# Verbal and Nonverbal Language: Pre-Service Teachers' Decisiveness in TEYL

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**Abstract:** The ability to communicate in the classroom is an essential point for teachers to convey lessons material well. Some experts state that communication is a form of verbal and nonverbal language. This study analyzes how pre-service teachers prepare to become professional English teachers in teaching English as a foreign language. By using two different theories, Brown (2007) and Hall (1959), the researchers investigate the extent to which pre-service teachers use verbal and non-verbal language in the practice of teaching English to elementary students. In collecting data, researchers conducted observations and interviews to research subjects. The researchers then analyzed the data in several stages and made conclusions. In a nutshell, all pre-service teachers with different levels, low and competent, use verbal and nonverbal language during their teaching practice. However, they have different academic contributions to their performance in teaching English to young learners.
**Keywords:** pre-service teachers; english for young learners (EYL); EFL context; verbal and nonverbal language

## Bahasa Verbal dan Nonverbal: Ketegasan Guru Pra-jabatan dalam TEYL

**Abstrak:** Kemampuan berkomunikasi di dalam kelas menjadi poin penting bagi guru untuk menyampaikan materi pelajaran dengan baik. Beberapa ahli menyatakan bahwa komunikasi merupakan bentuk bahasa verbal dan nonverbal. Penelitian ini menganalisis bagaimana guru prajabatan mempersiapkan diri menjadi guru bahasa Inggris profesional dalam mengajar bahasa Inggris sebagai bahasa asing. Dengan menggunakan dua teori yang berbeda, Brown (2007) dan Hall (1959), peneliti mengkaji sejauh mana guru prajabatan menggunakan bahasa verbal dan non-verbal dalam praktik pengajaran bahasa Inggris kepada siswa sekolah dasar. Dalam pengumpulan data, peneliti melakukan observasi dan wawancara terhadap subjek penelitian. Kemudian peneliti menganalisis data dalam beberapa tahap dan membuat kesimpulan. Singkatnya, semua guru prajabatan dengan tingkat yang berbeda, rendah dan kompeten, menggunakan bahasa verbal dan nonverbal selama praktik mengajar mereka. Namun, mereka memiliki kontribusi akademis yang berbeda untuk kinerja mereka dalam mengajar bahasa Inggris untuk pelajar muda.
**Kata kunci**: guru pra-jabatan; bahasa inggris untuk young learners (EYL); konteks EFL; bahasa verbal dan nonverbal

## Introduction

A pre-service teacher is a university student conducting supervised teaching (Amirullah et al., 2019). The student was gradually introduced into a teaching role for a particular class by a lecturer as a supervisor. Pre-service teachers are encouraged to be able to manage classrooms and instruction as the experience progresses. The pre-service teachers begin their training as individual observers and complete their teaching practice to become a competent teacher. While many university students focus on teaching English as a foreign language in secondary schools, teaching English in primary schools in the EFL context is also becoming their concern today (Blume et al., 2019; Lash et al., 2020).

Some studies (GÜNGÖR & FİŞNE, 2020; Othman & Kiely, 2016; Setyaningrum & Purwati, 2020) have explored that pre-service English teachers were not only for secondary school students but also for young learners, especially in primary schools. Their research results indicate that pre-service teachers for elementary school students should have more effort to prepare themselves to become competent teachers for young learners (Uztosun, 2016; Yaman, 2019). In addition to knowing pedagogy, pre-service teachers must also have good communication skills in the classroom during English lessons. By having qualified communication skills, they will undoubtedly be more confident and can deliver English lessons smoothly. Some experts state that communication can be in the form of verbal and nonverbal language (Powell & Powell, 2021; Sutiyatno, 2018; Wigham & Chanier, 2013). Verbal language is a person's speech, both oral and written, to convey their ideas to others (Halliday, 1994), while nonverbal language is body movements, eye contact, facial expressions, and touch that a person makes to signal an intention to others (Devito, 2002). Moreover, nonverbal language is often used to emphasize meaning while using verbal language. Besides, nonverbal language is used to express words that a person cannot pronounce.

