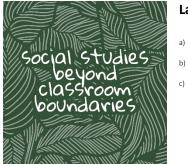# Exploring the Impact of Cultural Diversity on Teacher's Nonverbal Communication

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ABSTRAK

Pengajaran yang efektif bergantung pada berbagai teknik, dengan komunikasi menjadi aspek kunci. Di antara strategi komunikasi, komunikasi nonverbal mencuat karena sifatnya yang spontan dan efektif dalam menyampaikan ide dan emosi. Namun, dampak variasi budaya pada komunikasi nonverbal di lingkungan pendidikan sering terabaikan. Studi ini mengeksplorasi aspek kritis ini. Keragaman budaya secara mendalam memengaruhi komunikasi nonverbal selama pembelajaran. Kami menjelajahi tiga dimensi kunci: pemahaman variasi budaya, kompleksitas komunikasi nonverbal, dan dampaknya pada pengajaran. Miskomunikasi lintas budaya dalam isyarat nonverbal dapat membuat siswa merasa terpinggirkan atau dinilai tidak adil. Oleh karena itu, pemahaman menyeluruh tentang nuansa budaya sangat penting untuk mengurangi kesalahpahaman. Penelitian kami bertujuan untuk memberikan wawasan tentang peran keragaman budaya dalam komunikasi nonverbal selama pengajaran. Dengan mengkaji tantangan yang ditimbulkan oleh variasi budaya dan implikasinya bagi pendidik, kami berupaya meningkatkan inklusivitas dan efektivitas praktik pengajaran. Studi ini menawarkan wawasan berharga bagi pendidik dan pembuat kebijakan yang berupaya menerapkan pedagogi yang responsif terhadap budaya.

KATA KUNCI: Komunikasi Non-verbal, Variasi Budaya, Komunikasi Non-verbal Guru.

ABSTRACT

Effective teaching hinges on various techniques, with communication being a pivotal aspect. Among communication strategies, nonverbal communication stands out for its spontaneity and effectiveness in conveying ideas and emotions. However, the impact of cultural variations on nonverbal communication in educational settings is often overlooked. This study delves into this critical aspect. Cultural diversity profoundly influences nonverbal communication during teaching. We delve into three fundamental dimensions: the comprehension of cultural disparities, the complexities inherent in nonverbal communication, and its profound impact on the teaching process. Misunderstandings arising from cross-cultural variations in nonverbal cues can engender feelings of exclusion or unjust evaluation among students. Consequently, it is imperative to acquire a thorough understanding of cultural subtleties to preempt misreadings. Our research endeavors to illuminate the significance of cultural diversity in the realm of nonverbal communication within the educational context. By examining the challenges posed by cultural variations and their implications for educators, we seek to enhance the inclusivity and effectiveness of teaching practices. This study offers valuable insights for educators and policymakers striving for culturally responsive pedagogy.

KEYWORDS: Nonverbal communication, Cultural Variation, Teacher's nonverbal communication.

Lailatul Nur Azizah, Risca Dwi Anggraini, Siti Maria Ulfa

A. Introduction

The significance of 'communication' within the realm of learning and educational settings constitutes merely one facet among the myriad aspects that routinely come into play. Communication, as a fundamental conduit, occupies a central role in the existence of individuals. It serves as an indispensable vehicle through which people articulate their thoughts, emotions, expertise, abilities, and concepts they seek to impart, thereby facilitating comprehension and exchange of ideas among peers.[1] Consequently, every professional cultivates proficiency in two distinct modes of communication: verbal and nonverbal.

In particular, in verbal communication, words are used during conversation or speech to stimulate students' emotions, certain feelings, and certain functions with comments that students absorb instead of communicating with few words or non-verbal communication.[2] The importance of nonverbal communication (NVC) is underscored by the fact that people frequently express their feelings and emotions nonverbally rather than verbally. Within the teaching and learning process, a profound comprehension of Nonverbal Communication (NVC) holds paramount significance for educators. The nonverbal cues emitted by teachers possess the potential to convey a diverse array of messages, thereby exerting a considerable influence on the overall desirability of the learning environment. In the dynamic interplay between students and teachers, factors such as the teacher's appearance, gestures, posture, voice, tactile interactions, and physical proximity collectively wield substantial sway, potentially molding students' motivation and enhancing their grasp of the subject matter under study.[3]

Numerous prior studies have delved into analogous subjects concerning the application of nonverbal communication within the context of the teaching and learning process. [4] In Dazhi, et al., they asserted that students' cultural diversity fosters awareness of these distinctions, aiding learners in comprehending and valuing "divergent beliefs, actions, and values," ultimately facilitating more effective interactions among them. Then, according to McCroskey and Richmond suggested that when teachers use effective nonverbal communication to improve students' emotional engagement, it leads to increased attentiveness, better learning, and a more positive attitude towards school. In essence, successful teacher-student communication in the classroom is vital for positive emotional and cognitive learning outcomes. [5] Furthermore, as noted by Linda et al., educators who adeptly employ body language are often perceived as more compassionate, astute, and effective instructors in contrast to their less immediately engaging counterparts. This perspective finds agreement in the research of Nihla et al., who affirm that specific forms of nonverbal communication employed by teachers are notably efficacious in fostering encouragement, manifesting affection, and providing emotional support. Occasionally, these nonverbal cues can wield even greater influence than verbal expressions, particularly in forging meaningful connections with students or effectively conveying emotions.[6]

