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## The Role of Verbal and Non-Verbal Communication in Learning Foreign Language

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### Abstract

*The purpose of this research is to examine the nonverbal communication of a native speaker and a second language learner. The disparities in nonverbal cues between second language learners and native speakers are highlighted in particular. The current research also includes some suggestions for foreign language teachers to increase their knowledge of their students' body language in the target language and promote awareness of the importance of nonverbal communication in second language discourse.*

**Key Words:** *communication, second language, ambiguous interpretations, eye contact, encourage students, instructor immediacy, multimodal, motivation.*

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Nonverbal communication allows us to accentuate the explicit meaning of a message while also imposing some assumptions on the interlocutor. The current paper focuses on nonverbal communication between a second language learner and a native speaker in both the classroom and outside of the classroom. Furthermore, examples of gestures and confusing interpretations of body behavior in cross-cultural communication will be presented in this work. The disparities in gestures between second language learners and native speakers that may disrupt or inhibit the interlocutors from transmitting the desired message will be highlighted.

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

- classroom discourse — when the teacher and students come from different countries

- discourse outside the classroom — when students meet native speakers of the target language in everyday situations.

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

cultures, maintaining eye contact may be a sign of great respect towards the interlocutor, whereas in others, it may be understood as lack of respect.

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

- encourage students to participate in a lesson,

- motivate them,

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

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

Immediacy. Whether in in-person classrooms, hybrid interactions, or fully online courses, the instructor's personal appearance and communication skills remain an important factor in building learning communities and enhancing learning. Instructor behavior that reduces psychological distance between people is called immediacy and it has a positive effect on affective and cognitive levels of learning. Immediacy also enhances instructor credibility and student motivation in many cases. One may distinguish between verbal and nonverbal immediacy, and

research shows that they are especially effective in congruence with each other. Public speaking skills strongly define an instructor's ability to create and maintain immediacy, whether in a physical classroom or during recordings at the desk in one's office.

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

**Multimodal communication.** Instructor immediacy and dialogic communication in the classroom can be enhanced with a multimodal focus that mirrors the realities and layers of practical communication in daily life. The woven communication approach as presented by the Writing and Communication Program at Georgia Tech addresses the components that make communication multimodal. The modalities include written, oral, visual, electronic, and nonverbal communication. Since communication

often includes more than one modality, it is multimodal. This can be a challenge, but it also provides opportunities. Using different modalities that offer choice and flexibility for students with different learning preferences; it helps clarify the overall content and serves as a diversity-responsive teaching strategy.

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

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