In teaching English as a foreign language, competent teachers should have an excellent ability to communicate. Therefore, preparations on how to have communication skills to become an English teacher, especially elementary school students, need to be trained (De Jong, E. J., & Harper, 2005; Lucas, Villegas & Freedson-gonzalez, 2008). Due to pre-service teachers face children as students, they should manage their verbal and nonverbal communication to make the class lively, and students easily accept English material. Since English is a foreign language for both pre-service teachers and students, verbal and nonverbal language are necessary.

Brown (2007) claims that verbal language is divided into several indicators: asking questions, giving encouragement, giving direction, and praising.

1. Asking questions is a natural aspect of communication and the most important tool a teacher disposal. The questions that the teacher gives to students are intended to encourage students to be active in class (Rivers, 2018). In addition, asking questions can be used as an effort to see students' understanding of ongoing learning. i.g What does ..... mean?, What kind of .....?, How do you .....?, and etc.
2. Giving encouragement in verbal language is one of powerful tools a teacher can use. This aspect is the key to unlocking the unseen potential of students, especially students with learning difficulties (Bunglowala & Bunglowala, 2015). There is no specific way to encourage students, but teachers can try to focus on students' positive behavior and actions, not their negative behavior and actions. Using positive expressions towards students rather than giving negative comments on every activity in class and outside the classroom. Creating a culture of encouragement with verbal language is the path to

student self-confidence. Teachers can build a culture of encouragement by realizing the belief that every student has the potential and ability to achieve their goals.

3. Giving direction is an aspect of verbal language that teachers do to students doing certain activities. So that students are able to follow the teacher's directions, the teacher must use precise clear language, repeat directions, use appropriate intonation, and ensure students understand the directions (Gillies, 2006).

4. Praising students when they make progress during learning is a great way to motivate them to learn. Praising students' progress with verbal language will nurture new enthusiasm for learning (Gilakjani et al., 2012).

Like Brown, who divides verbal language into several aspects, Hall (1959) distinguishes nonverbal language into several parts: proxemics, haptic, oculesics, chronemics, kinesics, physical environment, and paralanguage.

1. Proxemics is a study of how humans demonstrate territoriality or behavior related to their personal space, including in classroom learning (Pacek, 2019).

2. Haptics is nonverbal communication about touch which can be defined as communication including handshakes, holding hands, kisses (cheeks, lips, and hands), slapping the back, tapping the shoulders, and brushing the arms. The meaning conveyed from touch depends very much on the context of the situation, the relationship between the communicators, and the way they are touched (Gasmallah, 2017).

3. Oculesic is nonverbal communication regarding the role of the eye when interacting with others. Eye contact can show interest, concern and involvement (Ganguly, 2017). Gaze consists of the act of seeing while speaking, seeing while listening, the number of views, and the frequency of views, fixation patterns, pupil dilation, and blink rate

4. Chronemics is a nonverbal study of the concepts and processes of human temporality, or connection with time, because it is tied to human communication interactions (Bruneau, 2012). Our understanding of time, how we use it, the timing of events, our emotional response to time, and even the length of our pauses contribute to the communicative effect of time.

5. Kinesics is nonverbal communication about the body's interacting activities. Kinesics is also known as body language (Scally, 2019). Kinesics behaviors include staring at each other, smiling, warm or pleasant faces, childish behavior, direct body orientation, and the like.

6. Physical environment is the physical appearance of elements of the human body such as physique, height, weight, hair, skin color, gender, smell, and clothing sends nonverbal messages during interactions (Gamble, T. K., & Gamble, 2016).

7. Paralanguage is the study of sound nonverbal cues. This relates to the use of voice in communication. The vocals consist of several features such as resonance, articulation, lip control, and control of rhythm, intensity, tempo, pitch, fluency, and vocal pattern (Indah et al., 2018).