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[1] I.P. Indrawan, P.K. Nitiasih, and K.S. Piscayanti, "An Analysis of Teachers' Non-Verbal Communication In EFL Classroom at Smp Negeri 3 Banjar," *PRASI* 12, no. 01 (June 27, 2017), http://dx.doi.org/10.23887/prasi.v12i01.13912.

[2] Myron W. Lustig, Jolene Koester, and Rona Halualani, *Intercultural Competence* (Pearson, 2017).

[3] Shinta, Meilan Nirmala, and Besse Darmawati. "Nonverbal Communication of Supervisors in The Mentoring Thesis Process: Perceptions Of English Students." *Al-Lisan* 6, no. 1 (March 6, 2021): 1–11. http://dx.doi.org/10.30603/al.v6i1.1347.

[4] Dazhi Yang, Larissa Olesova, and Jennifer Richardson, "Impact of Cultural Differences on Students' Participation, Communication, and Learning in an Online Environment," *Journal of Educational Computing Research* 43, no. 2 (2010): 165–182.

[5] J. C. McCroskey and V. P. Richmond, "Increasing Teacher Influence Through Immediacy," in *Communication for Teacher*, 2002, 101–119.

[6] Ibid,3.

Hence, the structure of this paper unfolds in the following manner: Initially, a brief elucidation of cultural variation is provided by the researchers. Subsequently, a concise portrayal of nonverbal communication and its applications is presented. Thirdly, a succinct overview is offered by the researchers regarding the impact of nonverbal communication within the teaching process. Finally, the researchers succinctly present data pertaining to potential challenges arising from its utilization.

B. Literature Review

Communication is one of tool to interact with the others and became a bridge distance in socialization area[7] through various channels and mediums. Communication acts as the pathway through which culture is developed, sustained, and passed down from one generation to the next[8], reinforcing cultural objectives and values within each successive generation. In this regard, it becomes evident that communication assumes a pivotal role in our comprehension of cultural disparities and the profound impact of these disparities on communicative styles. Individual cultural orientation plays a pivotal role in shaping their communication approach, with this communication style essentially serving as an outward reflection of their culture. Additionally, the way individuals communicate has a reinforcing effect on their cultural values. This continuous interplay between culture and communication implies that by identifying their cultural orientation and uncertainty effectively, individuals can gain insight into their communication style, and conversely, understanding one's communication style can shed light on their cultural orientation and how they manage anxiety and uncertainty. Society mostly shapes by the cultures and their stand, it transfer values, beliefs and cultural norms in their daily life.

The values, beliefs, and cultural norms prevalent in the society where an organization is located can shape the values and ethical standards within the organization. Frequently, the values upheld by society influence the decision-making procedures and ethical reflections within an organization.

Individual cultural background not only influences the way their communicate orally, but al so how they convey an information verbally. Nonverbal communication also influences from where people come. Nonverbal communication is a pervasive and frequently unacknowledged facet of human interaction, and it wields significant influence in the way we navigate and control our social relationships with others. Within this intricate dynamic, information flows through a multitude of nonverbal channels, encompassing body language, facial expressions, gestures, and an assortment of physical signals[9]. These nonverbal cues serve as a rich and nuanced language of their own, often complementing or even surpassing the importance of spoken words in conveying meaning, emotions, and intentions in our everyday interactions with others.

In education, nonverbal communication is employed as an approach to deliver the materials. Nonverbal communication encompasses the wide range of nonverbal cues within a communication setting. These cues originate from both the sender and receiver, influenced by their interaction with the surroundings. As a result, students interact will increase when all participation.[10] The teacher also uses nonverbal communication to manage the misunderstanding while explaining materials. Moreover, non-verbal communication also helps the teacher to manage the classroom. Understanding

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[7] Watson-Manheim and Bélanger, "Communication Media Repertoires: Dealing with the Multiplicity of Media Choices," *MIS Quarterly* 31, no. 2 (2007): 267, http://dx.doi.org/10.2307/25148791.

[8] Thilagha Jaganathan and Manjit Kaur, "The Influence of Culture on the Communicative Style of Students in a Malaysian Secondary School," *3L Journal of Language Teaching, Linguistics and Literature* 8 (2003): 63–76.

[9] Ma Tiechuan, "A Study on Nonverbal Communication in Cross-Culture," *Asian Journal of Humanities and Social Sciences (AJHSS)* 4, no. 1 (2016): 1–6.

