

**A Study of Nonverbal Language in Supporting English Teaching Communication  
at Secondary Schools**

การศึกษาอวัจนภาษาในการส่งเสริมการสอนการสื่อสารภาษาอังกฤษในโรงเรียนมัธยมศึกษา

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**Abstract**

In this paper, the researcher examines how Thai and foreign teachers use nonverbal language as reinforcement of classroom lessons and investigates the types of nonverbal cues that are frequently used in the classroom environment. It also tries to assess the frequency of nonverbal cues employed in the classroom, and to ascertain its significance of using nonverbal language in supporting English teaching communication. The data were collected from questionnaires with 100 participants who were Thai and foreign teachers in Kanchanaburi province, and video recordings of 60 of these teachers were done so as to assess nonverbal language in the classroom.

In regard to the aspect of a framework of nonverbal language used in instruction by Thai and foreign teachers, nonverbal language can be divided as follows: eye contact; body language; facial expressions; paralanguage; gestures; proxemics; and haptics. The findings show that the nonverbal language that was observed fell into all of these seven categories. The use of nonverbal language by Thai teachers was most salient in eye contact, then facial expressions, and thirdly, with gestures and body language. Again, arranged based on frequency, the nonverbal language witnessed most frequently by foreign English teachers was eye contact, body contact, body language, and paralanguage nonverbal cues. In addition, the findings showed that Thai and foreign teachers exhibited both similarities and differences in the use of nonverbal language in their instruction in the classroom. The research also reinforced the significance of the use of nonverbal language by teachers in instruction.

**Keywords:** Nonverbal Language; Types of Nonverbal Cues, English Teaching Communication, Secondary School

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## บทคัดย่อ

การวิจัยครั้งนี้ศึกษาการใช้วัจนภาษาในการส่งเสริมการสอนการสื่อสารภาษาอังกฤษในโรงเรียนมัธยมศึกษา ซึ่งมีวัตถุประสงค์เพื่อ (1) อธิบายลักษณะการใช้วัจนภาษาในการส่งเสริมการสอนการสื่อสารภาษาอังกฤษ (2) ระบุรูปแบบการใช้วัจนภาษาในการสอนภาษาอังกฤษในชั้นเรียน (3) จัดลำดับความถี่ของการใช้วัจนภาษาของครูผู้สอนในกระบวนการจัดการเรียนการสอนในชั้นเรียน (4) ความสำคัญของการใช้วัจนภาษาในการสอนการสื่อสารภาษาอังกฤษ การเก็บข้อมูลใช้แบบสอบถามจำนวน 100 ชุดจากครูผู้สอนชาวไทยและชาวต่างชาติโรงเรียนมัธยมศึกษา ในจังหวัดกาญจนบุรี นอกจากนี้ผู้วิจัยยังเข้าไปสังเกตการณ์สอนครูผู้สอนจำนวน 60 คน และบันทึกการใช้วัจนภาษาในการสอนภาษาอังกฤษในชั้นเรียน ผลการวิจัยพบว่า การใช้วัจนภาษาสามารถแบ่งออกได้หลายประเภทแต่ในการจัดการเรียนการสอนรูปแบบของการใช้วัจนภาษาแบ่งออกเป็น 7 ประเภทอย่างเห็นได้ชัด ในด้านความถี่ของการใช้วัจนภาษาในการสอนของครูชาวไทยสามารถเรียงลำดับจากมากที่สุดไปน้อยที่สุดได้ดังนี้คือ การสื่อสารด้วยสายตา ภาษาร่างกาย การแสดงออกทางสีหน้า ปริภาษา กิริยาท่าทาง เทศภาษา และการสัมผัส ในขณะที่วัจนภาษาที่ครูต่างชาติใช้บ่อยที่สุดคือ การสื่อสารด้วยสายตา ภาษาร่างกาย ปริภาษา การแสดงออกทางสีหน้า กิริยาท่าทาง เทศภาษา และการสัมผัส ตามลำดับ นอกจากนี้งานวิจัยยังพบว่าครูชาวไทยและครูชาวต่างชาติมีการใช้วัจนภาษาในการสอนที่มีความเหมือนและแตกต่างกันในชั้นเรียน อีกทั้งงานวิจัยได้กล่าวถึงความสำคัญของการใช้วัจนภาษาในการสอนในฐานะครูผู้สอน