There have been many studies discussing the verbal and nonverbal language used by teachers in class. In their research, Nuraeni & Wahab (2020) found that verbal and nonverbal languages are used by teachers and students when learning English in class (Flint system). They show that verbal and nonverbal language has a positive influence on teachers and students. In their research findings, Megawati et al., (2020) reveal that the use of verbal and nonverbal language in learning English can motivate students in the classroom. It can be proved with the results data results that more than fifty percent of respondents stated that they were motivated by verbal and nonverbal language in the English classroom. Both studies were conducted at a secondary school level of learning English.

In contrast, in this study, researchers focused on using verbal and nonverbal language by pre-service English teachers for young learners in the EFL context. Researchers argue that before becoming teachers in the future, pre-service teachers must know what to say when they have to explain lessons, give students direction, and encourage their enthusiasm to be active in class. Besides, they also have to train themselves to communicate physically, such as warm eye contact, cheerful facial expressions, and touch, making classroom activities relaxed and not stiff where both are called verbal and nonverbal language.

The preliminary observation was conducted by researchers in English language education in a private university in East Java, Indonesia. It is known that pre-service teachers who are conducting micro-teaching classes for English for young learners have used aspects of verbal and nonverbal language. For example, for verbal language, when she asked the students, "do you know what it is?" then the students answer correctly, and she gave appreciation by saying "good job." The pre-service teacher has used aspects of the asking questions and praising proposed by Brown. Pre-service teachers were also known to use nonverbal language when practicing teaching English in class, for example, nodding to say "yes." The kind of nonverbal language is called kinesics, in which body movements to replace a phrase or word (Hall, 1959). After pre-service teachers have finished implementing micro-teaching using the peer teaching method, they will practice teaching English directly to elementary school students. Hence, the research aims to examine to what extent pre-service teachers use verbal and non-verbal communication in their practice of teaching English to young learners.

## Method

This research uses a descriptive qualitative approach because it explores the research data in the form of words and phrases (Castleberry & Nolen, 2018). They were using the research subject of three students taking the English for young learners (EYL) course in the English language education study program at a private university in East Java. Two students who have different levels, namely low student and competent student. The difference in student levels is based on the daily assignment score and the EYL lecturer's midterm exam score. The study's data sources were students who practiced teaching English to elementary school students in the class. The study's data were the verbal and nonverbal languages used by students during the teaching practice process in the classroom in the even semester of the 2019/2020 academic year.

In collecting data, the researchers conducted classroom observations as long as the pre-service teachers carried out their teaching practices. In teaching practice, EYL lecturers divide pre-service teachers into groups with two students assigned on different levels for each group between low and competent. During the English learning process, the observation was done in the micro-teaching class in one of the private universities in East Java. Teaching practice was carried out offline by bringing six students from grade 4 of the same elementary school. The EYL lecturer took a face-to-face offline learning method to facilitate pre-service teachers to have teaching experience in the classroom even though online learning has become popular. EYL lecturers placed two pre-service teachers in one group and set a particular theme for each member to make them have the same portion in class. These two pre-service teachers took a turn in delivering the lesson. While one pre-service teacher teaches, another pre-service teacher became a shadow teacher. At the teaching practice class, the pre-service teachers conveyed a different topic. While the low pre-service teacher had a topic about animals' names, the competent pre-service teacher delivered about fruits' names.

Apart from note-taking manually, in observing the classroom activities, the researchers took video recording to gain data due to the limited range of the researchers' sight. After the researchers

observed, they conducted in-depth interviews with the subjects to clarify the observation data. Researchers used unstructured interviews to obtain meaningful and detailed data from them.

In analyzing the data, the researchers' first step was transcribing all the observation and interview data into verbatim. Then, identifying and analyzing data based on Brown and Hall's theories as a research framework. Next, coding the data to focus more on the theme to be reported. Finally, the researchers made conclusions and report the data.

## Results and Discussion

To make it easier to mention pre-service teachers' names, researchers used the acronym such as LP for the low pre-service teacher, CP for the competent pre-service teacher, VL for verbal language, and NVL Nonverbal language. The following results from the analysis of the verbal and nonverbal language used by two pre-service teachers with different levels as a communication way in teaching English as a foreign language to young learners are based on Brown's (2007) and Hall's (1959) theory.