[10] Nihla Afdaliah, Abdul Halim, and Sultan, *Teachers' Nonverbal Communication in EFL Classroom*, *Repository Universitas Negeri Makassar*, 2017.

nonverbal signals is vital in face-to-face interactions as it enables us to accurately decipher someone's true intentions and gauge the reception of our words. A more profound understanding of nonverbal communication not only enhances our overall quality of life but also endows us with the capability to establish deeper connections with others. This, in turn, fosters heightened levels of comprehension, empathy, sympathy, and compassion.[11]

Diverse cultural backgrounds can lead to misunderstandings during the implementation of communication. Some individuals may feel excluded or even unfairly judged due to a lack of comprehension regarding the ongoing communication. Consequently, it becomes highly essential to grasp cultural differences to prevent misinterpretations in communication, particularly in educational settings like teaching and learning activities.

C. What is a cultural variation

Culture can be defined as a collective framework encompassing shared motivations, values, beliefs, identities, and interpretations or meanings of significant events. This framework arises from the shared experiences of individuals within a particular group.[12] According to this definition, we think of culture as a phenomenon at the social level. We recognize that there are large differences in individual values and beliefs, even within cultural groups.[13] However, in this article the researchers focus on between-group variation of culture.

Culture can be comprehended as the divergence in social norms, values, beliefs, and customs across various societies, with variations existing not only between different societies but also within subcultural groups.[14] This disparity leads to what we term "cultural differences." A precise scholarly definition of cultural variation, as put forth by Boyd and Richerson, delineates it as discrepancies among individuals stemming from the acquisition of diverse behaviors through social learning. [15] It is pertinent to contrast cultural diversity with cultural universality, which pertains to the shared morals and values that transcend diverse cultures.[16] Often, the subtle impact of cultural influences on cross-border and cross-cultural communication goes unnoticed.[17]

Distinctions and parallels can emerge even at the most granular levels of social groups. Families residing in the same neighborhood and originating from the same city may exhibit varying cultural affiliations. For instance, within a Southern African country like Zimbabwe, individual villages may possess distinct cultural attributes while still aligning with the broader category known as 'Zimbabwean culture.' Likewise, the nation of Zimbabwe, while maintaining its unique cultural identity, falls under

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[11] Henry H. Calero, *The Power of Nonverbal Communication* (Silver Lake Publishing, 2005).

[12] R J House and Mansour Javidan, "Overview of GLOBE," *Culture, leadership, and organizations: The GLOBE study of 62 societies* (January 1, 2004): 9–28.

[13] Vas Taras, Piers Steel, and Bradley L. Kirkman, "Does Country Equate with Culture? Beyond Geography in the Search for Cultural Boundaries," *Management International Review* 56, no. 4 (May 12, 2016): 455–487, http://dx.doi.org/10.1007/s11575-016-0283-x.

[14] Archebold T Marufu And Peer Reviewed By Chris Drew, "Cultural Variation: Definition and 15 Examples (2023)," *Helpful Professor*, last modified September 9, 2023, https://helpfulprofessor.com/cultural-variation.

[15] Robert Boyd et al., *The Origin and Evolution of Cultures* (Oxford University Press, 2005).

[16] Daphna Oyserman, Markus Kemmelmeier, and Heather M. Coon, "Cultural Psychology, a New Look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002).," *Psychological Bulletin* 128, no. 1 (2002): 110–117, http://dx.doi.org/10.1037/0033-2909.128.1.110.

[17] J.Y. Weisinger and E.M. Trauth, "The Importance of Situating Culture in Cross-Cultural It Management," *IEEE Transactions on Engineering Management* 50, no. 1 (February 2003): 26–30, http://dx.doi.org/10.1109/tem.2002.808259.

the overarching umbrella of 'African culture' due to the common cultural threads shared among Southern African countries.[18]

According to Williams, ethnicity serves as a classification criterion based on cultural attributes encompassing elements such as shared language, ancestral ties, religious traditions, dietary preferences, and historical narratives. Consequently, the terms "race, culture, and ethnicity" are frequently used interchangeably, given the intricate interplay among these concepts. Different racial and ethnic groups are thus identified by their distinct cultural practices.[19] Consequently, the principal aim of this study is to delve into these interconnected facets.

D. How does communication vary in different cultures

Indeed, communication serves as the cornerstone of organizational functionality, necessitating active facilitation within organizations.[20] Consequently, organizations must remain adaptable to evolving communication needs. However, it's important to recognize that culture functions as an autonomous variable that both influences and is strengthened by behavior and communication.[21] Understanding cultural disparities holds paramount importance.[22] At an individual level, culture can be envisioned as a constellation of attitudes, internalized values, and beliefs that permeate emotions, cognitions, and motivations. In essence, culture assumes the role of a dynamic force, guiding its members on appropriate behaviors and responses. It shapes how individuals perceive and interact with the world around them.[23] In summary, culture plays an integral role in shaping behavior, cognition, and motivation, and thus, it profoundly influences communication and interpersonal dynamics within organizational settings.[24]

Indeed, as individuals navigate and engage within a society, they are guided by a distinct set of behavioral norms and rules that are unique to that particular social milieu.[25] Culture, as a construct, encompasses a collective tapestry of beliefs, values, attitudes, and behaviors that are shared among the members of a specific social unit.[26] In essence, cultural norms are intrinsically intertwined with a form of communicative recipe, highlighting the indispensable role of communication in culture's existence. This interconnectedness underscores that culture exerts a far-reaching impact on messages pertaining to social units, individuals, behavior, relationships, and related topics (symbolic communication). Messages of lesser cultural relevance, such as those involving dates or factual information, are less profoundly influenced by culture. This observation underscores the central role

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[18] Ibid, 1.

