

EFFECT OF TEACHERS' NON-VERBAL BEHAVIOR ON ACADEMIC ACHIEVEMENTS OF STUDENTS AT SECONDARY LEVEL.

MEDHAT IJAZ¹, DR. QAISARA PARVEEN² AND DR. MUHAMMAD ARSHAD DAHAR³

¹Mphil (Education) Student, ²Associate Professor, ³Assistant Professor, Department of Education, Faculty of Social Sciences, PMAS Arid Agriculture University Rawalpindi Pakistan.

Abstract

Behavior is the transaction process in which we share ideas, feelings, thoughts and messages with other. The verbal and nonverbal behavior are part of the interaction pattern that can effect students and their behavior. Non-verbal behavior have an important effect on students' academic achievement. The main objectives of the study was to find out the effect of teacher's nonverbal behavior on academic achievement of students and to explore the perceptions of students regarding nonverbal behavior of teachers. The total population of the study was 127,082 students at public sector schools of tehsil Rawalpindi. The sample size was 350 students by using multistage sampling technique. The nature of research was quantitative, and survey design was used. The self-made questionnaire was used in the study for data collection. The pilot test was conducted to check the reliability and validity of the questionnaire. The data was analyzed through SPSS. Mean, standard deviation, regression analysis and chi square test was applied according to the context of objectives and hypothesis. The findings showed that there is positive significant relationship between teacher's nonverbal behavior and academic achievement of students at secondary level. The ability to behave nonverbally can improve student comprehension in the classroom and teachers' ability to support learning outcomes. The professors' effective use of intonation and voice tone helped the students' understanding of the material more effectively. It is advised that curriculum designers and decision makers acknowledge the value of nonverbal conduct and incorporate it into teacher preparation courses so that future educators are taught in this crucial technology.

Keywords: *Academic achievement, Non-verbal behavior, Secondary students, Verbal behavior.*

INTRODUCTION

Nonverbal behavior plays a pivotal role in human communication, often conveying messages that words alone cannot express. From facial expressions to gestures, posture, and even tone of voice, nonverbal cues serve as an essential medium through which individuals express emotions, intentions, and attitudes. In various contexts, including educational settings, nonverbal behavior holds the power to influence perceptions, interactions, and even academic achievements.

Academic achievement is a multifaceted concept encompassing not only cognitive abilities but also emotional and social factors that contribute to learning outcomes. While traditional measures of academic success often emphasize cognitive skills, recent research has recognized the significance of nonverbal behavior in shaping the academic experience. Students' body language, facial expressions, and overall nonverbal communication can impact their engagement, interactions with peers and teachers, and ultimately their academic performance (Wodak and Koller (2008).

Nonverbal behavior creates a dynamic and continuous feedback loop within the educational environment. Teachers' nonverbal cues, such as eye contact, facial expressions, and gestures, can establish rapport, convey expectations, and set the emotional tone of the classroom. Similarly, students' nonverbal signals, including attentiveness, participation, and even subtle expressions of confusion, provide valuable insights into their level of understanding and engagement. These cues, often unconscious and automatic, contribute to the overall learning atmosphere and influence the learning process.

According to Fujishin (2009) the impact of nonverbal behavior on academic achievement extends beyond the classroom. As students transition into higher education and professional settings, their ability to effectively communicate nonverbally can influence their success in collaborative projects, presentations, and job interviews. Moreover, the awareness and interpretation of nonverbal cues



contribute to effective social interactions, which are integral to building meaningful relationships and navigating diverse social contexts.

This exploration seeks to delve into the intricate relationship between nonverbal behavior and academic achievement. By examining the role of nonverbal cues in classroom dynamics, student-teacher interactions, and broader educational contexts, we can uncover the ways in which nonverbal behavior shapes the learning experience. Furthermore, understanding the nuances of nonverbal communication can provide educators and students with valuable tools to enhance engagement, foster positive learning environments, and ultimately contribute to improved academic outcomes. Through a comprehensive analysis of the existing literature and real-world examples, this study aims to shed light on the often understated yet significant impact of nonverbal behavior on academic achievement.