Verbal and Nonverbal language used by pre-service teachers in the English learning class for young learners.

### LP's VL

From the results of data analysis, it is known that LP tends to be passive when practicing teaching in class. Even though she had been given the first chance as an opening, she looked confused and awkward in front of the students. Apart from not using the verbal language aspect much, LP also seemed nervous when delivering the English lesson theme about animal names. Several aspects of the verbal language used by LP are described as follows.

*Asking questions*

LP is known to use the aspect of the asking question. For example, when it was LP's turn to start delivering materials. LP was greeted with questions such as the following

fragment of the transcript.

1) LP : *Assalamu'alaikum* ….how are you guys? Fine? *Apa kabar semua*?

When LP opened the class, she immediately gave students questions by greeting and asking how they were. Before students respond to greetings and answer questions, LP is too hasty by giving another question with the word "fine?" Even though she gave the question as part of the asking question aspect, LP did not ask. When she tried to explain the material about animal names in English, she was also seen several times asking students questions, such as the following excerpt.

2) LP : *ini binatang apa* ?? what animal? What?

In the transcript 2, LP tries to ask the students questions, but the grammar is incorrect. She should use the phrase "what animal is it?" not with the sentence "what animal? What? ".

From the results of the interview, LP stated that she was not comfortable teaching. She said that she could not speak English well, so she was not confident when teaching. From a fragment of the interview transcript, she said, "*saya tidak bisa mam ngomong mam ..* I can't speak… *saya* nervous". LP said that she could not speak English fluently. Hence when she did her teaching practice, it was difficult for her to communicate verbally.

*Praising*

In her teaching session, LP is also known to use aspects of verbal language, namely praising. When the students answered the questions correctly, LP praised them by saying;

3) LP : good…yes.. *betul..* good…apalagi *? ini namanya* what animal?

Section 3 shows that the LP gives praise with the word "good" when the students answer the LP questions correctly. Even though LP uses the verbal aspect of praising, LP-only uses a word rather than a sentence or phrase. For example, right, ok, smart. LP seems to be trying hard to be more communicative in class. However, she always runs out of sentences to speak. It was not uncommon for her to suddenly fall silent in the middle of explaining the

animals' names. As she fell silent, she moved her hands as if she wanted to say something, but she could not speak through her voice. From the interview data results, LP claimed, "when in micro teaching *bersama teman-teman…* I cannot teach because *kayak ga bisa milih kata gitu..bahasa inggrisnya apaaa gitu*". What LP tried to convey showed that she did not have good English skills. Thus, these difficulties caused her not to be able to practice teaching properly.

Apart from verbal language, LP is also seen using nonverbal language during her teaching micro-teaching next session explains how LP uses nonverbal language to communicate with students during class learning.

**LP's NVL**

Hall (1959) divides NVL into several aspects deliberately or unintentionally used by pre-service teachers to teach children to learn English. While LP is known only to use verbal language aspects, she uses nonverbal aspects in her struggle to complete practical assignments to teach English to children. The following is an explanation of the NVL used by the LP.

*Proxemics*

The type of nonverbal communication refers to the distance and place when interacting. The distance and place where the interaction is carried out are divided into four zones: public, social, personal, and intimate. The closer the distance between one and the other person, the interaction between them will be different. In this case, LP looks awkward to be intimately intimate physically. It seems she only teaches in front of students without ever coming to students to form attachments. When LP interviewed the researcher, she said, "I don't' know what to do…*bingung gitu mam…pengen cepet selesai gitu*". It implies that LP is not skilled enough to physically communicate with her students and even wants to end class immediately.

*Haptics*

From the observational data, it can be seen that LP uses the haptic aspect, namely touching gestures, to define meaning in nonverbal language. Like touching lips with a pencil that LP does. When LP suddenly looked confused, she held her lips to think for a moment. LP attempted to control herself to still communicate with students, even though she felt under pressure.

The LP interview results argued, "I when to look the students, my brain cannot think, mam," LP accidentally touched her lips because she found it difficult to speak out. After all, she could not manage her emotions when she was restless in front of the students.