[19] Raymond Williams, "Culture Is Ordinary," in *Resources of Hope: Culture, Democracy, Socialism*, 1997, 53.

[20] Daniel Katz and Robert L. Kahn, *The Social Psychology of Organizations*, 2008.

[21] Joan Miller, "Bringing Culture to Basic Psychological Theory—Beyond Individualism and Collectivism: Comment on Oyserman et Al. (2002)," *Psychological bulletin* 128 (February 1, 2002): 97–109.

[22] John W. Berry, Ype H. Poortinga, and Janak Pandey, *Handbook of Cross-Cultural Psychology: Social Behavior and Applications* (John Berry, 1997).

[23] Daphna Oyserman, Markus Kemmelmeier, and Heather Coon, "Cultural Psychology, A New Look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002)," *Psychological bulletin* 128 (February 1, 2002): 110–117.

[24] Gian Vittorio Caprara and Daniel Cervone, *Personality: Determinants, Dynamics, and Potentials* (Cambridge University Press, 2000).

[25] Geert H. Hofstede. 2001, *Cultures and Organizations: Comparing Values, Behaviors, Institutions, and Organizations across Nations*. 2nd ed. Thousand Oaks: Sage Publications.

[26] Geert Hofstede, *Culture's Consequences* (SAGE Publications, Incorporated, 1980).

of communication as a fundamental component of administrative tasks,[27] serving not only as a guide for action but also as a medium for interpreting and conveying the actions of others.[28]

Therefore, culture has a great influence on interpersonal and group relationships. As suggested by Samovar et al., one of the main functions of culture is to define norms of interpersonal communication.

The assertion that "culture and communication are inseparable" underscores the profound interplay between these two aspects. Culture not only dictates the dynamics of who communicates with whom, on what subjects, and the manner in which communication unfolds, but it also significantly shapes how people encode messages, attribute meanings to them, and establishes the contextual conditions under which messages are sent, noticed, or interpreted. In essence, our entire array of communicative behaviors is fundamentally influenced by the cultural context in which we have been nurtured. As such, culture constitutes the bedrock upon which communication is built, and when cultural contexts diverge, so do the practices and patterns of communication.

This interconnection implies that culture exerts a far-reaching influence on messages concerning social units, individuals, behavior, relationships, and related matters (symbolic communication), while exerting a lesser impact on messages of lesser cultural relevance, such as those dealing with data and facts. In summary, culture and communication share an intricate and inseparable relationship, with culture serving as the fundamental underpinning of how we communicate and interpret messages in diverse cultural contexts.[29]

Cultural differences exert a multitude of effects on communication, underscoring the diversity in how individuals from varying cultural backgrounds convey their messages. These differences manifest in distinct communication styles, influencing not only the language used but also the choice of words, gestures, and phrases, and how they are employed in different contexts.

Moreover, culture plays a pivotal role in shaping individuals' attitudes and approaches during moments of conflict. Cultural norms influence how individuals perceive and respond to conflicts, affecting the strategies they employ to address and resolve disagreements. Consequently, cultural diversity has a profound impact on the intricacies of interpersonal communication, particularly in situations of conflict.[30] For instance, stated by Galanti (2008),[31] Purnell (2008),[32] Treatment (2014)[33]:

Cultural differences manifest in a variety of ways within communication, impacting various facets of interpersonal interaction:

Cultural norms influence the appropriateness of speech volume, tone, and speed. Some cultures endorse loud, fast, and expressive speech, while others favor softer tones and less expressive speech. For example, African American, Caribbean, Latino, and Arab cultures often embrace loud and

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[27] Karen Moustafa Leonard, James R. Van Scotter, and Fatma Pakdil, "Culture and Communication," *Administration & Society* 41, no. 7 (October 26, 2009): 850–877, http://dx.doi.org/10.1177/0095399709344054.

[28] Joan G. Miller, "Bringing Culture to Basic Psychological Theory--Beyond Individualism and Collectivism: Comment on Oyserman et al. (2002).," *Psychological Bulletin* 128, no. 1 (January 2002): 97–109, http://dx.doi.org/10.1037/0033-2909.128.1.97.

[29] Karen Moustafa Leonard, James R. Van Scotter, and Fatma Pakdil, *"Culture and Communication," Administration & Society* 41, no. 7 (October 26, 2009): 850–877, http://dx.doi.org/10.1177/0095399709344054.