**คำสำคัญ:** วัจนภาษา, ชนิดของวัจนภาษา, การสอนการสื่อสารภาษาอังกฤษ, โรงเรียนมัธยมศึกษา

## 66. Background

English has become an international language; therefore, there is no need to question whether English is important. English is used in national and international affairs. Furthermore, many people around the world are learning English as the main language in hotels, airports, advertising, or even schools. In this rapidly changing world, where most knowledge and occupations deal with English, studying English is very important for Thai students. In order to make the students understand English, verbal communication is used in conjunction with nonverbal communication. Therefore, using nonverbal communication seems to play a major role to obtain knowledge for the students who do not get used to studying English.

Nonverbal communication in teaching is arguably more important today than it ever was. One major consequence of this trend is that future success for most teachers will increasingly depend upon an individual's ability to communicate in English effectively and appropriately in the classroom. It is not only limited to English teaching but also other languages. Each teacher expresses his or her thoughts in vastly different ways. This attests to why hearing words alone is not sufficient to discern meaning in a

classroom. Using nonverbal communication seems to play a major role to obtain knowledge for the students who do not get used to studying English. In order to understand fully the meaning that is conveyed, the students must be able to accurately interpret while the teachers teach through verbal and nonverbal communication.

This study is carried out in order to explain the use of nonverbal in forms of communication in the classroom. It is essential to understand the way teachers communicate with students through nonverbal language. It also focuses on not only the types of nonverbal language that perform the functions in classroom environments but also the frequency of using nonverbal behaviors in language teaching.

Knapp (1972, pp. 14-15) states that “classroom is recognized as a place where students of various cultures and families communicate to each other; therefore, non-verbal communication functions in the teaching-learning process in the classroom.” It can be observed that both teacher and student show attributes such as ideas, and feelings. Moreover, there are also various classroom clues; for example, the technique of nonverbal communication definitely enhances the standard of teaching and ultimately results in meeting learning objectives. Understanding aspects of nonverbal communication and developing skills allows individuals to understand what is happening during communication. Miller (1988) indicates that the awareness of verbal and nonverbal language can make teachers proficient at receiving and sending students’ messages accurately. Therefore, it can be concluded that nonverbal communication is concerned with those unspoken messages and behaviors between teachers and students. Meanwhile, problems occur in verbal communication when the sender and receiver do not share the same meaning for the words used, or because they put words together in different patterns when speaking. Because of this, it is important that teachers attempt to get the exact meaning the students convey through familiarity with this communication key in classroom (Bedwell, Hunt, Touzel, & Wiseman, 1991). Effective teachers should be able to clarify or explain ideas and concepts, or simply define new terms to their students. Thus, the observation of teachers’ nonverbal behaviors is used in ways that facilitate a classroom setting that helps students to understand the lesson. The framework of nonverbal focuses on the various types of nonverbal communication which considers paralanguage, body movement, eye contact, proxemics, gesture and posture, facial expression, space and distance, and haptic.

The purposes of this study are as the following: (1) to describe how Thai and Foreign teachers use nonverbal language in supporting English teaching communication; (2) to identify the types of nonverbal cues usually used in English teaching in the classroom; (3) to rearrange the frequency of nonverbal language occurrence during the process of teaching in the classroom; and (4) to describe the importance of using nonverbal language in supporting English teaching.

## 2. Methodology

The study took place in secondary schools in Kanchanaburi province in which most students in the different level have to study English as a basic course with Thai and foreign teachers. The sample in this study was fifty Thai and fifty foreign teachers. Questionnaire and videotape recording were the research instruments to obtain the data of nonverbal used by Thai and foreign teachers. The questionnaire was designed on the basis of the purpose of the study, which mainly focuses on the use of nonverbal communication during the teaching process in the classroom and the importance of nonverbal forms of communication. Then the researcher informed the participants about the purpose of this study and asked for the permission to record the use of nonverbal language of participants in classroom about 10-12 minutes per a person. As with observations, detailed recording was a necessary component of collecting data since it formed the basis for a subsequent analysis of the data. After the data collection was completed, the researcher had to transcribe data by watching the behavior of participants repeatedly and wrote a verbatim account of everything that has been recorded. Transcription of the raw data includes the participants' nonverbal language as the following: paralanguage (use of vocal clues), proxemics (use of space), kinesics (use of bodily movement), haptics (use of touch), gesture and posture, facial expression, and eye contact.