In regular life, behavior ranges from greeting strangers to greeting lovers. The process of sending and receiving messages that allow humans to share knowledge, ideas, thoughts, facts, sentiments, emotions, and attitudes is known as behavior. According to Wodak and Koller (2008), "behavior" is one of those human behaviors that everyone recognizes but few can characterize well. According to Tripathi and Reddy (2012), "behavior refers to the process of passing information and understanding from one person to another." In the classroom, behavior occurs as knowledge is conveyed from the teacher to the students. According to Fujishin (2009), there are two types of behavior: verbal and nonverbal. Nonverbal conduct between teachers and students in the classroom can extend linguistic behavior and hence affect language learning. Because nonverbal conduct is an important supporter in communicating the aim and purpose of a behavior. Nonverbal conduct is a vital support that must be considered when the learning process happens, just as it is in the process of language learning. Because appropriate nonverbal behavior can help to govern the classroom environment and make students more comfortable with studying, the objectives of language learning can be met and students can understand what they are learning. According to Pen Hong Li (2011) students interact in the classroom using both vocal and nonverbal cues. Instructional language is the spoken or written form of action that teachers use purposely for certain reasons. As a result, children require nonverbal conduct to engage in the learning process. According to Chaudhry and Arif (2012), nonverbal conduct is the unstated behavior that occurs in every face-to-face encounter with another human being. It shows us how they feel about us and how well our comments are received. During a lesson, a teacher uses verbal instructional activities in three ways. First, there are cognitive characteristics such as giving a lecture, defining, explaining, and clarifying. Second, there is an emotional side to reward, approve feelings and opinions, critique, lead, and allow freedom for students' activities. Third, relates to activity level, such as giving instruction and direction, demonstrating, importing knowledge, and experimenting ways. It entails transactions with nonverbal symbols (Croble, 1979). Knapp (1972) stated that nonverbal tasks include all teacher replies that are not defined as openly spoken or written words. A teacher's nonverbal educational task involves gestures, expressions of confusion, annoyance, motions of eye brows, acting, casual glances, silent demonstration, nodding shoulders, and other actions that communicate important information to students (Galloway, 1969).

Statement of the Problem

Both verbal and nonverbal conduct are initial and powerful ways of communication; both are required in the learning process. Nonverbal conduct has resulted in significant changes in the attitudes and behaviors of students all over the world. Students spend a significant amount of time in the classroom, and they may struggle to grasp lectures owing to a lack of nonverbal conduct. These are important concerns among students who are influenced by their academic performance. As a result, pupils begin to skip classes and devote less time to learning activities. This mindset has a negative impact on academic performance as well as problem-solving abilities. Research in this field is critical for identifying learning issues caused by a lack of verbal and nonverbal behavioral skills in children.

Objectives

1: To find out the effect of non-verbal behavior on students' academic achievement at secondary level.



2: To find out the perceptions of students regarding nonverbal behavior during teaching learning process.

Hypothesis

H1: There is no significant association between teachers' facial expression and student' engagement and motivation.

H2: There is significant association between body movement of teacher and self-esteem of students.

H3: There is no significant association between teacher's eye contact and student's self-esteem.

