

## **Body Language Communication Skills Between Teachers and Students and Their Impact on Improving The Level of Learning**

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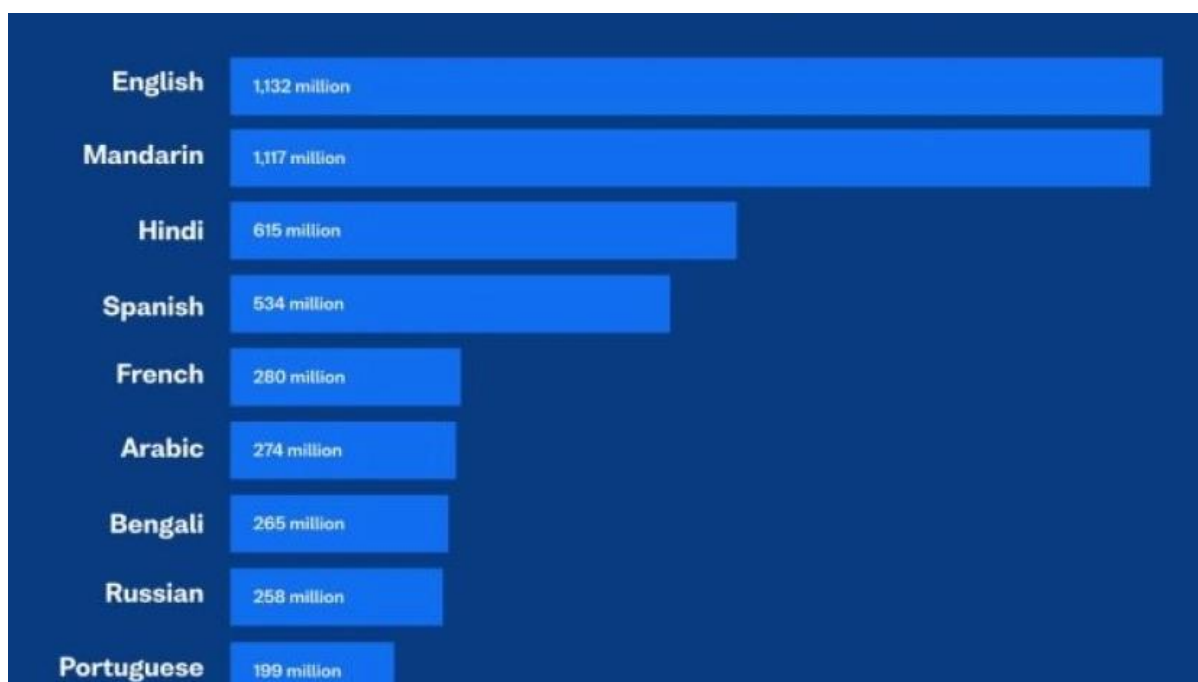
### **Abstract**

In light of the trend towards globalization and modernization, and in light of the aspiration of all sectors to achieve what is called sustainability, we find that in the field of education, especially teaching the English language, which is considered the first language in the world and the most widespread language, as it is dealt with in all commercial, economic, and scientific fields, and the fields of travel and tourism. Also, most of the precise specializations, such as engineering and medical specializations, are taught in the English language, as well as programming and computer sciences, which depend primarily on the language English. This research aimed to evaluate the effect of using body language as a language of communication between teachers and students through a methodology that relies on a group of different methodologies: a descriptive methodology to describe data and results, a quantitative methodology to collect data, an analytical methodology to analyze the results of the questionnaire, and a comparative methodology by comparing and evaluating the results of the questionnaire. The results indicated that body language is one of the effective and important tools in improving the level of learning the English language in particular and learning in general. The research recommended focusing on incorporating activities that focus on the use and understanding of body language into English language curricula and teaching methods. This could include using the teachers to clear and expressive body language and encouraging students to observe and use body language themselves in various language activities.

**Keywords:** *English language, body language, quality of learning, obstacles and challenges*

## 1. Introduction

The English language is considered one of the most important languages in the world, as it is the most widespread language and ranks first as a foreign language in most countries of the world. This language is widely used in transactions related to travel and tourism and even international commercial transactions. International contracts and correspondence between different countries are conducted in the English language, in addition to that most of the precise specializations such as engineering and medical specializations are taught in the English language. In addition, modern technologies, especially computer and programming technologies, depend primarily on the English language, so it was natural for all strategies, research and studies to be directed towards developing the teaching of the English language and improving the level of learning among students at different educational stages according to (Drummer, 2024).



**Figure 1: The ranking of the most widespread languages in the world according to the number of native speakers of this language (Drummer, 2024)**

As is clear from figure1 that the English language is the number 1 language and the most widely spoken language in the world. Therefore, this study aims to evaluate body language as one of the main skills for learning the English language and its role in developing and improving students' level in the language. This study also aims to clarify the importance of the English language and the importance of using body language skills as one of the means of teaching and developing this language. The study also aims to identify the obstacles and challenges facing

learning Language. Moreover, the importance of this study is that it addressed the subject from several aspects, whether for students or teachers, in addition to addressing the obstacles and challenges facing teaching the English language and proposing solutions to them. That is, it is a study that is comprehensive and is characterized by impartiality, whether in the inputs or in the results obtained from the analysis of the questionnaire.

### **1.1 Problem of research**

Despite the importance of learning the English language and the importance of formulating visions and strategies to develop this language and improve the level of its learning, there are many challenges and obstacles facing this language, especially the differences in cultures and numbers among peoples in our Arab world and the dependence of many students on artificial intelligence, programming and simultaneous translation programs, which leads to a delay in their level of the English language, in addition to the lack of financial and technical capabilities in some schools, especially in rural areas and extremism according to (Abdulrahman, 2022).