The primary data was collected through questionnaires from the teachers who gave the ideas of the key respondents regarding the use of nonverbal language as an effective teaching technique in the classroom. The interpretation of mean score showed the meaning as follows: 4.50-5.00 (very high), 3.50-4.49 (high), 2.50-3.49 (moderate), 1.50-2.49 (less), and 1.00-1.49 (least). Then the videotape recording including with the observation score chart of nonverbal language recorded the process of teaching of the teachers in the classroom setting. It contained lectures that were rendered in classroom setting. Thus, thirty Thai and thirty foreign teachers were randomly selected for observing how to use nonverbal language in their teaching. At the same time, the researcher tried to control the answer somehow, to be in the specific line so that the collected data or information would not stray too far from the topic and questions posed. After the recording was made, it was replayed to investigate how Thai and the foreign teachers communicated with the students in the classroom; moreover, the type of nonverbal cues and the frequency of using nonverbal communication were also examined.

## 3. The Findings

These tables present the result and findings of the study which includes the data analysis and the interpretation of research instruments; questionnaires and video recordings. The quantitative data from

questionnaires were analyzed in the form of mean score and the standard deviation, and the qualitative data were collected from videotape recording and the observation method.

### Background of the Samples

The background is shown in the following Tables 1-7. All of the participants were Thai and foreign teachers from secondary schools in Kanchanaburi Province.

**Table 1**

*Participants Classified by Group*

	Group of participant	Frequency	Percent
Valid	Teacher Thai	50	50.0
	Teacher Foreign	50	50.0
	<b>Total</b>	100	100.0

Table 1 explains that, in terms of group, the participants were divided into 50 from each group. Obviously, the proposition was equal.

**Table 2**

*The Frequency of the use of Nonverbal Language of Thai and foreign Teachers*

Descriptive Results	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	4.16	.775	Usually
2. Proxemics (Use of space)	3.77	.780	Usually
3. Kinesics (use of bodily movement)	4.02	.778	Usually
4. Haptics (use of touch)	3.01	.916	Sometimes
5. Gesture and Posture	3.99	.798	Usually
6. Facial Expression	4.28	.792	Always
7. Eye contact	4.52	.674	Always

N = 100

Table 2 explains that the most frequency of using eye contact (4.52 in mean) by Thai and foreign teachers as a nonverbal language in supporting English teaching communication; 4.28 in mean of

participants use facial expression and 4.16 in mean of participants use paralanguage (use of vocal cues) respectively. The least frequency of nonverbal language is haptics (use of touch) at a mean of 3.01.

**Table 3**

*The Importance of the use of Nonverbal Language of Thai and foreign Teachers*

Descriptive Results	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	4.34	.745	High
2. Proxemics (Use of space)	3.76	.838	High
3. Kinesics (use of bodily movement)	4.16	.846	High
4. Haptics (use of touch)	3.01	1.120	Moderate
5. Gesture and Posture	4.04	.844	High
6. Facial Expression	4.36	.662	Very High
7. Eye contact	4.45	.718	Very High

*N = 100*

Table 3 explains that the importance of the use of nonverbal language was eye contact in supporting English teaching communication (4.45 in mean). Facial expression was at 4.36 in mean and 4.34 in mean of paralanguage (use of vocal clues) respectively. The least importance of the use of nonverbal was haptics (use of touch) as a nonverbal language in communicative English teaching, at 3.01 in mean.

