

**Role of Non-verbal Communication Skills in Teaching and Learning of English as a
Second Language (ESL) for Enhancement of Employability Potential of Engineering
Students**

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ABSTRACT

This review paper demonstrates how non-verbal communication, when teaching and learning English as a second language in India, affects the process and employability potential of Engineering Students . From different studies conducted, it is clear that gestures, facial expressions, and body movements go a long way in making ESL instruction very effective. These non-verbal cues create a welcoming classroom environment and enable students to learn quickly and remember well what they know. The paper also underlines that teachers should be well-equipped emotionally and socially. These attributes further enhance their nonverbal communication with the students, therefore increasing engagement and outcomes in the learning process (Mohamed et al., 2021). This study considers the cultural elements in Indian classrooms related to non-verbal communication, depicting how different cultural behaviors influence the general teacher-student interaction for overall better learning (AlAfnan, 2022). The review demonstrated that effective non-verbal communication would help ameliorate language barriers, increase trust, and promote an inclusive learning environment by amalgamating the insights from the different types of research. This paper would recommend that teacher training programs in India integrate non-verbal communication skills as an enhancement strategy in ESL teaching.(Islam, 2023) Future research needs to look at the sustained effects of non-verbal

communication on language learning and its potentiality for leveling, to some extent, diversified classrooms.

KEY WORDS: Non-verbal communication, ESL (English as a Second Language), Employability Potential, Teaching and learning

1. INTRODUCTION

The role of non-verbal communication in teaching and learning English is a new emerging area in educational research. These actions imply something besides words; they include gestures, facial expressions, body language, and other visual signs. In the educational context of English language, non-verbal communication helps improve understanding, retention, and involvement of learners. This is particularly relevant in India, where the cultural aspect has a profound impact on how communication is carried out. The non-verbal cues bridge linguistic gaps, provide an additional context, and make the learning experience more dynamic and interactive (Birdwhistell, 1970; Mehrabian, 1971; Kumar, 2021).

It is well established that in language teaching, non-verbal behavior can reinforce the verbal message and act as a visual aid to learners within the teaching process. For example: "Gestures can elaborate words and also serve to emphasize the meaning of new words and phrases, facial effects may carry emotional implication in a discussion and body language can signal exactly which information is most critical", reported Smith & Jones, 2019. Since English is primarily a second language for Indian students, these non-verbal aspects play a crucial role in helping them master the most challenging concepts and improve their language skills. (Patel, 2020). Indeed, effective integration of strategies of non-verbal communication into the teaching methods yields better results as far as student performance, superior teacher-student relationship, and an increasingly inclusive classroom environment are considered. (Rao, 2018) This paper shall attempt to discuss non-verbal communication, its different forms, and typical functions in the educational context and within the perspective of its use for teaching English to 18-24 years old adults in India.

1.1 Concept of Non-Verbal Communication

Non-verbal communication is generally understood as the process whereby messages or information are exchanged without a word. Messages can, however, be conveyed in many ways,

such as facial expressions, gestures, posture, eye contact, proxemics, paralanguage, tone, pitch, and volume of voice, etc. All these cues may reinforce or even replace verbal communication to add more to what spoken words convey.

No overemphasis can be put on nonverbal communication in education. Mehrabian (1971) reported that 93% of communication effectiveness is shown through silent behaviors; body posture and vocal expressions also play critical roles. In the context of language teaching, non-verbal communication helps to clarify and make the instruction effective, makes students more engaged, and provides a supportive learning environment as well (Birdwhistell, 1970).

1.2 Forms of Non-Verbal Communication

Non-verbal communication manifests in various forms, each serving a unique function in the communication process. Understanding these forms is crucial for educators aiming to enhance their teaching practices.

A. Kinesics: Kinesics involves the study of body movements, including gestures, facial expressions, and posture. These movements can convey a wealth of information, from emotions and attitudes to specific instructions and feedback (Ekman & Friesen, 1969).

B. Proxemics: Proxemics refers to the use of space in communication. In a classroom setting, the physical distance between the teacher and students can influence the dynamics of interaction, with closer proximity often fostering a more personal and engaging learning experience (Hall, 1966).

C. Haptics: Haptics involves communication through touch. While its use in educational settings may be limited due to cultural and ethical considerations, appropriate and respectful touch can provide reassurance and support (Andersen, 2008).