In addition, there is a lack of provision of teaching strategies and methods that rely on physical communication skills between teachers and students (Waleed, 2025), as well as a lack of training courses conducted by the responsible authorities, whether ministries of education or school administrations, to teach teachers the principles of physical communication between teachers and students to improve their level of achievement in the English language according to (Bambaeeroo & Shokrpour, 2017). Based on that; the problem of the research can be summarized in the following question: **What is the impact of body language communication skills between teachers and students on the level of learning?**

### **2.Theoretical background and basic concepts**

In this section, some of the basic concepts and theoretical background of the study will be presented in a flexible and easy way that will help the reader to form an insightful point of view about the study procedures, its importance, objectives, methodology, and the most important results indicated by the study. The importance of communication in the educational process and the hidden role of body language in conveying educational messages will also be presented, in addition to the most important factors that affect physical communication between teachers and students through body language. Education depends primarily on the mutual interaction between the teacher and the student, and this interaction is not limited only to the spoken or written language but also includes forms of non-verbal communication such as body language. Many educational and psychological studies have confirmed that 55% of the messages that a

person receives come in body language according to Priadi (2020). From the tone of voice and its proportion, only 7% of the messages that a person receives from spoken words are, according to (Asrar et al., 2018).

## **2.1. Basic concepts**

### 1. The concept of body language in education:

Body language can be defined as the non-verbal movements that a person makes to convey a specific expression, specific feelings, or specific intentions. The most important of these movements and expressions are the following:

- 1) Facial expressions (smile, frown, raise eyebrow)
- 2) Movement of hands and fingers
- 3) Visual contact
- 4) How to stand or sit
- 5) Physical distance between teacher and student
- 6) Tone and movement of voice (although verbal, sometimes classified as part of nonverbal communication)

In the field of education and the classroom environment, teachers use these tools, sometimes consciously and sometimes unconsciously, to express enthusiasm, interest, encouragement, and motivation. All of these are tools that affect the student's psychology, affect what he achieves, and improve his level in learning the English language.

### 2. Social learning theory (Bandura):

There are many theories that confirm that learning theory does not take place only through indoctrination, but rather takes place and occurs through observation and imitation, including Bandura's social learning theory, which confirmed that when the student sees the teacher using body language in a positive way, he not only receives the message and is not affected by it, but rather learns from it and reduces the teacher's behavior according to (Rumjaun & Narod, 2025).

### 3. Multiple Intelligences Theory (Howard Gardner):

This theory indicates that students possess visual and kinesthetic intelligence, which makes them more responsive to non-verbal communication. They are not influenced by words as much as they are influenced by signals, especially motivational, encouraging, and enthusiastic signals according to (Cavas & Cavas, 2020).

### 4. The importance of communication in the educational process:

The importance of communication in the educational process is due to the fact that it is the backbone and cornerstone through which knowledge is transferred, discussion is organized, behavior is directed, and motivation is carried out between the teacher and the student. Effective communication is communication that makes the student feel safe, enthusiastic, and interact freely, and this cannot be expressed only in words, but rather includes tone of voice, facial expressions, and non-verbal signals, all of which directly affect the quality of education according to (Martikainen, 2020).

5. The hidden role of body language in conveying educational messages:

Body language plays a hidden, influential role in the classroom environment. When the teacher looks into the eyes of his students, smiles, or makes an encouraging or motivational gesture, these signals reinforce the meaning and clarify the intention. The students have the intelligence to explain the teacher's facial expressions of blame and seeing the expressions of contentment and enthusiasm on his face, even the way he moves, the way he stands, the way he walks, and the signs are all messages that can help them understand and interact according to (Marie, 2020).

The effect of body language on academic achievement can be summarized as follows:

- 1) Communicating through body language helps attract students' attention.
- 2) Communicating through body language enhances understanding of the content.
- 3) Communicating through body language reduces distraction.
- 4) Communicating through body language increases interaction within the classroom.
- 5) Communicating through body language increases the student's self-motivation.

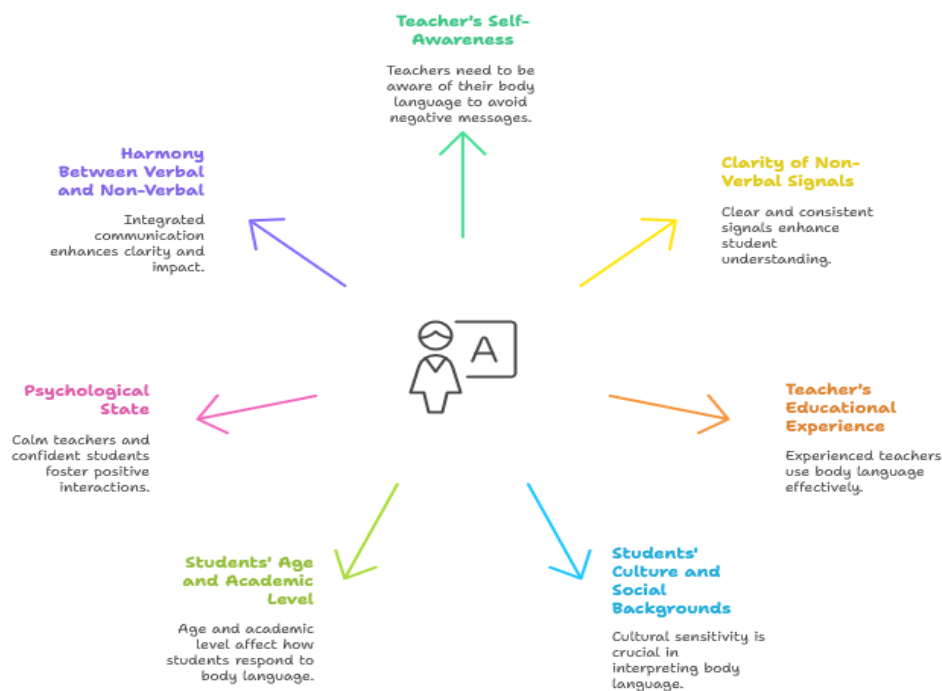
## **2.2. Factors affecting success and effectiveness Body language**

Influencing factors In communication between students and teachers, multiple languages control the extent to which this language affects the classroom environment and the achievement of learning goals. The most important of these factors are:

1. The teacher's self-awareness: The teacher's awareness of his physical movements, facial expression, and tone of his voice and his ability to control and direct them in a way that serves the educational situation are among the most important tools that guarantee the success and effectiveness of body language, while the absence of awareness may lead to unintentionally negative messages that affect the student's psyche, such as harsh looks, standing tensely, or a loud voice according to (Li, 2021).