*Oculestics*

Apart from touching lips with a pencil as a nonverbal language gesture. LP also found using aspects of oculestics. Although LP makes eye contact with the students in the class in this aspect, the frequency is negligible. Even LP tends to shift her gaze around the classroom. LP does not optimize the use of oculestics in order to communicate with students nonverbally. When the researchers interviewed LP, she said that she could convey her lesson by not looking into the students' eyes. LP's oculestics aspect is highly discouraged because the point shows that she has no interest in educating students.

*Chronemics*

In the previous aspect, it was stated that LP tends to be passive when it is the turn of the teaching practice session. It impacts the concept of time, namely the chronemics aspect; LP's lack of proficiency in communication causes the available time she cannot use to provide optimal performance. She had many opportunities to communicate, but LP could not manage her time well.

*Kinesics*

Although LP shows a friendly and smiling face in the kinesics aspect, it is known that she does not try to immerse herself in class

activities. She should have demonstrated the moves while singing. However, she did not. Class activities are a little stiff because LP is not that cheerful. When the researcher confirmed in the interview, LP said that she had prepared well, and he made sure there were no problems that interfere with her performance.

*Physical Environment*
Similar to other non-verbal aspects, although LP uses physical environment aspects, it has not implemented it optimally. While she does look good at looking like any other pre-service teacher, she does look stiff when teaching. When it was confirmed in the interview, LP explained, "Iya biar sama kayak yang lain…. Rapi…but yaa *tetep gitu* mam.. difficult *susah gitu..*" for LP, even though she was well dressed and prepared her appearance well, she still felt that he was not yet optimal in teaching English.

*Paralanguage*
When the teacher utters verbal language, she can pronounce words or sentences with correct articulation, control the speaking rhythm, and fluency in pronouncing words. This nonverbal language is called paralanguage. In this aspect, LP stuttered while speaking English. It was found that she had pronounced the wrong English vocabulary several times, nor did he adjust the speech's tempo and tone. By looking at the paralanguage aspects LP uses, it can be said that LP has intermediate English skills.

**CP's VL**
While LP uses a few aspects of VL based on Brown's (2007) theoretical frame, CP is known to use almost all VL aspects very well. During the session, the CP explained the theme of the names of the fruit. The following explains how CP implements verbal language to communicate with elementary school students in their teaching practice.

*Asking Questions*
CP is known to communicate clearly by using verbal language when she greets the students to starting classes. It can be seen from the following fragments of the transcript.

4)CP: *Assalamu'alaikum….* How are you today kids? apa kabar adik-adik…? fine? *Alhamdulillah….*

From excerpt 4, it shows that CP used the aspect of asking questions. In the beginning, she starts her turn to teach in the class. While she asked the students in the form of greeting, CP used asking a question when interacting with the students. For instance, after explaining the English lesson to the students, she clarifies them in excerpt 5 below.

5)CP: So, what is it?? What is it?? Yeaaa it is a fruit….. *namanya apa*? What is the name of the fruit? (CP shows a picture to the students)

Transcript 5 fragment shows that implementing the aspect smoothly. She seemed to have no difficulty asking questions during the learning process in class. When confirmed in the interview, CP revealed that she enjoyed her teaching sessions, "I really enjoy my teaching practice, mam…I really love to experience …." CP's statement indicates that she likes her job as a prospective teacher of English for children. CP is pleased to have direct teaching experience for elementary school students.

*Giving encouragement*
CP always seems to encourage students to be able to interact in class actively. CP is known to ask for student participation to show off. For example, when she asked a student who volunteered to write the missing word on the blackboard, it turned out that the student had doubts about doing it. CP readily encouraged these students to dare to appear. What CP did is evident from the fragments of the transcript below.

6)CP: come on, come forward, please… don't worry I will help you then…

From the fragment of transcript 6, it is clear that CP encourages students to appear in front of the class without hesitation. CP also assures students that CP will help them. CP carries out encouraging to run in two directions where students and teachers are

equally active in learning. CP stated in the interview "I did that to make them active in my class….because English is a foreign language, and it is difficult to learn without practice it, mam…". The statement indicates that the CP understands if it gives a spirit of motivation and encouragement to students to make it easier for students to reach the target language.