D. Oculistics: Oculistics is the study of eye behavior. Eye contact can regulate the flow of conversation, signal attention and interest, and convey emotions. In an educational context, effective use of eye contact can enhance teacher-student rapport and engagement (Argyle & Cook, 1976).

E. Paralanguage: Paralanguage encompasses the vocal elements that accompany speech, such as tone, pitch, and volume. These elements can significantly alter the meaning of verbal messages and are essential in conveying enthusiasm, authority, and empathy (Trager, 1958).

F. Chronemics: Chronemics pertains to the use of time in communication. Punctuality, the pacing of speech, and the allocation of time for different classroom activities are all aspects of chronemics that can impact the effectiveness of teaching and learning (Burgoon, Guerrero, & Floyd, 2016).

G. Artifacts: Artifacts refer to the physical objects that individuals use to communicate, such as clothing, accessories, and classroom materials. These objects can convey information about a person's status, personality, and attitudes, influencing perceptions and interactions (Knapp, Hall, & Horgan, 2013).

1.3 Functions of Non-Verbal Communication

The primary functions in the educational context that non-verbal communication assumes are numerous, and they work hand in glove with each other to assure effectiveness in general. Teaching and learning depend on them mainly for the effectiveness of the process.

A. Complementing: Usually, non-verbal behaviors complement verbal messages, and communicate added meaning that either supports or qualifies what has been spoken. For example, gestures by an excited teacher will make the lesson appear exciting and very important (Ekman & Friesen, 1969).

B. Conflicting: sometimes, non-verbal communication appears to conflict with verbal communication. In this case, confusion or ambiguity may arise. To avoid this problem, dealing with and identifying a contradiction in the message should be made clear and compelling (Mehrabian, 1971).

C. Accenting: Nonverbal behaviors sometimes accent the verbal message; for example, a teacher's voice may be raised, or a specific gesture could be employed to make some points stand out so that the student is sure to remember these points (Birdwhistell, 1970).

D. Regulating: Non-verbal communication helps in controlling the interaction process within the classroom. Eye contact, head nods, and some other cues indicate when to speak or when to listen to students (Argyle & Cook, 1976).

E. Substituting: It replaces completely the verbal message. For instance, a teacher may use a nod for agreement or understanding without verbalization (Andersen, 2008).

F. Emotions: One of the main functions of non-verbal communication is to express emotions. The feelings revealed through facial expressions, body language, and tones of voice are more than the

words said. That helps the teachers to emotionally relate with the students and thereby make the environment of learning favorable for them. (Ekman & Friesen, 1969).

Besides, multiple interpretations of non-verbal behaviors in various cultures are solid reasons for their understanding in the Indian educational context. Teachers need to be sensitive to numerous culture-based differences in students' reception and expression of messages provided through non-verbal communication. This means that there will be a better realization by teachers applying non-verbal strategies in ways it is effective and thereby develop a more inclusive and supportive classroom atmosphere.

1.4 Non-Verbal Communication in the Indian Context

India is characterized by a vibrant cultural heritage and diverse traditions; therefore, non-verbal communication is deeply penetrated. Unlike Western countries, where the main track is towards direct communication, the people of India prefer more indirect communication—non-verbal communication. This differentiates the culture on its own, that will influence the education in a great deal through message transmission and reception.

A lot may be at stake in India, where deep meanings lie in gestures and body language. These can vary a lot from one region and community to another. The same kind of gesture may indicate something different in the northern and southern parts of the country. All this makes it most important for educationists to be aware of these nuances, mainly while teaching English as a second language. For instance, the gesture of a slight nod that is usually mistaken for agreement in Western contexts can imply active listening or acknowledgment in the Indian (Giri, 2009).

There is much cultural content contained in the facial expressions in India. For example, a smile does not always reflect happiness there; it could be a polite gesture, a sign of respect, or alternatively an indicator that one feels awkward. Such information is crucial for teachers as they seek to effectively decode student responses so they can respond to them appropriately themselves (Kumar, 2011). A third very significant channel in non-verbal communication is eye contact, which is much culturally regulated to most extent in India. Direct eye contact could be offensive or viewed as disrespect, especially from the young people to the elder or even the teacher who is regarded as an authority figure. Therefore, educators should strike a balance between engagement and cultural sensitivity in such a way that will not offend anybody's feelings.