**Table 4**

*The Motives of the use of Nonverbal Language in classroom*

Descriptive Results	Mean	Std. Deviation	Meaning
1. Expressing your emotion.	4.41	.805	Very High
2. Positive body language and negative body language could have an effect.	4.39	.665	Very High
3. Interpreting the students' attention or disinterest.	4.24	.683	High
4. Drawing students' attention by using gesture.	4.36	.759	Very High

Descriptive Results	Mean	Std. Deviation	Meaning
6. Conveying your communicative English lesson.	4.27	.726	High
7. Showing what you really mean.	4.13	.761	High
8. Making students understand what you say.	4.37	.734	Very High
9. Maintaining proxemics (space) of yours.	4.15	.821	High

N = 100

Table 4 reveals the motives of the use of nonverbal language in classroom. Regulating class by using eye contact was at 4.65 in mean. In contrast, to show what he or she really means was at 4.13 in mean.

**Table 5**

*Observation Score Cards for Thai teachers focusing on the frequency of using nonverbal language and the level of feedback from students in classroom.*

Frequency of using nonverbal language	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	4.13	.730	Usually
2. Proxemics (Use of space)	3.00	1.017	Sometimes
3. Kinesics (use of bodily movement)	4.20	.610	Usually
4. Haptics (use of touch)	1.87	.819	Rarely
5. Gesture and Posture	3.17	.461	Sometimes
6. Facial Expression	4.17	.461	Usually
7. Eye contact	4.40	.498	Always

N = 30

Level of feedback from students	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	3.77	.971	High
2. Proxemics (Use of space)	2.53	1.008	Sometimes
3. Kinesics (use of bodily movement)	3.80	.610	High
4. Haptics (use of touch)	1.70	.750	Less
5. Gesture and Posture	2.97	.615	Moderate
6. Facial Expression	3.97	.765	High
7. Eye contact	4.07	.828	Very High

Table 5 shows the correspondence of the frequency of using nonverbal language by Thai teachers and the level of feedback from students in classroom learning. The result reveals that the most frequency of using eye contact by Thai teachers was at 4.40 whereas the level of feedback from students was at 4.07. The second was kinesics in a mean 4.20 corresponding with the level of feedback, at 3.80. Facial expression is the third with a mean at 4.17 meanwhile the level of feedback was at 3.97. Conversely, the least frequency of haptics by Thai teachers was at 1.87 with the level of feedback of student was at 1.70.

**Table 6**

*Observation Score Card for foreign teachers focusing on the frequency of using nonverbal language and the level of feedback from students in classroom*

Frequency of using nonverbal language	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	4.23	.568	Usually
2. Proxemics (Use of space)	3.33	.844	Usually
3. Kinesics (use of bodily movement)	4.33	.661	Usually
4. Haptics (use of touch)	2.07	.907	Rarely
5. Gesture and Posture	3.73	.583	Usually
6. Facial Expression	4.20	.761	Usually
7. Eye contact	4.57	.626	Always
N = 30			
Level of feedback from students	Mean	Std. Deviation	Meaning
1. Paralanguage (use of vocal clues)	4.13	.629	High
2. Proxemics (Use of space)	3.20	.925	High
3. Kinesics (use of bodily movement)	4.10	.662	High
4. Haptics (use of touch)	1.90	1.094	Less
5. Gesture and Posture	3.57	.568	High
6. Facial Expression	4.10	.803	High
7. Eye contact	4.23	1.135	Very High

Table 6 shows the correspondence of the frequency of using nonverbal language by foreign teachers and the level of feedback from students in classroom learning. The result reveals that most of foreign teachers in this group used an eye contact, at 4.57 whereas the level of feedback from students was at 4.23. The second is kinesics in a mean at 4.33 corresponding with the level of feedback, at 4.10.



Paralanguage was the third at 4.17, and the level of feedback was at 3.97. Conversely, haptics was used least by foreign teachers showing the mean score at 1.90.

### **Interpretation of Videotape Data**

Following the methodology described in the study, qualitative procedures were used to collect and analyze data in this study. Observations and questionnaires were used as key methods in order to gain as much information as possible. As mentioned previously, sixty teachers from secondary schools-- thirty teacher who were Thai and the other thirty teachers who were foreigners - were contacted and asked to participate in this study. During the observations, the teachers' use of nonverbal cues were examined, and these cues were classified in their respective categories as in the following descriptions.