*Giving direction*
The next aspect used by CP is giving direction. CP is known to provide detailed instructions to students. She gave directions on what and how to get students to do her bidding. As seen in the following fragment of the transcript.
7)CP: ok, good.. raise your hand please…. if you know *apa rasanya semangka*? The taste of watermelon is? … ok follow me… sweet… again .. sweet… spell it please… S (es)… W(double yu)… E(i)……E(i)….. T(ti)…… excellent..

The section above is how CP gives directions about the taste of watermelon. After saying the word "sweet," the CP directed students to spell the word "sweet" by giving examples. When CP answered interview questions regarding the giving direction aspect, she claimed that giving clear directions would make students less confused. So that CP tries hard to be as detailed as possible to provide direction to students "yes, mam,, I gave the explanation slowly, and I used loud voice.. I hope by doing that… they understand".

*Praising*
Praising is an aspect of verbal language implemented by CP. Praising students should cheer them up. When CP gives praise, it does not mean she appreciates all student actions. CP still has the responsibility to clarify any mistakes without having to blame and humiliate students. Like the following snippet of the transcript.
8)CP: Very good……once more, please….Excellent
9)CP: Yes.. yes… say that again… *ulang.. sekali lagi*….. good job ….

Transcript 8 fragments about how CP appreciates students with the words "perfect" and "excellent." Then for the 9th fragment of the transcript, CP seemed to provide corrections by asking students to repeat what they said and then giving praise with the word "good job." CP said that giving praise to students is a positive thing to prefer the teacher. She thinks that at least the students have to like the teacher first to like English lessons because English is scary for some EFL learners.

**CP's NVL**
The research data shows that CP is known to use all aspects of nonverbal language. CP does not seem to experience significant communication problems during the learning process, both between verbal and nonverbal languages. The following explains how CP is in implementing nonverbal language during the learning process in the classroom.

*Proxemics*
In this case, the proxemics aspect used by CP is social proxemics, which is about controlling her body position when interacting with students. CP's proxemics communication skills make learning run happily and smoothly. For example, when she showed a picture of fruit to students, she physically drew closer to the student to more closely show what she was carrying.

*Haptics*
In the nonverbal haptic aspect of language, CP has been found implementing it several times. For example, when she first enters the class and ends class, she teaches students to shake hands. Handshaking in Indonesia's context is local wisdom as one of the eastern cultures in terms of respecting people. Besides shaking hands, CP was seen holding the hands of students who were embarrassed to come to the class's front. The haptic aspect that CP does is part of a way to motivate students to dare to appear.

*Oculestics*
From the researchers' observations, CP is

very communicative nonverbally by making eye contact with students during learning. Apart from eye contact, CP also looked very painstaking in explaining and repeating the same topic. Repeating explanations is one of the strategies in teaching English to novice learners. The oculestic aspect that CP implements when teaching shows that it has a high interest in teaching. It refers to the interview results; she said, "Yes, I want to be an English teacher in the future… I mean for children.., because I have experienced it .. that's why… that's my reason."

*Chronemics*
CP is known to manage time effectively. She optimizes the time she has to deliver material to students clearly and concisely. The way CP communicates by using the chronemic aspect indicates that CP is a disciplined teacher candidate. During an interview session, "waw.. really… honestly I don't know how to be a discipline teacher, mam…. but I was just trying to use my time useful .. not useless hehehhe…" CP's statement shows that she is good at nonverbal language to communicate with her students.

*Kinesics*
Overall, in the CP activities, teaching practice class English for young learners can be a high-level nonverbal language from the kinesics aspect. This is because CP implements indicators from the kinesics aspect, including showing a friendly face, always smiling, cheerful, and he seems always to try to immerse himself like a child. For example, when singing English songs for children, he uses all her limbs. Of course, children like them because it is amusing. CP argued that was how he got accepted by students, he said: "I love singing and what I did ….hmmm I just want to give my best in teaching…but I don't know is it good?? eheheh". Although she is not sure that she is good at the aspect, it makes her very natural in teaching EFL context.