Proxemics, or personal space, is another place where an Indian context would demonstrate a very different application of use. Many Indian classrooms had large numbers of students relative to teachers, which created physical closeness. Though that can help to develop community and collaboration, it places other demands on teachers regarding comfort level and personal space (Hall, 1966).

Besides such non-verbal signals, objects and artifacts in traditional Indian clothes and accessories also communicate. These inform the teachers' and students' regards, status, and cultural belonging that influence their interactions and classroom dynamics (Knapp, Hall, & Horgan, 2013).

1.5 Impact of non-verbal communication on language acquisition

Non-verbal communication plays a crucial role in language acquisition, particularly for learners who are not yet proficient in the target language. This is because non-verbal cues provide additional context and meaning that can help bridge gaps in understanding, making the learning process more effective and engaging (Birdwhistell, 1970; Ekman & Friesen, 1969).

Therefore, one of the important ways by which non-verbal communication influences language acquisition is through reinforcement. In addition, reinforcement to verbal messages clears and brings emphasis to spoken words so that learners understand and retain new vocabulary and grammatical structures (Knapp, Hall, & Horgan, 2013). For instance, a teacher may use hand movements to explain the meaning of a new word or to illustrate grammatical rules for the student; hence in the end, the student is better able to understand and remember the word (Smith & Jones, 2019).

Non-verbal communication incredibly sustains involvement and motivation. Therefore, teachers who have great expressions in their body gestures and facial expressions can easily attract students through the charm of being enthusiastic towards the subject matter, which may generate motivation and interest to learn a subject (Mehrabian, 1971; Andersen, 2008). This becomes even more important in language learning, where sustained motivation is essential to attain proficiency (Kumar, 2021).

In addition, teachers can utilize various non-verbal cues to foster a positive and supportive learning environment. The teachers' eye contact, smiles, and other gestures, which encourage the learners,

can create emotional connectedness, and pass on empathy and support between a teacher and students, probably reducing learners' anxiety—a huge barrier to language acquisition and an effective learning environment (Rao, 2018).

In this context, non-verbal communication will play a significant role in multicultural classrooms, where it can act like a universal language to overcome language barriers. Where language differences inhibit verbal communication, it is non-verbal communication that provides some universally understood meanings through such cues as gestures and facial expressions; this fosters communication and understanding among learners from diverse backgrounds (Giri, 2009).

However, for speakers of Indian languages, where English is essentially the second language, learning a language includes non-verbal communication. Students in Indian classrooms exhibit significant cultural differences, varying English proficiency levels, and distinct non-verbal communicative norms. Skilled teachers primarily bridge these differences through the use of non-verbal cues in instruction, thereby enhancing its effectiveness and inclusivity (Patel, 2020).

Overall, nonverbal communication influences language acquisition to an extent. Since it adds more information to verbal messages, maintains attention, develops an accommodating learning environment, and overcomes linguistic and cultural barriers, the role of non-verbal communication in the enhancement of the effectiveness of language teaching, along with fostering student performance or outcomes, is brought to light (Knapp, Hall, & Horgan, 2013; Kumar, 2021).

1.6 Non-Verbal Communication in English Language Teaching

Integration of non-verbal aspects into English language teaching serves as a way of improving effectiveness by including various other sources of additional information to drive up results in learning. Some of the non-verbal cues embedded therein, as tools for language teachers, include gestures, facial expressions, and body language that, together with words, provide more context and meaning for better comprehension and retention by recipients (Birdwhistell, 1970; Ekman & Friesen, 1969).

Another advantage of the use of non-verbal communication in the teaching of languages is message clarity and reinforcement. For example, in a word presentation, new vocabulary may be introduced by a teacher through the use of hands or facial features to drive the point home, such that even the student not only understands but will remember the word easily (Smith & Jones,

2019). In so doing, one could also use body language in the depiction of visual prompts to verbal information, where features such as grammatical structure or language function are presented.

Nonverbal communication is vital to maintaining student interest and an interactive class atmosphere. Being dynamic in body movement and facial expression, a teacher can provoke an ability to excite learners' motivation to participate actively in the course more and more, thereby resulting in greater motivation (Mehrabian, 1971; Andersen, 2008).

