show that using clear hand gestures, maintaining regular eye contact, and smiling can reduce students' anxiety and improve their understanding of vocabulary and classroom instructions. The study concludes that nonverbal communication is an essential teaching tool that helps create a more supportive and effective learning environment.

Keywords: nonverbal communication, EFL classroom, student motivation, language anxiety, teacher gestures, eye contact, classroom interaction, learning environment, communicative competence, pedagogical body language

INTRODUCTION

Learning a foreign language such as English can be stressful for students, especially when they face difficult learning tasks. In many English classes, teachers rely heavily on verbal explanations and grammatical instruction. However, effective classroom communication requires more than spoken words alone. Facial expressions, hand gestures, eye contact, and physical movement around the classroom play an important role in helping students understand lessons and feel comfortable during learning activities. Nonverbal communication acts as a form of visual support in the language learning process. For example, a teacher's positive facial expression may reduce students' anxiety, while hand gestures may help explain unfamiliar vocabulary without using translation. According to the communication researcher Albert Mehrabian (1972), body language and tone of voice carry a large part of emotional

meaning during human interaction. Furthermore, Patrick W. Miller (2000) stated that effective teachers should understand nonverbal communication in order to recognize students' emotions and improve classroom interaction. In addition, Hans and Hans (2015) explained that nonverbal communication helps reduce linguistic and cultural barriers, leading to better interaction between teachers and language learners. Despite its importance, many English teachers still focus mainly on verbal explanation and do not use body language effectively during lessons. As a result, students may lose confidence, become nervous, and avoid participating in speaking activities. Therefore, this study aims to examine how teachers' body language influences students in English classes and to identify the most common types of nonverbal communication used in the classroom.

MATERIALS

This study adopted a qualitative descriptive research method to observe natural classroom interaction. The research was conducted over a four-week period in two educational institutions. Three intermediate-level (B1) English classes participated in the study, including a total of 45 students and 3 experienced English teachers. To collect the data, the researcher sat at the back of the classroom and used a structured observation checklist. The observations focused on four categories of nonverbal communication: facial expressions, hand gestures, eye contact, and movement around the classroom. In total, 12 English lessons were observed. After the observation phase, semi-structured interviews were conducted with 15 randomly selected students. The interviews aimed to understand students' emotional and academic reactions to teachers' body language during lessons. The collected qualitative data were organized into categories and analyzed descriptively.

RESULTS

The classroom observations showed that teachers regularly used nonverbal communication during lessons, and students generally responded positively to these behaviors. First, teachers frequently used positive facial expressions, such as smiling and nodding, while students answered questions. These actions helped students feel less nervous and encouraged them to continue speaking English even when they made grammatical mistakes. Second, hand gestures were commonly used to explain vocabulary and classroom instructions. Physical movements helped students understand meanings more quickly and reduced the need for frequent translation into the students' native language. Third, maintaining supportive eye contact created a friendly classroom atmosphere. Students appeared more confident and answered questions more actively when teachers looked at them kindly during classroom interaction. Finally, teachers' movement around the classroom helped students stay focused and increased classroom engagement. However, some shy students appeared slightly uncomfortable when teachers stood too close to them during activities.

DISCUSSIONS

The findings of this study indicate that nonverbal communication is an essential component of effective English language teaching. Teachers' body language not only supports students' understanding of lesson content but also influences their emotional state and classroom confidence. The results support Stephen Krashen's (1982) Affective Filter Hypothesis, which explains that students learn languages more successfully when they

experience lower levels of stress and anxiety. Positive facial expressions, encouraging gestures, and supportive eye contact may help reduce students' fear of making mistakes and motivate them to participate more actively in classroom interaction. Furthermore, hand gestures function as visual teaching aids that simplify unfamiliar vocabulary and classroom instructions. When teachers combine verbal explanation with physical movement, students can connect words with meaning more effectively. These findings are also consistent with Bambaeroo and Shokrpour (2017), who concluded that effective nonverbal communication contributes to successful teaching and improved student understanding. Although the study involved a relatively small number of participants, the findings still provide useful insight into the importance of nonverbal communication in English classrooms. Future studies may investigate the relationship between teachers' body language and students' long-term academic achievement and speaking performance

CONCLUSIONS

In conclusion, nonverbal communication plays a highly important role in English language classrooms. Teachers' gestures, facial expressions, eye contact, and movement around the classroom contribute to students' understanding, emotional comfort, and active participation. Positive body language creates a supportive learning environment in which students feel more confident and motivated to communicate in English. Therefore, English teachers should consciously develop and apply effective nonverbal communication strategies as part of their professional teaching practice.

Adabiyotlar, References, Литературы:

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