LITERATURE REVIEW

People behave in a variety of ways, one of the most essential being through language (verbal conduct). For a long time, while discussing human behavior, only language came to mind, whereas nonverbal behavior was mostly ignored. Nonverbal conduct, in fact, plays a critical part in the teaching-learning process (Bunglowala, 2015). Listening, speaking, reading, and writing are the four components of verbal skills. Among these skills, speaking is the most important and beneficial, and it has a greater influence on oral behavior with the audience (Khabaz, 2013). Nonverbal behavior that supplements the verbal message has a greater impact on students' minds and hearts than verbal behavior alone (Chaudhry & Arif, 2012). A good educator in the field of education should be aware of the power of words and their impact on the audience, and should avoid employing words routinely and without thought (Gholipour, 2007). According to Haneef et al. (2014), nonverbal activity occurs more commonly subconsciously. People are unaware that, in addition to their spoken behavior, nonverbal gestures send a powerful message. The audience receives important information via body language, eye contact, physical appearance, and tone of speech. Nonverbal behavior is regarded as more reliable and successful than verbal activity since it provides additional support to verbal behavior. Nonverbal behaviors occur concurrently with the verbal message and substitute, complement, control, and contradict it. When a nonverbal cue is utilized instead of a verbal cue, this is referred to as substitution of nonverbal message. A head nod to signify 'yes,' a pat on the shoulder to suggest 'intimacy,' and so on. Nonverbal behaviors can also be used to supplement, expand, or change a verbal message. For example, a teacher who appears confident while presenting a lecture in class improves teaching quality (Negi, 2009). Galloway (1972) stated in his essay that by strengthening nonverbal abilities, teachers learn about their own conduct and the significance it has for pupils, as well as how to watch and identify nonverbal information from students. To show self-confidence and competence, employ positive facial expressions, eye contact, and body movement. Nonverbal behaviors are coordinated so that all pupils receive the same positive message of encouragement and support. The efficient use of nonverbal clues contributes to a variety of educational procedures by adding a new depth to the language. Nonverbal conduct differs fundamentally from verbal behavior. For starters, it is less structured, making it more difficult to study. Intent and spontaneity are also different. Generally, we plan our words. When we say, "Please get back to me on that order by Friday," we mean it. We consider the message for a brief moment. However, when we act nonverbally, we do so unconsciously. We're not trying to raise an eyebrow or blush. According to Kroehnert (2006), "nonverbal behavior is anything that can change or reinforce the message in any form of behavior." You are correct in thinking that this is a fairly broad definition that encompasses all forms of behavior. We convey ourselves nonverbally by the way we dress, our posture, the emotion on our faces, the amount of eye contact we make, how we place our hands, how we touch objects, and how we listen. Even a basic statement's meaning can be transformed or reinforced by the way we shrug our shoulders when we present it to the group, by the tone in our voice when we say it, or by the way it is written or spoken. When teachers send contradictory verbal and nonverbal cues, pupils become confused, and this uncertainty frequently affects their attitudes and learning."According to Ross (1977), "we use body actions constantly in our everyday conversation." It is an essential component of our behavioral system. The way a person walks at a specific movement may reveal a person's emotions more effectively than his or her words."According to Pease (1988), "Body language, like any other language, consists of words, sentences, and punctuation." Each gesture is analogous to a single word, yet a word might have multiple meanings.



Only when the term is used in a phrase with other words can you fully comprehend its meaning. Gestures come in 'sentences' and always reveal the truth about a person's feelings. "The face and eyes are by far the most important features of body language," Lesikar and Flatley (2005) remarked. Much of the meaning underlying body language and nonverbal behavior can be deduced from the face and eyes. Happiness, surprise, anxiety, and sadness, for example, are generally accompanied with distinct facial expressions and eye patterns. As you speak and listen to people, you should be mindful of these characteristics of body language. According to Hopkins (2004), "our first consideration in speaking sentences should be to make our meaning clear, and in doing so, the way our voice rises and falls in tone plays an important role. It is conceivable to say, 'I detest you,' all on the same note and without emphasis, but doing so will completely fail to express any sense of hatred; yet, raising your voice on hate will immediately transmit your attitude to your listeners. Mason (2003) remarked, "A monotone speech is unlikely to be well received." Vary your tone and strive for voice clarity. Try to express your feelings through your voice. If you are stating something sorrowful, both your voice and your words should convey this to the audience. If you are upset, your tone will convey this to the listener. The voice has a lot of expressiveness. When giving an informal speech, be aware of the emotion in your voice; when giving a formal presentation, alter the tone subtly so that you do not bore your audience with a controlled monotone." Although body gestures and postures have no definite meaning, they can strongly support or reject the spoken words. If these two modes of conduct are dichotomized and contradict one other, the outcome is a distorted image, with the nonverbal dominating most of the time" (Miller (1998). The assumptions of various forms of inspection, projected links between studies, present trends revealed in papers included in the special issue, and research ideas are all addressed.