In language classes, learners' participation and practices are of utmost importance to help them learn their target language effectively (Kumar, 2021). Finally, non-verbal communication, such as eye contact, smiles, and motivational gestures, can help develop rapport and a positive classroom climate. These methods foster empathy and support, creating a helpful learning atmosphere that allows students to take risks and make mistakes without fear (Argyle & Cook, 1976). This emotional connection significantly reduces learners' fears that could have been obstacles in the language learning process. It will, therefore, further create a positive attitude toward the target subject matter (Rao, 2018).

In an Indian context, where classrooms are usually a melting pot of students with varied linguistic and cultural backgrounds, it is non-verbal communication that serves as the universal language transcending such diversities. Levels of language proficiency may restrict verbal communication, but students can universally perceive understanding through non-verbal cues, which aids in communication and understanding (Giri, 2009).

Teachers' non-verbal communication skills develop more cultural and linguistic bridges between students, which enables better instruction from the teacher (Patel, 2020). Furthermore, non-verbal communication may help a teacher manage class dynamics and regulate interactions. He may use gestures to show students their time to speak or listen to a teacher, depending on whether the teacher approves or disapproves of student behavior, among other things (Hall, 1966). Such non-verbal signs would help build order and make learning environments more systemic and organized toward learning; thus, non-verbal information flows.

In short, adding non-verbal communication to English language teaching helps not only to clearly and powerfully deliver verbal messages, but also to keep the learners involved and maintain a

positive learning environment. Teachers can develop several critical ways to use and read non-verbal signals in their teaching practice to improve their students' delivery mechanisms and learning processes (Knapp, Hall, & Horgan, 2013; Kumar, 2021).

2. PURPOSE OF THE STUDY

The primary objective of this study is to investigate the impact of non-verbal communication on the teaching and learning of English among adults aged 18 to 24 in India. This research aims to explore how various non-verbal cues—such as gestures, facial expressions, body language, and other visual signals—enhance comprehension, retention, and engagement in English language classrooms. The study will attempt to identify cultural peculiarities that shape non-verbal communication styles and their implications in the Indian context of English language pedagogy.

The present paper endeavors to sensitize teacher-training programs to the exercises of non-verbal communication approaches suitable for the Indian educational landscape. By doing so, it seeks to provide educators with practical recommendations to enhance their teaching methods and aid students in enhancing their English language performance and proficiency.

Overall, the purpose of the present study was to combine research on non-verbal communication with practical implementation at the academic level in EFL teaching in India, developing insights that enable enhancement in educational outcomes and build inclusive and supportive education processes.

3. PROBLEM DISCUSSED

The present research's major challenge is the underutilization and non-formal integration of non-verbal communication strategies in English language teaching in India. Many Indian teachers are either unaware of or do not know how to integrate and use non-verbal strategies to facilitate better classroom communication, comprehension, and effectiveness, as well as make learning more interesting (Rao, 2018; Kumar, 2021).

Research has shown that there is so much non-verbal communication in an interpersonal exchange that it usually makes more sense than verbal communication alone (Mehrabian, 1971; Birdwhistell,

1970). These non-verbal cues can serve as bridges to understanding gaps in learning a language, since students will most likely not be very good at the English language yet. Examples include gestures, facial expressions, and body language (Smith & Jones, 2019). However, the Indian education system fails to address these attributes as it primarily utilizes verbal instruction and documentation assessments for forming judgements (Patel, 2020).

The cultural diversity of India further complicates the effective use of non-verbal communication. Each region and community could have a unique norm in non-verbal communication; therefore, in a multicultural classroom, this can result in many misinterpretations and misunderstandings. As such, teachers may not handle these cultural differences adequately, making them ineffective in communication and lessening student engagement (Giri, 2009; Rao, 2018).

However, the problem is more widespread due to teachers' neglect of non-verbal communication at the training level. Most educators do not have the preliminary knowledge of incorporating non-verbal signals into their pedagogies, which loses potential during teaching (Kumar, 2011).

The government should, therefore, sensitize educators to the indispensable role of non-verbal communication, empower them with focused training programmes, and arm them with teaching strategies that are sensitive to the cultural needs of the learners. All these put together will help the Indian educational system guide students learning the English language so they can understand, retain, and get engaged in classroom activities better.