[30] Smith, Eliza . 2022. "Cultural Differences in Communication." Study.com. 2022. https://study.com/learn/lesson/cultural-differences-communication-impact-importance-examples.html.

[31] Hay, M. Cameron. *"Caring for Patients from Different Cultures*, Fourth Edition. Geri-Ann Galanti. Philadelphia: University of Pennsylvania, 2008; 298 Pp." Medical Anthropology Quarterly 28, no. 1 (March 2014): b8–b10.

[32] Purnell, Larry D. 2009. Guide to Culturally Competent Health Care. Philadelphia: F.A. Davis Co.

[33] Center For Substance Abuse Treatment (U.S. 2014. *Improving Cultural Competence.* Rockville, Md: U.S. Department Of Health And Human Services, Substance Abuse And Mental Health Services Administration, Center For Substance Abuse Treatment.

expressive speech, whereas American Indian, Alaskan native, and some East Asian cultures prefer subdued speech.

Culture dictates whether making eye contact is polite or rude, and whether it signifies active listening. Direct eye contact is highly valued in many white American cultures, but it can be considered impolite in some Asian cultures.

Cultural influences determine individuals' comfort with pauses and silence during conversation. While some cultures value silences as opportunities for reflection, others find them uncomfortable. American Indian cultures, for instance, appreciate pauses as they allow time for processing information and collecting thoughts.

Cultures vary in their interpretation of facial expressiveness. High verbal expressiveness often aligns with high facial expressiveness, as seen in many Latin American and Caribbean cultures. Conversely, some American Indian and Asian cultures commonly maintain neutral facial expressions.

Cultural norms influence how openly individuals discuss their feelings. Expressing emotions, especially negative ones, can be viewed differently across cultures. Western European cultures and white Americans may be relatively comfortable expressing sadness, whereas other cultures might find it more acceptable to display different emotions, such as anger.

Culture impacts the acceptance of talking about personal difficulties. In cultures where self-disclosure is frowned upon, individuals may reveal very little about themselves and feel uneasy discussing personal problems. Highly collectivist cultures, like some East Asian cultures, may discourage self-disclosure, especially if it brings shame to the family.

In conclusion, culture exerts a substantial influence on our interpersonal interactions and communication styles. Beliefs, values, habits, geographical origins, and the freedom to express oneself all contribute to the intricate tapestry of cultural norms. Recognizing and understanding these norms is pivotal in navigating successful and respectful cross-cultural communication.

E. Nonverbal Communication

Communication constitutes a fundamental component of social intelligence, wielding a profound impact on an individual's life. The capacity to effectively convey and receive information from others is pivotal for the functioning of social relationships. Communication serves as a catalyst, fostering the development of personal relationships characterized by qualities like empathy and care. In essence, it plays a pivotal role in nurturing and enhancing interpersonal connections and the overall quality of social interactions.[34] The effectiveness of communication hinges upon the clarity of the messages being conveyed. Human communication can generally be categorized into two primary types: verbal and nonverbal. Nonverbal communication encompasses the intricate process of transmitting and receiving messages without resorting to spoken or written words. This facet of communication underscores the significance of subtle cues, gestures, and expressions in conveying information and meaning.[35] It serves vital functions in social dynamics, interpersonal relationships, and the overall effectiveness of communications. It is supported by (Darwin theory) that stated human emotionally expressive signs are progressed and adaptive. In order to increase the primacy of oral speech, nonverbal communication is one of the instruments to help communicate the transparency of emotions or to express the hidden aim, point of view, and beliefs, which is similar to verbal

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[34] Wahyuni, Akhtim. 2018. "*The Power of Verbal and Nonverbal Communication in Learning*." Www.atlantis-Press.com. Atlantis Press. 2018. https://doi.org/10.2991/icigr-17.2018.19.

[35] Tiechuan, Ma. 2016. "A Study on Nonverbal Communication in Cross-Culture." Asian Journal of Humanities and Social Sciences (AJHSS) 4. https://ajhss.org/pdfs/Vol4Issue1/1.pdf.

communication.[36] Furthermore, nonverbal behavior is a fundamental aspect of human communication, acting as a rich and complicated conduit via which we communicate messages, make connections, and navigate social encounters.

Nonverbal communication refers to the multitude of nonverbal signals present in a communication context.[37] These signals are generated by both the sender and the receiver, as well as their interaction with the environment. They possess the potential to carry meaningful messages for both the source and the recipient of the communication. Nonverbal communication can be defined as a form of communication where the message is conveyed without the use of spoken or written words. The ability to engage in nonverbal communication is frequently conceptualized as variations in one's capacity to transmit messages, whether these differences are explicitly or implicitly acknowledged as individual traits.[38]

Most nonverbal communication occurs naturally and often without our knowledge; it is an effective technique of controlling our social relationships with others. In this process, information is transmitted through various nonverbal cues, such as body language, facial expressions, gestures, and other physical signals, rather than relying solely on verbal language.[39] Nonverbal communication holds the capacity to convey valuable insights into various aspects of a situation, including an individual's emotions, their perception of information, and the appropriate manner of responding to them or a group of individuals. Moreover, nonverbal communication often exhibits a subtlety and efficacy that surpasses verbal communication, enabling the conveyance of meaning more powerfully and eloquently than words alone.[40]