2. Clarity of non-verbal signals: The clarity of physical and non-verbal signals and their consistency with the spoken word increases the chances of understanding by the students, while the inconsistency while the teacher says it with his body negatively affects the students and reduces their awareness of themselves, according to (Kalat, 2018).
3. The teacher's educational experience: Experienced teachers know when and where to use body language, whether it is eye looks, hand movements, or facial expressions, and they know exactly when to reduce body language to reduce students' tension.
4. Students' culture and social backgrounds: Students' culture and social background make them understand body expression and body language in a different way. Therefore, teachers must be sensitive to the use of their body language to ensure that students do not misunderstand and create some kind of tension for them, according to (Meghdari & Kashanian, 2019).
5. The age of the students and their academic level: One of the main factors that affect the success of body language is the age of children in the primary stages. They respond more to teachers' simple and direct physical signals, while older students navigate better with body language.
6. The psychological state of students and teachers is one of the most important psychological factors that affect the success of body language in conveying messages to students. Successful communication requires relative calm on the part of the teacher and confidence on the part of the student, while negative communication results from tension and lack of confidence on the part of the students according to (Aithal, & Aithal 2020).
7. Harmony between non-verbal language and verbal language  
When spoken language is integrated with body language, such as raising a hand when asking a question, the effect may be stronger and clearer, and when the facial expression is a smile when a student answers a question correctly, it is an encouraging and motivational method.

## Factors Influencing Body Language in Education



**Figure 2: Factors affecting success and effectiveness Body language**

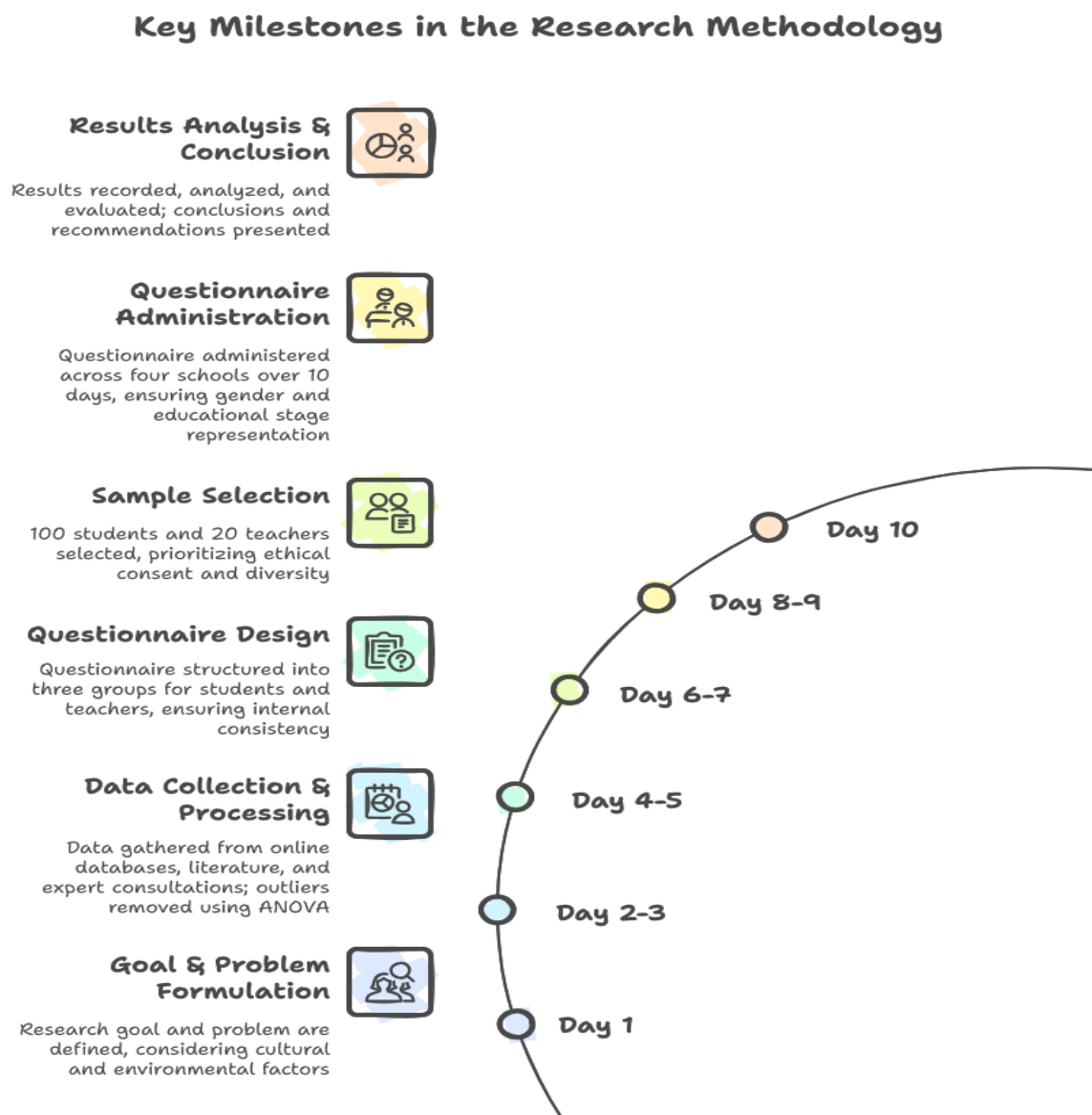
### 3. Research methodology

In this part As shown in Figure No. (2), which shows the applied framework of the study, in addition to clarifying the restrictions, boundaries, participants, sample method, data collection methods, in addition to the data analysis method, while clarifying the most important ethical considerations that were taken into account when preparing the study.

#### 3.1. The applied framework of the study

The applied framework of the study explains the study procedures and stages, starting with the stage of setting the goal and formulating the research problem, passing through the second stage of data collection and processing, then the third stage, which is designing the questionnaire. The questionnaire was designed by directing three groups of questions, each group representing a specific scope, taking into account the internal consistency of the questions in one group and between the groups and each other, where a group of questions is directed to the students and a group of questions are directed to each other. To the teachers. Then record the results of the questionnaire and conduct a descriptive and quantitative analysis of the results of the questionnaire and extract the relationship between body language

communication between teachers and students in enhancing and improving the level of English language learning for students, then evaluate the results and present conclusions and communication.