*Physical Environment*
Environmental factors such as the physical appearance of human body elements such as gender, smell, and clothing send nonverbal messages during teacher-student interactions. CP, in this aspect, provides a positive example of the physical environment. In appearance, CP is seen as an elegant and dynamic teacher in the dress. Nonverbal language in the physical environment aspect is often not realized by pre-service teachers, even though the aspect is one way of communicating to convey the message that the teacher is ready to face her students.

*Paralanguage*
Using the aspect, CP has good paralanguage skills, meaning that he can pronounce English vocabulary well, with precise articulation. CP is also known to be able to adjust the tempo and tone of speech calmly and smoothly. It means that CP masters the nonverbal language aspect very well. The interview results indicated that he had indeed taken courses in speaking English effectively outside of university studies to advance her English skill

The use of verbal and nonverbal language to communicate in EFL classroom interaction is vital for English teachers. Especially for those who have to deliver and explain the lesson materials as their concern. That is why pre-service teachers' must prepare themselves to train their abilities in pedagogy and language use as a means of communication. The article attempts to describe the research results on pre-service teachers who are preparing to become English teachers for young learners in the EFL context in Indonesia. The extent to which pre-service teachers use verbal and nonverbal language during their interaction during classroom learning activities. The researcher adapted two fundamental theories as a frame in the study, namely Brown's (2007) theory of verbal language and Hall's (1959) nonverbal language.

This study indicates that the English skills of the pre-service teachers affect their verbal language acquisition. It is known that students who have low English language skills have difficulty in delivering material in

English. On the other hand, students who have good English skills use the verbal language fluently. This finding is in line with several studies' findings that students' speaking ability in foreign languages depends on how far they master the language skills (Rivers, 2018; Tanveer, 2007).

Many studies (Barabar, A., & Caganaga, 2015; Behjat et al., 2014; Cooper, T., Tsukada, A., Naruse, Y., & Yamaguchi, 2013) concur that nonverbal language has primacy in increasing motivation to positively impact teachers and students in the classroom. They claim that nonverbal language can be used in non-spoken spoken language (Megawati et al., 2020; Nuraeni & Wahab, 2020). Surprisingly, this study showed different results from the findings of previous studies. This study found that LP does not use all aspects of verbal language, while CP does. LP uses asking questions and praising, whereas CP uses asking questions, giving encouragement, giving direction, and praising. Although they differ in their use of verbal language, they use all aspects of nonverbal language.

The use of nonverbal language aspects by LP and CP is known to have a much different gap. LP uses all nonverbal aspects, but it is not optimal because the verbal language does not support it. At the same time, CP shows her incredible ability to implement nonverbal language during the class. It indicates that students who have high verbal language skills will also have good nonverbal language skills. Conversely, for students who have low verbal language skills, their nonverbal language skills are also low. This study's findings are in line with research by Kang (2000), who stated that there are many challenges in mastering nonverbal language skills even though a student has gone through several stages, including having qualified verbal communication. These differences certainly contributed to their academic fields. Low skills contribute to academic failure, while high skills contribute to academic success.

## Conclusion

In short, the article analyzes the verbal and nonverbal language used by pre-service teachers in teaching English to novice learners in the EFL context. This study provides a decisiveness evidence of the communication skill used by Low pre-service teachers and competent pre-service teachers in teaching practice in the EFL context. LP who lacks foreign language skills automatically has difficulty exploring verbal and nonverbal languages, while CP, who is proficient in foreign languages, can implement both verbal and nonverbal well. This study also contributes to all pre-service teachers to be better prepared, especially in mastering the target language before they teach the target language itself. The researchers realize that this study's results cannot be generalized if all prospective English teachers for learning have the same difficulties in verbal and nonverbal communication. Therefore, the researchers recommend that future research use a more comprehensive research subject with more appropriate methods.

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