Nonverbal behavior characteristics are considered to contribute to the accurate interchange of social information. On the other hand, it is largely dependent on an individual's particular perspectives on the importance and role of nonverbal communication.[41] Those aspects are contributed to conveying meaning, facilitating comprehension, and improving communication in social interactions. The aspects enable others in determining attitudes and characteristics that may not be communicated verbally.[42] Furthermore, nonverbal communication's resilience and value can be shown in a variety of contexts. Including conveying information, controlling engagement, expressing intimacy, exercising influence, and managing impressions. Hence, indirectly nonverbal communication is support delivering messages collaborate with verbal communication. Delivering messages through verbal communication is quite confusing. Thus, nonverbal communication is supported to express the messages more clearly.

While nonverbal communication functions autonomously from oral or written communication, it maintains a complex and intertwined relationship with verbal communication. Nonverbal and verbal communication are intricately connected, often complementing and enriching each other in the process of conveying information and meaning. Nonverbal conduct can be purposeful or unintentional,

[36] Kakharov, K. n.d. "National and International Characteristics of Nonverbal Means." Accessed October 1, 2023. https://gospodarkainnowacje.pl/index.php/poland/article/download/619/585

[37] Chase, Mackie. 2002. "Communication between Cultures (4th Ed.)." International Journal of Intercultural Relations 26, no. 3 (May): 329–32. https://doi.org/10.1016/s0147-1767(02)00007-x.

[38] Greene, John O, and Brant Raney Burleson. 2003. Handbook of Communication and Social Interaction Skills. Mahwah, N.J.: L. Erlbaum Associates.

[39] Tiechuan, M., "A Study on Nonverbal Communication in Cross Culture," *Asian journal of humanities and social science* (2016): 1–6.

[40] Sobirova Nargiza et al., "The Role of Non-Verbal Means in Teaching," Eurasian Journal of Learning and Academic Teaching (EJLAT) 20 (2023): 54–57.n

[41] Greene, John O., and Brant R. Burleson, eds. 2003. Handbook of Communication and Social Interaction Skills. Routledge. https://doi.org/10.4324/9781410607133.

[42] Phutela, Deepika. 2016. "The Importance of Non-Verbal Communication." Papers.ssrn.com. Rochester, NY. January 14, 2016. https://ssrn.com/abstract=2715432.

but verbal communication requires human intention. But both influence each other, affecting the thoughts and language of the sender (encoding), as well as the inferences and understanding of the receiver (decoding).[43] Nonverbal communication also has a relation with individuals' behavior. Individual behavior often involves an adaptive response to initial cues and reactions from others. The features and characteristics of nonverbal communication play a pivotal role in facilitating these behavioral adjustments when interacting with a communication partner. Nonverbal communication shares two important characteristics in the use of interaction. The couple characteristics of nonverbal communication. First, the theories are stated that all responsive behavior depends on an individual's nature, in that they strive to explain one person's nonverbal alterations in response to early changes in the partner's responses.[44]

This approach emphasizes the interactive aspect of communication and the significance of human personalities in producing responsive behavior. When a person recognizes differences in their partner's nonverbal signals, they may adjust their own nonverbal behaviors immediately in response. Second, all of the theories are influenced by external factors. Indeed, the ultimate predictor of an individual's behavioral adjustment lies in the intensity of the effects generated by their communication partner's behavior. These effects are influenced by a constellation of external factors, including societal norms, the specific social context, environmental conditions, individual variations, and the unique dynamics of the communication scenario. Together, these elements shape and determine how an individual responds and adapts to their partner's behavior during communication.

The characteristics of nonverbal communication are intricately intertwined with cultural backgrounds. Cultural influences play a crucial role in transcribing and understanding gestures and nonverbal behaviors, as they are linked to cultural codes that regulate their usage and significance in human communication.[45] Similarly, nonverbal behavior aligned with cultural expectations is observed to be more successful and enhances interaction than one's ethnic origins.[46] Absolutely, nonverbal behavior that aligns with cultural norms and expectations is often perceived as appropriate and polite within the specific cultural context. This conformity to cultural norms contributes to the establishment of rapport, the cultivation of trust, and the effective conveyance of understanding during interactions. For instance, culture plays a significant role in shaping preferences for certain gestures or expressions, influencing the popularity of one image over another and the emotional nuances conveyed through particular body postures or positions.[47]

Nonverbal communication is also influenced by individual habits in an individual's early life. Stated that human nonverbal communication abilities often develop "naturally" during the developmental periods of newborn and early childhood.[48] Cultural variations in indirect communication assist people in gathering hints about underlying attitudes and beliefs and revealing core cultural qualities. Like culture, nonverbal conduct influences all aspects of human connection and communication. It has

[43] Aghayeva, Kifayat. n.d. "Different Aspects of Intercultural Nonverbal Communication." Core.ac.uk. https://core.ac.uk/reader/161800550.