#### **Paralanguage**

The videotape revealed that all teachers in the study communicated with a different range of voice tones and rhythms in the classroom meant to convey their authority and management skills as teachers, and after each observation respective teachers were made familiar with assessment of their own paralanguage cues and the range of voice patterns. The researcher found that foreign teachers had a larger range of pitches which increased their level of influence far beyond the capacity of Thai teachers. Presentation with a loud voice, a high pitch and a fast rate was more likely to draw students' attention than that a low pitch and a slow rate.

#### **Proxemics or space**

Classrooms are usually divided into territories where a teacher and students occupy space separately. Some conventional arrangements of space involve the teacher's desk being placed at the front of the room with students seated in rows. A change in spatial arrangement influences the potential meaning in a learning environment. The researcher noticed that teachers and students responded and reacted differently than normal in changes of space. Through space, a teacher could instill students with a sense of whether or not they were being paid attention to and cared about, and it also shaped their relationships with each other.

#### **Kinesics**

All teachers used body language in interpersonal communication in the classroom for a wide variety of reasons. Some teachers consciously employed body language to complement an educational

goal and others seemed to be doing it without conscious intent. English teachers used body language to elucidate the meaning of words. Hand movements and arm gestures were used to give students visual clues about what they were studying in order to identify adjectives such as wide, tall, and short

### **Haptics or touch**

Haptics is considered an efficient way of breaking down communication barriers between teachers and students. However, most teachers in Mattayom 4 to 6 levels rarely used haptics during the process of teaching, and much of that was probably due to concerns that it might be misconstrued as having sexual implications.

### **Gesture and Posture**

Teachers used gestures and postures to get the attention of students in a way that represented influence rather than power or authority; and every experienced teacher recognized the power of gestures, which were the most common form of nonverbal behavior used in daily teaching. Most teachers used gestures in a lively teaching style which captured students' attention and made the material more interesting. In the process of a presentation, hand and arm movements were often used to physically depict conceptual, intellectual, abstract, or narrative elements of the presentation.

### **Facial Expression**

Complemented with active voices and gestures, facial expressions were the means for students to get a sense that teachers are committed to what they were saying. Facial expressions also allowed teachers to determine accurately the real motivations and intentions of their students. For example, when a student said that she understood the assignment but continued to display a look of confusion, the real truth could be revealed out of the dissimulation, and then teacher could provide clarification of the lesson. Teachers might have false impressions about student happiness with school and life in general unless special attention was given to the task of being perceptive to students' facial expressions.

### **Eye contact**

Most of teachers in this group used an eye contact as an essential means of nonverbal communication used in the classroom. The finding shows that the first thing that teachers and students do before starting any lesson is to look at each other. The exchange of eye contact formed a rapport that assisted other forms of communication. But conversely, as in classrooms, students often feign

understanding a lesson, the scrutiny of looking directly into eyes of students can foil the attempted dissimulation, forcing the students to be disconcerted and then assume more honest facial expression. In classrooms, it is very interesting to find that even if students did not understand, most of them would answer 'Yes'. Most of Thai teachers seemed to utilize this way very well in classroom, meanwhile most of foreign teachers ignore to interpret students' eye contact and did not use this measure to check comprehension from students.

#### **4. Findings of the Research**

According to the first question of the study, "What are the types of nonverbal communication in English teaching in the classroom?," there is a wide range of categorization of nonverbal language. For example, Knapp and Hall (1992) classify nonverbal communication as appearance, proxemics, body motion (gesture, posture, touching, facial expressions, eye behavior), and paralanguage. While Miller (2005) states that nonverbal communication includes facial expressions, eye contact, touching, tone of voice, dress, posture, and spatial distance.

Concerning the interpretation of data in table 3, the importance of nonverbal language of Thai and foreign teachers when teachers communicate students at secondary schools in Kanchanaburi can be classified into seven types, as follows: paralanguage (4.34), proxemics (3.76), kinesics (4.16), haptics (3.01), gesture and posture (4.04), facial expression (4.36), eye contact (4.45). Obviously, nonverbal language serves many purposes in the communication process and there are many channels of nonverbal language in supporting communicative English teaching. Teachers who want to communicate effectively with their students need to pay attention to their eye contact, facial expressions, and paralanguage. An important step toward success as an educator focuses on an awareness of the impact of these elements.