4. METHODOLOGY

This review paper employs the following methodology to examine the impact of non-verbal communication on English language teaching and learning within the Indian context. It employs a systematic and structured method of gathering, analyzing, and synthesizing available literature to derive a comprehensive perspective on the issue at hand by critically examining all relevant literature. This section outlines the research design, selection criteria for the literature, and data collection methods, along with the approach to data analysis.

4.1 Research Design

The research is a review paper on non-verbal communication in language education. We use the design of a systematic literature review to rigorously and comprehensively assess existing studies. The SLR design is appropriate for synthesizing different findings from various sources and

drawing relatively more generalizable conclusions about the role of non-verbal communication in language education. Review performs the task of identifying and assessing relevant results from research studies for incorporation into the synthesis. This ensures that the synthesis is both thorough and unbiased (Kitchenham, 2004).

4.2 Literature Selection Criteria

To ensure the relevance and quality of the included studies, specific selection criteria were established:

- A. **Relevance to the Topic:** Only studies focusing on non-verbal communication in the context of English language teaching and learning were considered.
- B. **Geographical Focus:** Preference was given to research conducted in the Indian context, but relevant international studies were also included to provide a broader perspective.
- C. **Population:** Studies involving adult learners aged 18 to 24 were prioritized.
- D. **Publication Date:** Research published in the last 20 years was included to ensure the review reflects current trends and practices.
- E. **Peer-Reviewed Sources:** Only peer-reviewed journal articles, books, and conference papers were included to maintain the credibility and reliability of the review.

4.3 Data Collection Methods

The data collection process involved several steps to identify and gather relevant literature:

- A. **Database Search:** Google Scholar, JSTOR, PubMed, and ERIC databases were reviewed to identify appropriate pieces of literature. The search is based on search phrases related to non-verbal communication in learning EFL in the Indian context. Critical phrases are "non-verbal communication," "English language learning," "India," "gestures in teaching," and "body language in education."
- B. **Screening:** Irrelevant content from the titles and abstracts was excluded to identify these studies. Further appraisal was done with the full text.
- C. **Manual Search:** The references of selected articles were checked to identify other relevant studies not caught by the electronic search.

D. Inclusion and Exclusion: The eligible studies based on the selected criteria were included. In contrast, those failing to meet the requirements, as well as those of poor methodological quality, were excluded.

4.4 Data Analysis

The data analysis process will embody integrating the synthesized information of the findings of the reviewed studies, reviewing any common themes, patterns, or literature gap:

A. Thematic Analysis: This analysis was to find out the reoccurrence of themes about the impact of non-verbal communication in language learning and teaching. It also meant grouping the information into codes and generalizing the codes into general themes (Braun & Clarke, 2006).

B. Comparative Analysis: The comparative analysis was done across studies to bring out the variations and similarities, mainly in the context of Indian studies vis-à-vis other studies.

C. Critical Evaluation: Every paper was subjected to critical evaluation vis-à-vis its methodological soundness, relevance, and contribution to knowledge in the specific area of non-verbal communication in educational settings. This would also ensure that the synthesized findings are from solid and credible evidence (Gough, Oliver, & Thomas, 2017).

These have been synthesized using thematic and comparative analyses to draw general conclusions regarding the role and impact of nonverbal communication in English language teaching, which is to say, to arrive at a unifying whole from the details and insights of each study.

5. FINDINGS AND DISCUSSION

5.1 Key Findings

The literature review presents several outstanding pieces of evidence on non-verbal communication's impact on English language teaching and learning in the Indian scenario. They

indicate the multiple roles of nonverbal communication to improve outcomes for adult learning participants.

A. Support to Verbal Communication: The most important finding is the role of non-verbal communication as a support system for verbal messages, making these more accessible and more rememberable. This is because gestures, facial expressions, and body language provide visual and contextual reinforcement to what the verbal words suggest, which could further help learners improve their understanding and memory of new learning (Smith & Jones, 2019; Knapp, Hall, & Horgan, 2013). For example, a teacher using hand gestures on vocabulary or grammar points can massively enhance student comprehension and recall of such points (Ekman & Friesen, 1969).