METHOD AND METHODOLOGY

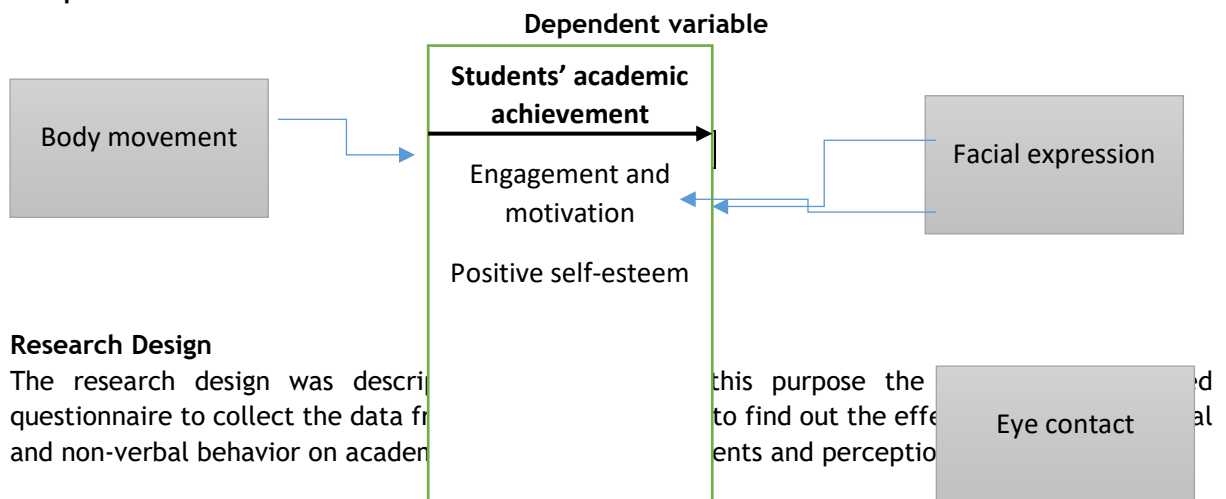
Data collection and participants

Data were collected by distributing a questionnaire in students from secondary schools. The respondents were secondary students randomly selected from fourteen schools of Tehsil Rawalpindi. The questionnaire was distributed by researcher and students were encouraged to complete it.

Conceptual framework

Non-Verbal Behavior

Independent variable



Research Design

The research design was descriptive. The researcher distributed a questionnaire to collect the data from secondary students. The purpose of this study was to find out the effect of non-verbal behavior on academic achievement and perception.

Population

The target population of this research was all public secondary students of tehsil Rawalpindi, Punjab. There were 196 secondary schools in tehsil Rawalpindi in which total enrolled students (Girls and Boys) were 127,082, according to School Education Department Government of the Punjab.



Population

Region	Type of school	Boys schools	No of total boys students	No of Girls schools	No of total girls students	Total schools	Population total students
District Rawalpindi	Govt Secondary schools	120	77,133	76	45,380	196	122,513

Sample

A subset of population is called sample. Multistage sampling was adopted to generate the sample. At first stage, simple random sampling technique was applied to draw a sample of fourteen schools among seven zones of tehsil Rawalpindi. The researcher selected one boys and one girl secondary school from each zone. At second stage, twenty five students were selected from each school among sample by using simple random sampling technique. At third stage, proportionate stratified sampling technique was applied to draw a sample of three hundred and fifty (350) students.

Sampling size

Region	Type of school	Boys schools	Boys students	Girls schools	Girls students	Total schools taken	Sample taken
Tehsil Rawalpindi	Govt Secondary schools	7	175	7	175	14	350

Validation of the Instrument

The researcher consulted with experts for the content validation of the instrument. The instrument was given to the experts from the PMAS Arid Agriculture University Rawalpindi and Women University of AJK Bagh. Their feedback and guidance are made on considerations.

Reliability of the Instrument

The Cronbach alpha was used to assess the instruments reliability. The questionnaire were used to measure the effect of verbal and non-verbal behavior on academic achievements of students. The value of the reliability of the instrument is 0.765.

RESULTS AND DISCUSSION

The analysis of data is the topic of this chapter. The researcher's goal in this chapter was to analyze the data, interpretation, findings, discussion, summary, conclusion, and recommendation. The researcher collected the data using a rigorous scientific methodology, and after it was collected, it was analyzed using the statistical software SPSS with the aid of a Microsoft Excel spreadsheet and various scientific formulas. The examination of the data is primarily presented as percentages in this chapter. Data were converted into tabulation form after analysis for easier comprehension's fourteen public secondary schools in Tehsil Rawalpindi provided the data for this study, which included a sample of 350 secondary students.