According to the second research question, "What nonverbal gestures and emotional signs used most frequently during the process of English teaching?," after the investigation through the observation score cards together with videotape recording, the researcher found that nonverbal gestures and emotional signs which are used most frequency by Thai teachers are eye contact (4.40 in mean), kinesics (4.20), facial expression (4.17), paralanguage (4.13), gesture and posture (3.17), proxemics (3.00), and haptics (1.87) respectively. Meanwhile, foreign teachers used eye contact (4.57 in mean), kinesics (4.33), paralanguage (4.23), facial expression (4.20), gesture and posture (3.73), proxemics (3.33), and haptics (2.07). Thus, it can be concluded that both Thai and foreign teachers used eye contact and kinesics most frequency in classroom; however, haptics is used least frequently during the teaching activity.

According to the third research question, “What is the similarities and differences of using nonverbal language between Thai and foreign teachers?,” due to the interpretation of data of kinesics or body movements, foreign teachers use these kinds of nonverbal language in a bit higher frequency than Thai teachers, but both Thai and foreign teachers are at the same high level of using bodily movement, approximately 4.20 and 4.33 in mean. The ones used more consistently are the hand and head movements. The purpose of using bodily movement is to effect degree of communication, to present English teaching, to provide feedback to the students, and to manage the classroom. Moreover, the use of eyes which were used in this case is considered as having a disciplinary function which helps teachers in managing classrooms. Eye movements of teachers were established to contact with individual students and the group as a whole to communicate honesty and openness meanwhile frequent eyes used by teachers to ensure they were attending and understanding the lesson.

The descriptive result of the study shows the differences of using nonverbal language between Thai and foreign teachers. The foreign teachers use paralanguage at 4.23 in mean which is higher than Thai teachers use in classroom. Pitch of voice rises and falls when teachers communicate to students. For example, when a foreign teacher expresses his or her message in the form of a question or statement, the voice rises at the end of the phrase or the sentence. Most of students are significantly aware of paralanguage, and then they give a response to foreign teachers lively. Furthermore, the tone of voice used by foreign teachers is likely to be arousing whereas Thai teachers’ communication appears to be factual tone which makes most students nervous to give feedback.

In term of the concept of haptics (touch), it reveals that the difference of student’ gender affects the use of touch and both Thai and foreign teachers seems to realize this fact well. However, most of Thai teachers realize the regulation of school, and they avoid its sexual implication and negative connotation. The videotape recording shows the way that most of Thai teachers occasionally touch that is to arouse students to continue their tasks. Meanwhile, foreign teachers use appropriate touching to communicate in the form of encouragement toward their students and establish a caring classroom community.

According to the fourth research question, “What is the importance of using nonverbal language in supporting English teaching communication?,” it is undeniable that the way most of the students became motivated is the result of teacher’s eye contact, space, gestures, and etc. Teachers’ nonverbal language creates a comfortable and relaxing atmosphere for them and makes them have more self-confidence which also leads to an increase the participation and contributions to the lesson. When students participate in the lesson, they are more likely to ask questions which also increase their understanding of the topics. In classroom management, pitch and tone changes were used to encourage students.

According to the observations of the study, when a student was absent-minded or injected something irrelevant to or contrary to the teaching content, a teacher moved forward to the student if he or she did not want to be interrupted. In such an action students normally recoiled and resumed classroom activities. Thus, the way teachers used space depends on the circumstance of classroom learning.

Most teachers who actively used gestures consciously when teaching (i. e, expanding palms up and down or pointing a forefinger upward and downward to emphasize a point of the lesson) captured the students' attention and made an association of the idea with a concrete and tangible sense of its importance. Approval with a head nod was often used by many teachers when students tried to explain their understanding of a given lesson, and this nod of positive approbation was positive reinforcement that gave them more incentive to volunteer information thereafter.