**Figure 3: The applied framework of the study (BY AUTHOR)**

### 3.2. Study procedures

#### 1. Defining the goal and formulating the research problem

The goal was to determine the relationship between body language communication between teachers and students and their impact on improving the level of students' achievement and improving their level of teaching of the English language, taking into account obstacles and challenges such as different cultures and environments for students and teachers (Mohammed, 2017).

2. Collecting data from various sources, such as online databases, previous studies, books, experts, and supervisors on the methods of formulating questionnaires, the method of evaluating the questionnaire and its results, identifying the factors influencing the success of body language communication between teachers and students, then processing the data by excluding abnormal and extreme values using statistical tests such as the ANOVA test. Determine the P-VALUE value, which has a threshold value of 5%, which expresses the importance of the data and results, as well as the coefficient of variation F, which shows the extent of statistical significance and differences in the results, according to (Kishore, Kulkarni, & De, 2021).

3. Determine the sample members from teachers and students, where the number of 100 students was determined, 50 in the basic education stages and 50 in the post-basic education stages from the age of 6 to 17 years, and the number of 20 teachers, 10 from the basic education stages and 10 from the post-basic education stages. The inclusion criteria and exclusion criteria were taken into account, as the inclusion criteria included the consent of the students, their families, and teachers to conduct the questionnaire, taking into account the Considering the ethics of scientific research and preserving data related to sample extraction (Abdullah & Hussein, 2015).

4. Designing the questionnaire questions, which consist of three groups of questions. Each group includes a specific scope for the group of students and the group of teachers, taking into account the diversity of the questions and their compatibility with the ages of the students. The groups of questions for the students represented the importance of interaction and communication in body language between teachers and students, the extent of students' interaction with teachers, and suggestions that enhance the effectiveness of body language communication with teachers and the effectiveness of this method with students. For teachers, the questions also had three scopes related to the importance and effectiveness of body language for communication between teachers and students, their evaluation of the material of students' interaction with this method, and their suggestions for enhancing communication between students and teachers through communication in body language.

5. Identify the tools

The use of online databases, books, and previous studies was determined to determine the factors influencing the language of communication between teachers and students, in body language, and the mechanism for making questionnaires and the mechanism for evaluating

them, in addition to using a group of statistical programs such as SPSS for descriptive and quantitative analysis of the questionnaire results.

6. Conducting the questionnaire within a time frame of 10 days and including four schools, two middle education schools, one for boys and the other for girls, and two schools in post-basic education, two schools, one for boys and the other for girls, in the capital.

7. Recording the results of the questionnaire and analyzing it according to the demographic characteristics and answers of teachers and students

8. Analyze and evaluate the results and provide conclusions and recommendations

### 3.3. Statistical Analysis

Demographic analysis was conducted in this research to provide background description of the questionnaire sample in order to achieve representativeness and suitability. Qualitative analysis tested internal consistency via Cronbach's alpha, where high consistency ( $\alpha \geq 0.75$ ) existed among question groups and total consistency was 85%, which vindicated the reliability of the questionnaire. Multiple linear regression was utilized to provide descriptions of relations between independent and dependent variables and estimate their impacts via coefficients ( $\beta$ ). Analysis of Variance (ANOVA) was used to test for statistical significance, with variance coefficients  $>1.2$  and p-values  $<5\%$  validating credible data. These individually guaranteed robustness and validity in interpreting survey outcomes according to (White, & Gardner, 2013).

The multiple linear regression test is a robust statistical method used to analyze relationships between a dependent variable (used for predictions) and two or more independent variables. It helps to understand how changes in one or more independent variables influence the dependent variable. The general equation is expressed as:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_pX_p + e$$

Where:

- Y: The dependent variable (the value being predicted).
- $\beta_0$ : The intercept, representing the value of Y when all independent variables are zero.
- $\beta_1, \beta_2, \dots, \beta_p$ : Coefficients, indicating the impact of each independent variable on Y.
- $X_1, X_2, \dots, X_p$ : Independent variables (predictors).
- $\epsilon$ : Random error term, accounting for variability not explained by the independent variables.