B. Engagement and Motivation: Nonverbal communication is essential for maintaining engagement and motivation in learners. Professors who can communicate through body movements and facial expressions often get and retain attention from their students and make them feel the subject is exciting, thereby ensuring active participation and interest (Mehrabian, 1971; Andersen, 2008). This is very relevant in language classes because it requires active involvement in learning a language (Kumar, 2021).

C. Emotional Support and Rapport: This review proves that non-verbal cues are very effective in creating rapport between the educator and the learner and giving emotional support within the classroom. Eye contact, smiles, and encouraging gestures make a supportive and positive learning environment where students feel comfortable taking risks and making mistakes (Argyle & Cook, 1976). This emotional relationship is significant in reducing learner anxiety and bringing a positive attitude toward language learning (Rao, 2018).

D. Cultural Relevance: The impact of non-verbal communication is significantly influenced by cultural context. In India, cultural norms and values shape the way non-verbal cues are used and interpreted. For example, the use of gestures and facial expressions can vary widely across different regions and communities (Giri, 2009). Teachers who are aware of these cultural nuances can use non-verbal communication more effectively to enhance learning outcomes (Patel, 2020).

E. Classroom Management: Non-verbal communication is also a powerful tool for managing classroom dynamics. Teachers can use gestures, posture, and eye contact to regulate the flow of interaction, signal attention, and maintain order in the classroom (Hall, 1966; Burgoon, Guerrero,

& Floyd, 2016). Effective use of non-verbal cues can help create a structured and disciplined learning environment conducive to language acquisition.

F. Bridging Linguistic Gaps: Non-verbal communication can serve as a universal language that bridges linguistic gaps, particularly in multicultural and multilingual classrooms. Gestures, facial expressions, and other non-verbal cues can convey meanings that transcend linguistic barriers, facilitating communication and understanding among students from diverse backgrounds (Giri, 2009; Smith & Jones, 2019).

These key findings underscore the critical role that non-verbal communication plays in enhancing the effectiveness of English language teaching and learning in the Indian context.

5. 2 Implications for English Language Teaching

The implications of the findings of this review are numerous and essential for English language teaching, specifically in the Indian context.

A. Comprehension: Any teaching involving all these methods of non-verbal communication helps in greater comprehension by students. Teachers must be motivated to make illustrative gestures and coincide expressions for verbal explanation. Teachers have to re-explain by gesture and facial expression with the help of visual aids to illustrate and reinforce verbal explanations. This way, the students will understand complex concepts that are hard to recognize and, simultaneously, will not suffer from any loss trying to memorize new words in vocabulary (Ekman & Friesen, 1969; Knapp, Hall, & Horgan, 2013).

B. Improved Engagement: Increased engagement is another benefit of non-verbal communication. In this connection, teachers using lively body gestures while still managing to keep their emotive facial expressions on can conveniently augment the liveliness in the classroom. An instructor can conveniently increase the liveliness of the school, thereby increasing participation and interaction, in other words, an integral feature of an effective language learning process (Mehrabian, 1971; Kumar, 2021).

C. Rapport Building: Positive, non-supportive gestures could help build rapport and the relationship between the teacher and the students. A teacher who uses a lot of positive encouragement gestures looks into the student's eyes and smiles while talking will create an aura of support and warmth toward the talk. Such rapport is needed to reduce student anxiety and inculcate the spirit of learning in the students (Argyle & Cook, 1976; Rao, 2018).

D. Cultural Relevance: Similarly, appreciation and adaptation of the cultural differences in non-verbal communication go a long way in making teaching effective in India. In this respect, teachers need training for identifying such differences and maintaining them through adapting themselves to the culture of their students. This type of cultural sensitivity brings improvement in communication and a more inclusive learning environment (Giri, 2009; Patel, 2020).

E. Classroom Management: Non-verbal communication can add to classroom management through clear and consistent messages for student behavior. Teachers can use non-verbal cues to manage classroom interactions, signal attention, and maintain discipline. An effective use of such cues helps structure the class or learning environment, and it easily fits second language teaching (Hall, 1966; Burgoon, Guerrero, & Floyd, 2016).

F. Bridging Linguistic Barriers: Non-verbal communication becomes a universal language to bridge the linguistic gaps in multilingual classrooms. The teachers' gestures, visual aids, and body language are used so the students can understand and interact with each other through different languages. Teachers can use their gestures, visual aids, and body language to help students whose first language differs from the general class (Giri, 2009, and Smith & Jones, 2019).