Findings

H1: There is no significant association between teachers' facial expression and student' engagement and motivation

Table4.1: Chi-Square Tests

Variables	N	Cal.value	df	Cric.value	P
TFE>EAM	350	3.028E2 ^a	1	3.841	.000



Based on the information provided, it seems that the Chi-Square test was conducted to assess the association between the "TFE>EAM" variable and another categorical variable. The calculated Chi-Square value (302.8) is much larger than the critical value (3.841) for a significant level of 0.05. Additionally, the extremely low p-value suggests that the association observed is highly unlikely to have occurred by chance.

Therefore, you can interpret this result as indicating a statistically significant association between the "TFE>EAM" variable and the other categorical variable being tested. In other words, there is evidence to suggest that the two variables are not independent and are likely related in some way. The specific nature of this relationship would require additional context or analysis.

H2: There is significant difference between body movement of teacher and self-esteem of students.

Chi-Square Tests					
Variables	N	Cal.value	df	Crit.value	P
BM>SE	350	8.511E2 ^a	1	3.841.	.000

- Variables:** The variable being analyzed is "BM>SE."
- N:** The sample size is 350. This is the number of observations or data points that were used in the analysis.
- Calculated Value:** The calculated chi-square value is 851.1 (8.511E2 is scientific notation for 851.1). This value is a result of the chi-square test and indicates how much the observed data deviates from the expected data under a certain hypothesis.
- Degrees of Freedom (df):** The degrees of freedom for this test is 1. Degrees of freedom are typically related to the number of categories or groups being compared in the test.
- Critical Value:** The critical value for a chi-square test with 1 degree of freedom at a significance level of 0.05 is approximately 3.841. This critical value is used to determine whether the calculated chi-square value is statistically significant.
- P-Value (P):** The p-value associated with the test is very close to zero (indicated as ".000"). The p-value represents the probability of obtaining a test statistic (in this case, the chi-square statistic) as extreme as the one observed, assuming that the null hypothesis is true. A very small p-value indicates that the observed data is unlikely to have occurred under the null hypothesis.

Based on the provided information:

Since the calculated chi-square value (851.1) is greater than the critical value (3.841) and the associated p-value is very close to zero, it can be interpreted as follows:

- There is a statistically significant relationship between the "BM>SE" variable and whatever the variable is being compared to (this information is not provided).
- The null hypothesis (which typically states that there is no relationship or no difference between the variables) is rejected.
- The p-value being close to zero indicates strong evidence against the null hypothesis, further supporting the idea that the observed relationship is not due to random chance.

In simpler terms, the result suggests that there is a significant association or difference between the "BM>SE" variable and the variable it is being compared against in the context of this chi-square test.

H3: There is no significant association between teacher’s eye contact and student’s self-esteem.

Chi-Square Tests

Variables	N	Cal.Value	df	Crit.v	P
Eye contact>self-esteem	350	2.480E2 ^a	1	3.841.	.000



1. **Variables:** The Chi-Square test was conducted to analyze the relationship between two variables: "Eye contact" and "Self-esteem."
2. **N:** The total number of observations or cases in your dataset is 350.
3. **Calculated Value:** The calculated Chi-Square value for the test is 248.0 (2.480E2a, where "a" probably indicates a decimal shift). This value is obtained through the Chi-Square formula based on the observed and expected frequencies in your data.
4. **Degrees of Freedom (df):** The degrees of freedom for this test is 1. Degrees of freedom represent the number of categories minus one. In this case, since you're comparing two variables, it's 1 (df = categories - 1).
5. **Critical Value:** The critical value is the threshold beyond which the calculated Chi-Square value becomes statistically significant. In this case, you've used a critical value of 3.841 (Education) Student, 2Assistant Professor, 3Chairman/Professor, Department of Education, Faculty of Social Sciences, PMAS Arid Agriculture University Rawalpindi Pakistan. This value corresponds to a significance level of 0.05 (5%). If the calculated Chi-Square value is greater than the critical value, you can conclude that there's a significant relationship between the variables.
6. **P-value:** The p-value is used to determine the statistical significance of the Chi-Square test. In this case, the p-value is very close to zero (denoted as .000), which indicates that the relationship between "Eye contact" and "Self-esteem" is statistically significant.