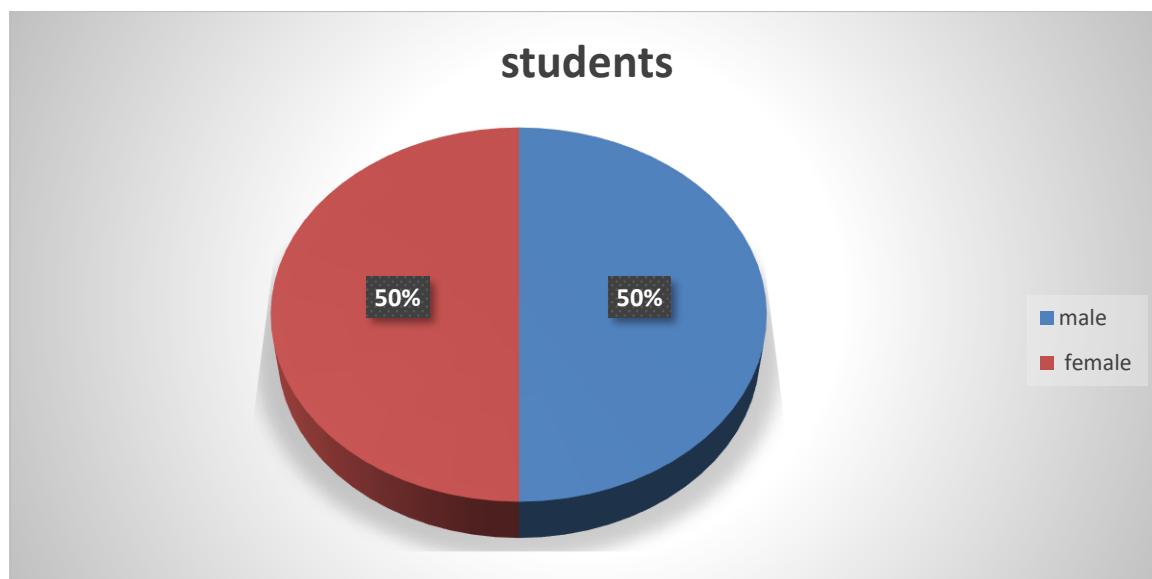
#### 4.Results and Discussion

The study is concerned with the relationship between the demographic factors of students and their interaction and understanding in learning. The students measured the level of lesson understanding, interaction with the teacher, and the influence of the teacher's body language on their focus and motivation on a 5-point Likert scale. Coding for the variables was as follows: gender (0 = female, 1 = male), residence (0 = rural, 1 = urban, 2 = other), and outcome scores from 1 to 5. Statistical tests utilized include Pearson or Spearman correlation for assessing the correlation between age and comprehension, T-tests or ANOVA for assessing differences in the levels of interaction between gender and residence groups, and linear regression for assessing the additive effect of demographic variables on understanding and engagement.

**Table 1: Demographic characteristics of individuals participating (students) in the questionnaire.**

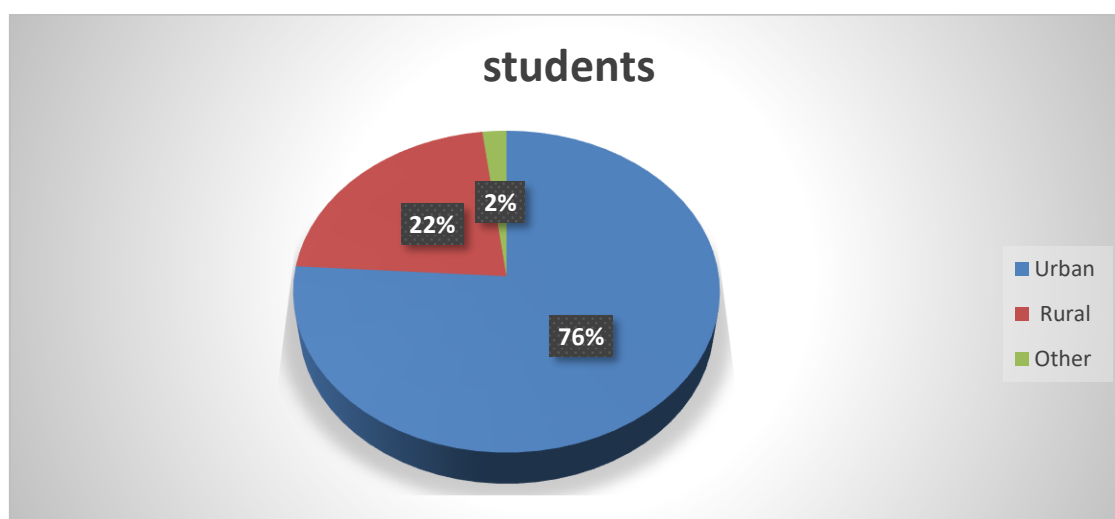
Variable	Item reduction sample	
	%	n
<b>Age</b>		
Age: mean± (SD)	13.42±1.2	100
<b>Gender</b>		
male	50%	50
female	50%	50
<b>Residence</b>		
Urban	76%	76
Rural	22%	22
Other	2%	2

Table 1 shows the demographic characteristics of individuals participating (students) in the questionnaire.



**Figure 4: Demographic characteristics according to gender(students)**

Figure (4) showing the demographic characteristics according to gender of the questionnaire sample of students. The figure shows a balanced distribution between males and females at 50% for each.



**Figure 5: Demographic characteristics according to residence(students)**

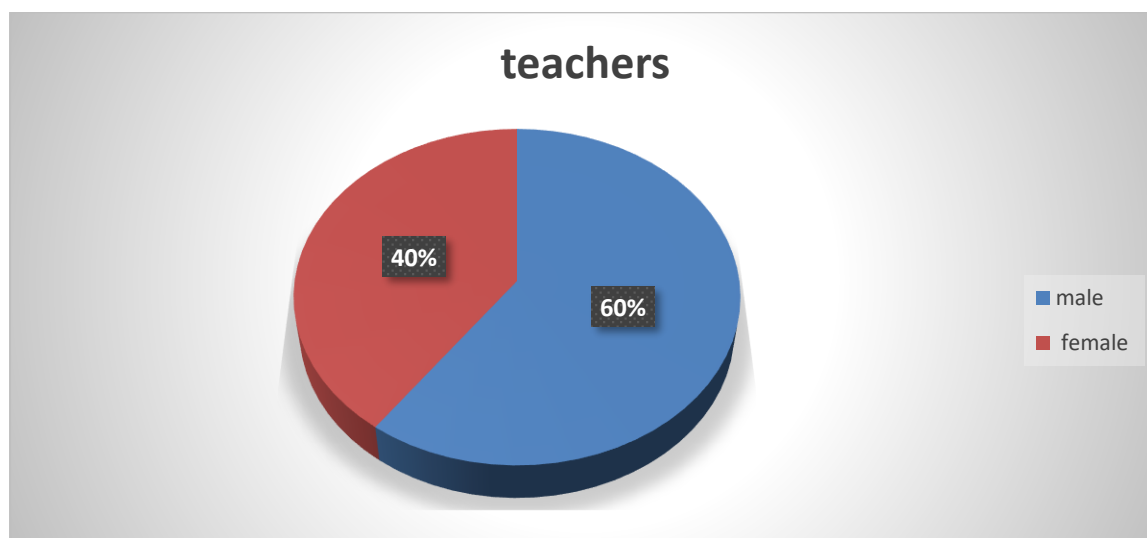
Figure No. (5) shows the demographic characteristics of the questionnaire sample of students according to residence, as it is clear from the figure. The vast majority of the sample (76%) resides in urban areas, while only 22% are from rural areas, and 2% are from other areas. This distribution may affect the results of the study, especially with regard to the influence of the social and cultural environment on students' interaction and understanding of body language