What all this suggests, therefore, is that non-verbal communication has to be the part and parcel of the teaching strategy. Educators who incorporate non-verbal cues in their teaching practices contribute to comprehension, increase engagement, and even build rapport while managing classrooms effectively. This can result in better learning outcomes and a positive student education experience.

6. RECOMMENDATIONS

Based on the above findings, some recommendations can be made to the teachers and educators to improve their teaching practices using non-verbal behavior.

A. Training and Professional Development: Proper training must be provided to educators on the importance of the non-verbal mode of language teaching. Professional development programs should include training on non-verbal tools, including gestures, facial expressions, and body language, to reinforce verbal instruction and involve students (Knapp, Hall, & Horgan, 2013).

B. Cultural Sensitivity Training: Keeping in view the multi-cultural environment of Indian classrooms, teachers should be trained on cultural awareness and how to show respect for these cultural differences regarding non-verbal communication. Such training should assist the teachers in changing their non-verbal communication cues into something more context-appropriate for the student, which will further enhance communication and an inclusive learning environment (Giri, 2009; Patel, 2020).

C. Use of Visual Aids: Teachers should be encouraged to use visual aids and other non-verbal means with their verbalized instructions. These aids can include charts, diagrams, and physical objects that illustrate key concepts and vocabulary, making lessons more interactive and engaging (Ekman & Friesen, 1969).

D. Creating a Supportive Environment: Teachers should use non-verbal communication to create a supportive and positive classroom atmosphere. This includes using eye contact and smiles effectively to establish relationships with learners as well as a comforting gesture for emotional support, which will be able to reduce anxiety and create positive learning attitudes among the students (Argyle & Cook, 1976; Rao, 2018).

E. Classroom Control Strategies: Teachers must plan and implement non-verbal classroom control tactics. These may include strategies of eye signals, kinesics, and vision for interaction and

discipline control to enable a well-managed, disciplined learning space (Hall, 1966; Burgoon, Guerrero, & Floyd, 2016).

F. Encouraging Students' Peer Interaction: Educators should permit their students to use the experience to exercise nonverbal communication during peer interaction. This is best done through group activities and collaborative projects, where learners can use gestures and body language to complement verbal communication in a manner that essentially improves language proficiency among students (Smith & Jones, 2019).

By implementing the above recommendations, educators can substantially enhance their teaching practices and provide learners with an efficient and exciting learning process. These strategies may increase comprehension and engagement and create a positive classroom climate, promoting better learning for English language learners in India.

7. CONCLUSION

This review paper reveals that non-verbal communication in teaching and learning English, such as in the Indian context, does play an essential role. The impression of non-verbal cues will significantly support the comprehension, retention, and involvement of the adult learner. The findings underscore that non-verbal communication can be understood to help verbal instruction and respond to the emotional, cultural, and social dimensions of the learning experience.

The main discoveries show that non-verbal communication is supposed to support verbal messages, maintain students' engagement, support or give emotional support, and manage classroom dynamics. In multicultural and multilingual classrooms, non-verbal cues will tend to function as a global language that lessens the gaps in linguistic differences and helps to enhance the understanding between and among the students. Cultural nuances in India add to the whole dimension of complexity. Therefore, educators should have a high sense of artistic sensitivity and cultural adaptability while using non-verbal communication. Their use in the classroom should be able to bring out some non-verbal communication that is likely to promote learning outcomes, and that is what teachers should include in their teaching practices. These features should be included in the training and professional development programs. Cultural sensitivity training is a must in

helping teachers work through the maze of cultural differences present in Indian classrooms. They can use non-verbal behaviors to relate with the students and give emotional support that will create a congenial and supportive learning environment. Their non-verbal signals can be judiciously used for classroom management. Group activities and collaborative projects will help to develop peer interaction, thus facilitating language development and interpersonal skills.

Ultimately, non-verbal communication in the teaching of English as a language may be integrated into better and more effective learning experiences. It is established that when these non-verbal cues are decoded, the person can effectively apply the said knowledge to influence student outcomes, which, in the case of Indian adult learners, will make ELT accessible and pleasurable. This review underpins the importance of research and practice in this area for continued improvement of the effectiveness of language education.

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