Based on the provided information, it appears that there is a significant relationship between "Eye contact" and "Self-esteem." The calculated Chi-Square value of 248.0 is much higher than the critical value of 3.841. Additionally, the very low p-value suggests that the likelihood of observing such an association due to chance is extremely unlikely.

In practical terms, this could mean that there might be a connection between the level of eye contact and self-esteem. However, further analysis would be needed to understand the nature and strength of this relationship, as well as potential underlying factors that could be influencing it.

Recommendations

The following suggestions were given in order to improve the situation:

1. Non-verbal conduct should be introduced to teachers at all levels, and the knowledge gained should be applied to their teaching strategies.
2. Teachers need to be aware that nonverbal behavior is employed when and where it is necessary because overusing it can defeat the intent of its usage.
3. It is advised that curriculum designers and decision makers acknowledge the value of verbal and nonverbal conduct and incorporate it into teacher preparation courses so that future educators are taught in this crucial technology.
4. Teachers should receive technological instruction through provincial institutions of teacher education such as IERs, PITE, and RITE.
5. Teachers should employ nonverbal cues to elicit meaningful replies from pupils since this encourages confidence and boldness in them.
6. The teacher should communicate nonverbally to elicit responses from the students.
7. To promote a healthy workplace, teachers should use nonverbal communication.
8. For better teaching, teachers should behave nonverbally so that the pupils can ask the concerned teachers concerns and receive closure from them.
9. For pupils to learn easily, teachers should speak clearly and explain various concepts using non-verbal cues.

SUMMARY

This chapter described the setting of the study and the 350 participants, who were from various secondary schools of Tehsil Rawalpindi. The data collection lasted 2 months. This chapter explored how verbal and non-verbal behavior of teacher's effect academic achievement of students and how we can improve the usefulness of these components.



Finally, this chapter examined how these components improve students' academic achievement. Eye contact and body movement of the teacher makes students attentive in the class. The main objective was: To find out the effects of teacher's verbal and non-verbal behavior on academic achievement of students. The answer to this objective was summarized in two findings. The first finding indicated that teacher's nonverbal behavior had a favorable impact on students' learning outcomes. Teachers may not have been inspired to employ nonverbal cues in the classroom despite the fact that both teachers and students demonstrated understanding of their value. Many complex ideas and topics were made clear to the students by the professors' facial expressions, and this piqued their interest in the teaching-learning process. Teachers engaged students in the learning process by making eye contact with them. This made students feel awake in the classroom and encouraged active engagement, which raised the degree of their understanding and retention.

Conclusions

According to the study, pupils' nonverbal behavior had a favorable impact on their learning outcomes.


Teachers may not have been inspired to employ nonverbal cues in the classroom despite the fact that both teachers and students demonstrated understanding of their value.

The following results were reached after data analysis, literature review, and inferences were made:

1. Many complex ideas and topics were made clear to the students by the professors' facial expressions, and this piqued their interest in the teaching-learning process.
2. Teachers engaged students in the learning process by making eye contact with them. This made students feel awake in the classroom and encouraged active engagement, which raised the degree of their understanding and retention.
3. Body movements also gave teachers a solid base for effective teaching, and when used correctly, they gave pupils more knowledge, particularly when telling stories to the class. The proper use of the head, shoulders, and hands helped pupils understand challenging learning ideas, while teachers' employment of this method demonstrated their knowledge of the subject.
4. According to the study, teachers' voices' rise and fall in pitch or tone also assisted pupils in properly understanding poetry. Students' attention was also drawn to teachers' proper voices, which improved their learning outcomes.
5. The study also suggested that teachers' passion in teaching as a career and professional attitude were conveyed through appropriate nonverbal conduct. The deliberate use of non-verbal conduct increased the motivation and interest of both teachers and students in the teaching-learning process, which ultimately led to the achievement of the students' intended learning objectives.
6. On the other hand, teachers who improperly used non-verbal behavior in the classroom lost interest in the teaching-learning process, were unable to compel their charges to participate in class, and were unable to provide the required learning results.

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