**Table 2: Demographic characteristics of individuals participating (teachers) in the questionnaire.**

Variable	Item reduction sample	
	%	n
Age		
Age: mean± (SD)	35.96 ± 8.44	20

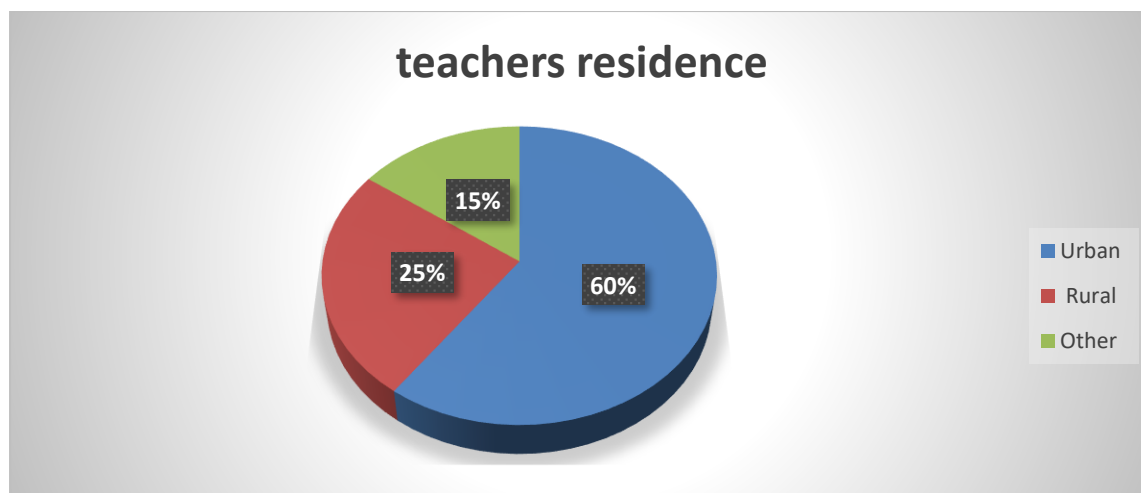
<b>Gender</b>		
<b>male</b>	<b>60%</b>	<b>12</b>
<b>female</b>	<b>40%</b>	<b>8</b>
<b>Residence</b>		
<b>Urban</b>	<b>60.00%</b>	<b>12</b>
<b>Rural</b>	<b>25.00%</b>	<b>5</b>
<b>Other</b>	<b>15.00%</b>	<b>3</b>

According to table (2) the sample consists of 20 participants, with a mean age of 35.96 years (SD = 8.44), which is a relatively young adult population. Gender distribution is somewhat skewed, with 60% male (n=12) and 40% female (n=8). In terms of residence, 60% (n=12) are in urban, 25% (n=5) in rural, and 15% (n=3) in other unspecified locations. While the sample reflects diversity in age and geography, its small size (n=20) may limit broader generalizability. Notably, urban residents dominate the cohort, potentially influencing results related to geographic-specific factors.



**Figure 6: Demographic characteristics according to gender(teachers)**

Figure (6) showing the demographic characteristics according to gender of the questionnaire sample of students. Figure showing the demographic characteristics according to gender of the questionnaire sample of students. The figure shows the ratio of females to males as 40%:60%.



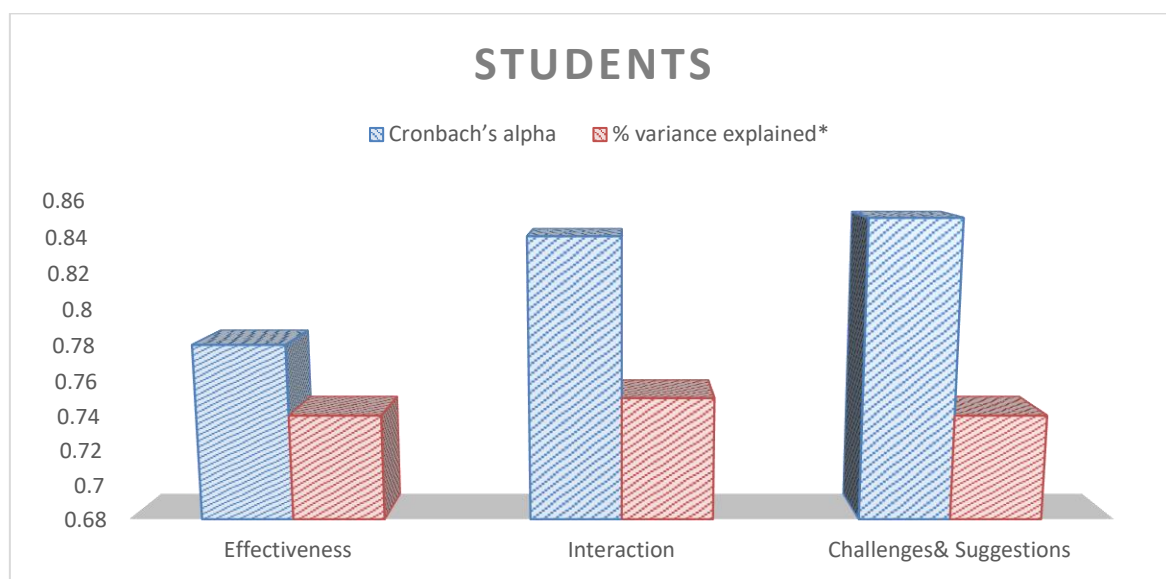
**Figure 7: Demographic characteristics according to residence(teachers)**

Figure No. (7) shows the demographic characteristics of the questionnaire sample of teachers according to residence, as it is clear from the figure. The vast majority of the sample (60%) resides in urban areas, while only 25% are from rural areas, and 15% are from other areas. This distribution may affect the results of the study, especially with regard to the influence of the social and cultural environment on students' interaction and understanding of body language

**Table 3: internal consistency of subscales(students)**

<i>Domains</i>	<i>Number of items</i>	<i>Cronbach's alpha</i>	<i>% variance explained*</i>
Effectiveness	<b>3</b>	<b>0.78</b>	<b>74%</b>
Interaction	<b>3</b>	<b>0.84</b>	<b>75%</b>
Challenges& Suggestions	<b>3</b>	<b>0.85</b>	<b>74%</b>
<b>Overall score</b>	<b>9</b>	<b>0.82</b>	<b>74.3%</b>

According to Table (3) In the analysis of variance (ANOVA) test, the P value and F indicate two main measures to evaluate the significance of the results: P value, small P values (less than 0.05) indicate statistical significance, while large P values (Higher than 0.05) indicates that there is no statistical significance. It represents the ratio of the variance (f) between the data sets to the variance within the data sets. If this value is large, it indicates that there is a large difference between the data sets, while small values indicate that there is no significant difference. As shown in the table the p-value was (0.024), which means that there is statistical significance. Also, the value of (f) = p.05, showed that the differences and variance are also statistically significant, according to (Yavuz and Güzel, 2020).

