



THE ROLE OF VERBAL AND NON-VERBAL COMMUNICATION IN LEARNING FOREIGN LANGUAGE

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Article history:	Abstract:
<p>Received: 28th January 2022 Accepted: 28th February 2022 Published: 6th April 2022</p>	<p>The aim of the present paper is to analyze non-verbal communication of a native speaker and a second language learner. The main emphasis is put especially on the differences between the non-verbal signals of second language learners and native speakers. The present paper also covers some suggestions for foreign language teachers in order to improve their knowledge of the body language of their learners in the target language and help them to raise awareness of the significance of non-verbal communication in second language discourse.</p>
<p>Keywords: Communication, Second Language, Ambiguous Interpretations, Eye Contact, Encourage Students, Instructor Immediacy, Multimodal, Motivation.</p>	

Non-verbal communication helps us to emphasize the explicit meaning of a message and also to enforce some assumptions in the mind of the interlocutor. Non-verbal communication of a second language learner and a native speaker in both classroom and outside classroom environment is the focus of the present paper. Moreover, examples of gestures and ambiguous interpretations of body behavior in the process of cross-cultural communication will also be included in the present paper. The emphasis will be put on the differences between gestures of second language learners and native speakers that may disturb or prevent the interlocutors from conveying the intended message.

There are different types of learner/native speaker discourse. The two types of such discourse that the present paper focuses on are:

- classroom discourse — when the teacher and students come from different countries
- discourse outside the classroom — when students meet native speakers of the target language in everyday situations.

The first aspect of non-verbal communication is oculusics, namely the study of eye contact. It focuses on eye related signals sent during communication. "Eye behavior has a higher probability of being noticed than any other bodily movements, so it is a much more prominent interaction signal." If eye behavior plays such an important role and is the first non-verbal signal that is noticed during the conversation, teachers, as well as learners, should be aware of whether the eye contact should be maintained or avoided. For instance, in some cultures, maintaining eye contact may be a sign of great respect

towards the interlocutor, whereas in others, it may be understood as lack of respect.

Non-verbal communication in the foreign language classroom environment. In the classroom environment, non-verbal communication plays a crucial role, especially with regard to teachers' non-verbal signals. Teachers may use non-verbal signals to

- encourage students to participate in a lesson,
- motivate them,
- emphasize expectations,
- monitor and control students' behavior,
- vary the tempo depending on students' reactions to the discussed agenda,
- help to come up with appropriate guess about the message,
- raise students' awareness of gestures used in the target language.

The following concepts play a central role in the scholarship about interpersonal communication in the classroom. As keywords, they help guide your search for further resources and studies:

Immediacy. Whether in in-person classrooms, hybrid interactions, or fully online courses, the instructor's personal appearance and communication skills remain an important factor in building learning communities and enhancing learning. Instructor behavior that reduces psychological distance between people is called immediacy and it has a positive effect on affective and cognitive levels of learning. Immediacy also enhances instructor credibility and student motivation in many cases. One may distinguish between verbal and nonverbal immediacy, and research shows that they are especially effective in congruence with each other. Public speaking skills strongly define an instructor's ability to create and



maintain immediacy, whether in a physical classroom or during recordings at the desk in one's office.

Dialogic Communication. The desire for communication and immediacy can backfire. On the one extreme, talkaholic instructors or students negatively affect classroom climate and erode student communication satisfaction. The same impact happens with the other extreme, the lack or negligence of personalized, oral communication in fully online courses. The effective middle ground is dialogic communication: two-way, frequent instructor-student and student-student communication that enhances a learner-centered, highly interactive environment. When looking for more information, also use the keywords relational communication and critical communication.

Multimodal communication. Instructor immediacy and dialogic communication in the classroom can be enhanced with a multimodal focus that mirrors the realities and layers of practical communication in daily life. The woven communication approach as presented by the Writing and Communication Program at Georgia Tech addresses the components that make communication multimodal. The modalities include written, oral, visual, electronic, and nonverbal communication. Since communication often includes more than one modality, it is multimodal. This can be a challenge, but it also provides opportunities. Using different modalities that offer choice and flexibility for students with different learning preferences; it helps clarify the overall content and serves as a diversity-responsive teaching strategy.

TO CONCLUDE, after analyzing the data the conclusion was drawn that the teachers made the learning environment active and interesting through their non-verbal communication whereby students felt alert in the classrooms and participated in the learning process, which consequently enhanced the level of their motivation, retention and understanding if the teacher use their body language properly in the class room. It was concluded that non-verbal communication play more than 70% role in the field of teaching. The non verbal communication play more effective role in the class room management. This way is more effective to motivate and facilitate the student toward learning. Student can easily understand through symbols and gestures rather than the words. Mostly teachers try to create the link between the wards and body gestures. Students are more follow symbols, gestures and body movement when ever teachers worked with the students. Student show

good performance in whenever teachers teach them with the help of non verbal communication.

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