[44] Andersen, Peter A., and Janis F. Andersen. 1984. "The Exchange of Nonverbal Intimacy: A Critical Review of Dyadic Models." Journal of Nonverbal Behavior 8, no. 4: 327–49. https://doi.org/10.1007/bf00985986.

[45] Duncan, Starkey, Jr. 1969. "Nonverbal Communication." Psychological Bulletin 72, no. 2: 118–37. https://doi.org/10.1037/h0027795.

[46] Bitti, Pio Enrico Ricci, and Pier Luigi Garotti. n.d. "Nonverbal Communication and Cultural Differences: Issues for Face-To-Face Communication over the Internet." Edited by Arvid Kappas and Nicole C. Kramer. Face-To-Face Communication over the Internet, 81–99. https://doi.org/10.1017/cbo9780511977589.006.

[47] Samovar, L. A., Porter, R. E., & Stefani, L. A. (1998). Communication Between Cultures. In *Wadsworth series in communication studies TA - TT -* (3rd ed.). https://doi.org/LK - https://worldcat.org/title/901052027

[48] Sobirova Nargiza et al., "The Role of Non-Verbal Means in Teaching," Eurasian Journal of Learning and Academic Teaching (EJLAT) 20 (2023): 54–57.n

many dimensions and is almost limitless in its variation and expression.[49] Consequently, understanding about cultural differences in nonverbal communication enables people to acquire information about fundamental attitudes and values as well as revealing basic cultural qualities.[50] Individuals become more proficient in communicating by determining cultural meanings and executing adequately effective communication behaviors.[51] Children observe and copy their parents', siblings', and other family members' nonverbal behaviors, which might influence their own nonverbal communication style. Thus, the way they delivered the messages is prompted by their daily habits and environment background.

Possible Challenges

Communication indeed stands as an essential pillar for the existence and continuity of individuals, groups, civilizations, and nations. It helps people to build a relationship among others. Besides that, the communication process involved many aspects that might raise barriers between speaker and sender. The variation aspects which influence communication might be a destroyer of human relations bridges because it divides people from one another.[52] Specifically, Nonverbal communication difficulties are a common issue in global enterprises, aviation, and social settings. That happens since most communication occurs through our body in which 90% of our reactions are communicated nonverbally.[53] Furthermore, when people from different cultures try to overcome a status gap or make friendly gestures, they frequently meet nonverbal barriers.

Challenges, issues, or challenges that disrupt the communication process by preventing information from transferring information between a sender and a receiver. Challenges and issues within the communication process can manifest at any stage. Most of the nonverbal communication is misunderstanding between sender and speakers. The issues can come from numerous ways such as, nonverbal cues, cultural context, and internal communication in an international setting are all major communication challenges.[54] Indeed, different cultures possess distinct sensory perspectives, perceiving and attaching significance to what aligns with their own cultural frames of reference. This phenomenon emerges due to the varying interpretations of nonverbal cues like facial expressions, gestures, and body language across different cultures. These cues carry different meanings in diverse cultural contexts, leading to unique sensory worlds shaped by cultural norms and values.[55]

Cultures diversity in their most common interaction include the usage of quiet, directness, indirectness, and enthusiasm. Some cultures may favor clearer and more direct communication, whilst others value implicit and indirect communication. individuals of certain backgrounds can feel and

[49] Cai, Ming. 2019. "Reflection of Cultural Difference of the East and the West in Nonverbal Communication." Proceedings of the 1st International Symposium on Education, Culture and Social Sciences (ECSS 2019). https://doi.org/10.2991/ecss-19.2019.59.

[50] Zhang, Mo. 2021. "Research on Cross-Cultural Differences in Nonverbal Communication between America and China." Proceedings of the 2021 5th International Seminar on Education, Management and Social Sciences (ISEMSS 2021). https://doi.org/10.2991/assehr.k.210806.181.

[51] Kifayat Aghayeva, "Different Aspects of Intercultural Nonverbal Communication," *Khazar Journal of Humanities and Social Sciences* (2011): 53–62.

[52] Ibrahim Ahmad Abu-Arqoub and Faisal Ahmad Alserhan, "Non-Verbal Barriers to Effective Intercultural Communication," *Utopia y Praxis Latinoamericana* 24 (2019): 307–316.

[53] Nelda Spinks and Barron Wells, "Intercultural Communication: A Key Element in Global Strategies," *Career Development International* 2, no. 6 (November 1, 1997): 287–292, http://dx.doi.org/10.1108/13620439710178684.

[54] Ibid, 4.