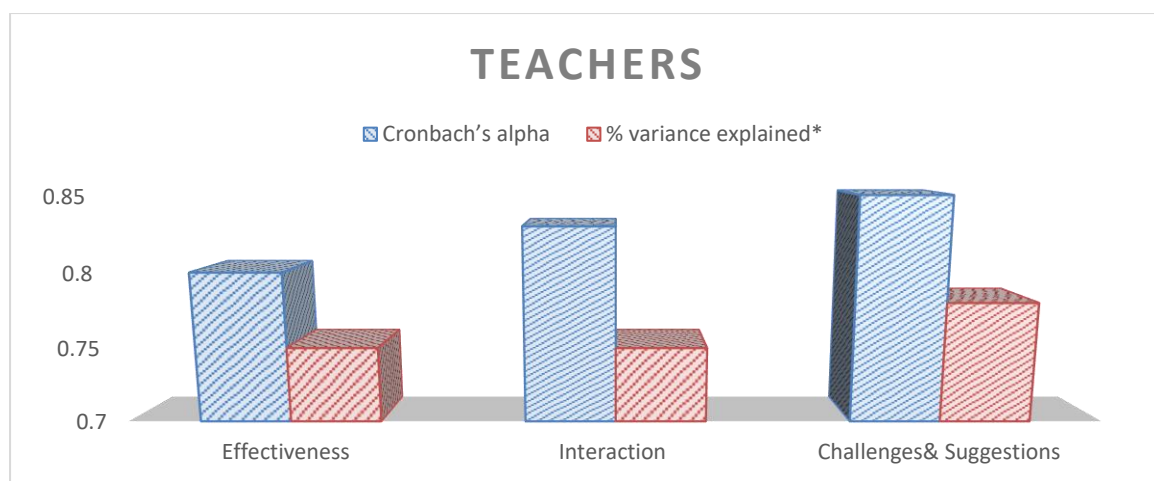


**Figure (8): Student Questionnaire Category Reliability and Validity**

Figure 8 shows the reliability (Cronbach's alpha) and variance explained for the three broad categories: Effectiveness, Interaction, and Challenges & Suggestions. All categories exhibit good internal consistency, with Cronbach's alpha above 0.7, suggesting reliable measurement. Challenges & Suggestions is most reliable ( $\alpha \approx 0.85$ ), followed by Interaction ( $\alpha \approx 0.83$ ) and Effectiveness ( $\alpha \approx 0.76$ ). For variance explained, the figures range from 0.72 to 0.74, indicating moderate explanatory power. Though all three sections are dependable, Challenges & Suggestions is the most consistent and standardized, which can imply that it offers more differentiated insight into students' perceptions. This tendency can guide further emphasis or refinement in questionnaire design.

**Table 4: internal consistency of subscales(teachers)**

<i>Domains</i>	<i>Number of items</i>	<i>Cronbach's alpha</i>	<i>% variance explained*</i>
Effectiveness	3	0.80	75%
Interaction	3	0.83	75%
Challenges& Suggestions	3	0.85	78%
<b>Overall score</b>	<b>9</b>	<b>82.6</b>	<b>76%</b>



**Figure 9: Internal consistency of subscales(teachers)**

Figure 9 shows the reliability (Cronbach's alpha) and variance explained for the three broad categories: Effectiveness, Interaction, and Challenges & Suggestions. All categories exhibit good internal consistency, with Cronbach's alpha above 0.7, suggesting reliable measurement. Challenges & Suggestions is most reliable ( $\alpha \approx 0.85$ ), followed by Interaction ( $\alpha \approx 0.83$ ) and Effectiveness ( $\alpha \approx 0.80$ ). For variance explained, the figures range from 0.75 to 0.78, indicating moderate explanatory power. Though all three sections are dependable, Challenges & Suggestions is the most consistent and standardized, which can imply that it offers more differentiated insight into students' perceptions. This tendency can guide further emphasis or refinement in questionnaire design.

**Table 5: General analysis of residual variance(students)**

Source of variance	Sum of squares of variance	Degrees of freedom	F	P
Between groups	10.5	8	3.76	0.024
Within groups	16.8	2		
sum	26.3	10		

According to Table No (5), which displays the results Analysis of variance (ANOVA) to compare differences between different groups. Where:

- F value = 3.76 They indicate that there are statistically significant differences between the groups.
- P value = 0.024 It is less than 0.05, which means that the differences between groups Statistically significant.
- The variance between groups (10.5) is greater than the variance within them (16.8 over two degrees of freedom), which enhances the significance of the results.

**Table 6: General analysis of residual variance(teachers)**

Source of variance	Sum of squares of variance	Degrees of freedom	F	P
Between groups	12.5	8	11.7	0.003
Within groups	18.8	2		
sum	31.3	10		

According to Table No (6), which displays the results Analysis of variance (ANOVA) to compare differences between different groups. Where:

- F value = 3.76 They indicate that there are statistically significant differences between the groups.
- P value = 0.024 It is less than 0.05, which means that the differences between groups Statistically significant.
- The variance between groups (10.5) is greater than the variance within them (16.8 over two degrees of freedom), which enhances the significance of the results.