Furthermore, an eye contact was used to tell a student that he or she was making too much noise, or forcing him to stop behaving inappropriately. When students were talking, teachers chose to stop explaining the lesson and patiently staring at the student till the classroom is silent. Thus, teachers are recommended to be aware of the importance of the nonverbal communication to create a more motivating, comfortable, confident environment in class for a better classroom management.

## **5. Discussions**

Data from the classroom observation and questionnaire shows that these seven types of nonverbal clues convey something to teachers. While the nonverbal messages may be largely unintentional or uncontrollable, teachers interpret them. In fact, nonverbal message is sent as the real message, especially when the verbal and nonverbal messages are inconsistent. According to the interpretation of data, both Thai and foreign teachers have the similarities of using nonverbal language in terms of using eye contacts and body language. It relates to the study of Webbink (1986) who stated that conversation and signal are regulated by eye contact during 10-30 percent of the conversation. In the communicative English teaching, eye contact of both Thai and foreign teachers is used most frequently in order to keep the flow of conversation and gauge students' responses. Wainwright (2003) gave the significance of six functions of eye such as controlling interaction, showing attention, and influencing others. These functions are served as facilitators which teachers use to control students' behavior. Students who showed no sign of eye contact while teachers were teaching English lesson, they were asked questions to check their understanding of lesson by teachers. Body language may differ between cultures. Regardless of word choice, body language will communicate real thoughts and impressions. If a teacher wants to communicate clearly, body language must coincide with spoken words.

The concept of proxemics (space) is related to the use of touch. Hall (1969) mentions that one maintains space around himself or herself to control the area of privacy. This means that too close personal space can induce negative reactions of person. Teachers can evoke feelings of approval or discomfort by the distance they keep in relation to students. In classroom environment, social distance is normally range of 4 to 12 feet in which both Thai and foreign teachers give a lecture to students. The distance of teachers depends on the situational context.

Webb, Diana et al. (1997) state that expert teachers are able to interpret complex information that they receive; besides, they have to perceive and understand students, social information, and classroom events in different manner than less experienced teachers.

The researcher agrees with the author because verbal and nonverbal language is produced by teachers and intended for processing by our students. Students' ability and comfort with instruction can be interpreted from their nonverbal cues, which, in turn allows the teachers to investigate students' body language, facial expressions, or other kinds of nonverbal language. The perceptive teacher can decide whether there is a need to check for comprehension. Experienced teachers must develop the ability to observe how students respond to particular teaching approaches in the classroom. That is a skill that teachers can learn through experience. Teachers need to send positive nonverbal language that reinforce learning and utilize the knowledge of understanding the effects of students' nonverbal behavior.

## **6. Benefits of the study**

This study will be beneficial to teachers to understand the importance of using nonverbal forms of communication in helping language instruction because nonverbal language functions the best in teaching-learning processes in the classroom, and the technique of nonverbal language definitely enhances the standard of teaching and ultimately results in the attainment of students' learning outcomes. The awareness of this technique among the teachers is very important, as they can utilize this method, purposefully, to increase the interest of students and to improve the standard of teaching.

## **7. Limitations of the Study**

The limitations of this study is restricted to only foreign and Thai teachers in secondary schools in Kanchanaburi province so as to see how they use nonverbal language in the process of their lessons from levels Mattayom 1 through 6. This study does not involve the results of teaching and learning assessment.

However, it is significant to see how the abilities of other teachers in the primary schools performed in terms of nonverbal language.

### **8. Recommendations for Further Research**

A researcher has the following recommendations for further research, concerning the study of nonverbal language in supporting English teaching communication.

Firstly, it is recommended that an interview should be used as a research instrument to gain more in-depth analysis of participants' information about nonverbal language in supporting English teaching communication. This might help the researcher to better understand how teachers use nonverbal language in class.

Secondly, the samples of this study were only sixty Thai and foreign teachers, this was a small amount of participants in the study. A bigger sample would be better so as to make the results more reliable.

Thirdly, there should be an investigation of students to see how they perform nonverbal language in classroom instead of teachers, so it is very interesting to study the differences of using nonverbal language between students and teachers.

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