**Table 7: Hypothesis Analysis**

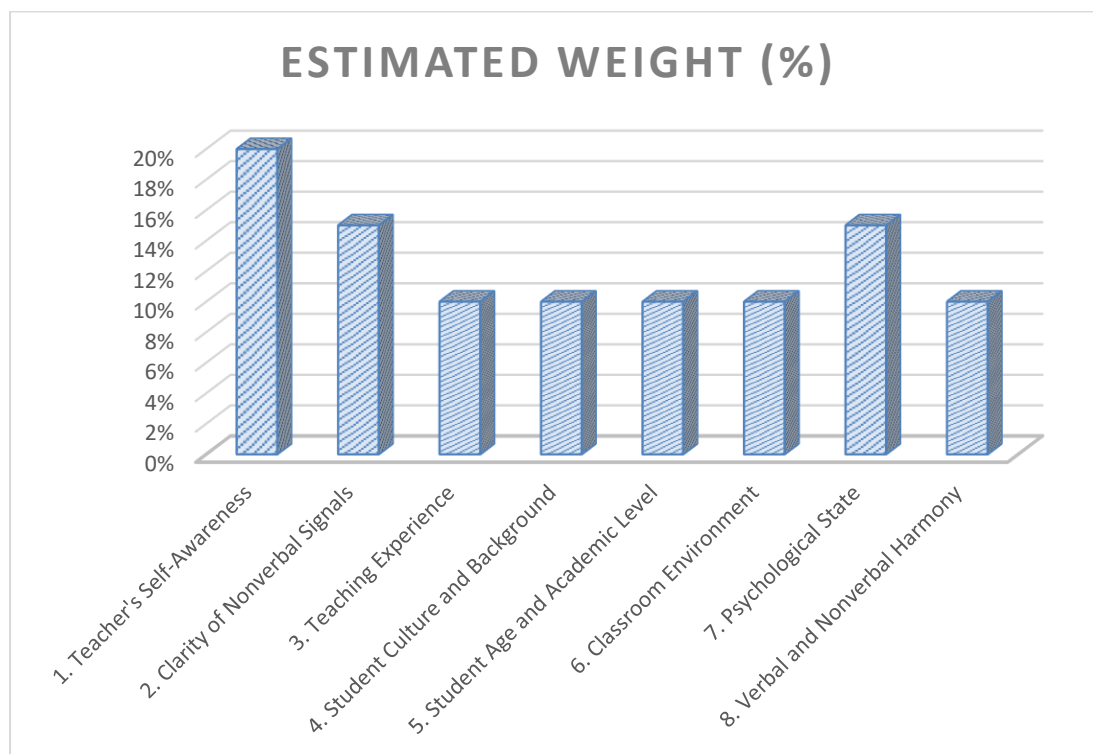
Hypotheses		Beta	T-value	P-value	Result
H1	Language Body → not Effective in Enhancing English Language	0.3	4.25	<0.0001	Supported**
H0	Language Body → not Effective in Enhancing English Language	0.35	5.21	<0.0001	Supported**

According to table (7). The findings show that body language has a very significant positive effect on the improvement of English language skills. This is confirmed by positive Beta values (0.3 and 0.35), big T-values (4.25 and 5.21), and very small P-values (<0.0001), all of which reflect high statistical significance. Therefore, the alternative hypothesis (H1) that body language operates to improve English stands verified, while the null hypothesis (H0) is rejected. This confirms that body language is an important aspect of learning language, according to (Suyatno, 2018).

**Table 8: Weighted of Factors Influencing Body Language in Education**

Factor	Description	Estimated Weight (%)
1. Teacher's Self-Awareness	Awareness of one's own gestures, expressions, posture improves communication.	20%
2. Clarity of Nonverbal Signals	Clear and consistent gestures enhance understanding.	15%
3. Teaching Experience	Experience helps in using body language effectively.	10%
4. Student Culture and Background	Cultural awareness avoids misinterpretation of gestures.	10%
5. Student Age and Academic Level	Different age groups respond differently to gestures.	10%
6. Classroom Environment	Physical space impacts mobility and visibility of gestures.	10%
7. Psychological State	Emotions affect both sending and receiving of body language.	15%
8. Verbal and Nonverbal Harmony	Alignment between speech and gestures builds trust and clarity.	10%

Table No. (8) shows an organized view of the factors influencing the effectiveness and success of body language, with a weight given to each factor according to several criteria. We find from the table that the highest weight is the teacher’s self-awareness, which has reached 20%, while it is followed by the clarity of signals and continuous psychology, with a rate of 15%, followed by organizational and cultural factors, with a rate of 10%, and the lowest relative weight is the harmony between verbal and non-verbal language, despite its importance, but Its effect depends on the presence of basics such as awareness and clarity, according to (Kucuk, 2023).



### **Figure10: Weighted of Factors Influencing Body Language in Education**

Figure No.10 shows the weight of the factors influencing the success of the process of physical communication and body language between students and teachers. It is clear from the figure that the most important factor is the teacher's self-awareness, which comes in first place, while in last place comes the factor of compatibility and consistency between verbal and non-verbal language, and despite its importance, its effect depends primarily on clarity and awareness, (Pratolo, 2019).

### **5.Conclusions**

According to the research procedures, the most important conclusions can be presented, which are as follows:

1. Body language enhances communication between teachers and students and is highly effective in improving the process of understanding, attention, and motivation.
2. Statistical analysis confirmed the strong relationship between body language and students' language learning, especially English, according to (Khare & Baber, 2025).
3. Factors such as teacher experience, cultural sensitivity, and classroom environment influence the effectiveness of body language.
4. Both students and teachers recognize the value of non-verbal communication in supporting the educational process.
5. Understanding the factors that enhance body language communication between teachers and students can greatly enhance the effectiveness of body language in educational environments according to (Brown & Suttle, 2024).
6. All results confirm the effectiveness of the body language system in conveying educational messages, as confirmed by laboratories Greater Cronbach's alpha on the reliability of the questionnaire, especially in assessing challenges and recommendations. However, maximizing the explained variance can be more accurate in predicting the model value. This balance highlights the need to further strengthen the linking of measured variables to theoretical concepts.

### **6.Recommendations**

The most important recommendations that can be presented through this study are:

1. Training courses for teachers on body language awareness and training in teacher development programs must be provided
2. Classrooms must be designed with mechanisms that support visual contact and body language interaction between teachers and students in order to enhance non-verbal communication
3. There is research at the level of educational levels and educational regions to deepen awareness and understanding of the impact of body language in developing educational processes in general and the English language in particular.

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