[55] Larry A. Samovar et al., *Intercultural Communication: A Reader* (Cengage Learning, 2014).

express emotions that members of other cultures do not understand or acknowledge.[56] The challenges come from the coding and encoding process in interpreting the messages. When people from various cultural backgrounds try to understand and adapt to one other's communication style, these discrepancies might cause problems. For instance, communication in culture is based on a continuum from high to low context. The terms "high-level" and "low-level" context are used to describe the degree to which speakers depend on factors beyond explicit speech to convey their messages.[57] When people from the Middle Eastern tend to be polite, respect, and maintaining individual's face are all crucial considerations. Then, Messages may be delivered in an indirect manner, and metaphors and symbolism are frequently employed. People are straight-forward and prefer simple and rational communication. Nonverbal indications are typically few, and communications must be precise and concise. Those differences might be a complex coding and encoding process of the sender and receiver because of their different communication style.

F. How Cultural Communication to Influence Teacher's Nonverbal Communication

The most important skill in teaching is the ability to communicate between the teacher and students. This relationship will establish educational goals and will be more easily realized with a high quality. There are 3 aspects of the process: communication, teacher (including signaling), messages, receiver (students). The communication process in a classroom setting typically unfolds in a reciprocal manner. Initially, the teacher acts as the sender, transmitting a message to the students who serve as the receivers of this message. Subsequently, the students respond to the teacher's message, offering feedback and potentially conveying a new message back to the teacher.

Central to this process is the significance of the teacher-student relationship within the classroom and the context of learning activities. Therefore, fostering a positive and constructive teacher-student relationship is pivotal for successful communication and education within the classroom.

Nonverbal communication in teaching

More than half of our face-to-face interactions include nonverbal communication, and we can express our attitudes and feelings through sign language and body language, and we can express our attitudes and feelings through sign language and body language. The analogy that "verbal symbolism is just the tip of the communication iceberg" aptly illustrates the primacy of nonverbal communication in human interaction. It emphasizes that, at every stage of human development, nonverbal communication takes precedence and likely forms the foundation upon which all subsequent forms of communication are built. This concept underscores the profound influence and significance of nonverbal cues in our ability to connect, convey meaning, and engage with others throughout our lives.[58] " While all of this is happening, the primary problem with language development is came to the conclusion that numerous models of language evolution shared the same important argument: "Nonverbal behavior precedes verbal behavior in the evolution of communication.

What is the relationship between classroom instruction and verbal and nonverbal communication in particular? Maybe most educators can only immediately respond to the first portion of the question.

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[56] Marianne LaFrance and Clara Mayo, "Cultural Aspects of Nonverbal Communication," *International Journal of Intercultural Relations* 2, no. 1 (March 1978): 71–89, http://dx.doi.org/10.1016/0147-1767(78)90029-9.

[57] AFerany Arifin, Fikriasih Wigati, and Zubaedah Wiji Lestari, "Typical Responses in Giving Evaluation: An Analysis of High and Low Context Culture Communication," *PAROLE: Journal of Linguistics and Education* 3, no. 1 (2013): 85–92

[58] Howard A. Smith, "Nonverbal Communication in Teaching," *Review of Educational Research* 49, no. 4 (1979): 631.

The primary objective of education extends beyond the mere imparting of knowledge; it includes the essential task of teaching the art of communication. This emphasis on communication is integral to a child's development as it aids in their exploration and understanding of what it means to be human.[59] Nonverbal phenomena are undeniably becoming defining elements of human interactions. In the context of education, it's crucial to recognize that the process of education transcends the mere transmission of knowledge. Education is fundamentally a communication process, with a particular emphasis on interpersonal communication practices. While knowledge dissemination remains essential, it is through effective interpersonal communication that students not only acquire information but also develop critical skills, social competence, and the ability to engage with the world around them. Thus, understanding and harnessing the power of interpersonal communication is a vital aspect of the educational endeavor.[60]

Teachers always communicate in the classroom, whether they are speaking or not. They are constantly communicating with the students through their body language, eye contact, movements, gestures, voice tones, and other artifacts. The most useful one is facial expressions since they typically provide a lot of information about how emotionally charged people are, to the point where some theorists consider facial expressions to be the second-most significant piece of data after language. Teachers can significantly impact students' achievement by utilizing nonverbal communication techniques. Teachers pay close attention to their pupils' knowledge during the learning process, encourage them, and even incite interest in students who are otherwise bored.

Teachers can have an impact on young kids nonverbally.[61] It is connected observation that a person learns more about himself and others the more information he provides.[62] Nonverbal communication, not verbal communication, was found to be the most significant.[63] Nonverbal communication holds a significant role as a form of communication within the classroom setting. It serves as an effective means to signal students about the commencement of a lesson, creating a nonverbal cue that is readily understood. Moreover, nonverbal communication plays a pivotal role in enhancing the teacher-student relationship, fostering rapport, and making the communication process appear more natural and acceptable to the audience. These nonverbal cues contribute to a positive and engaging classroom environment, where both educators and students can communicate effectively and comfortably.[64]

For example, cultural variations influence the nonverbal communication of teachers during the teaching process. Certainly, when a teacher makes intentional eye contact while speaking in the classroom, they are employing nonverbal communication to convey their message. Eye contact can serve various purposes, such as capturing students' attention, signaling importance, and fostering a sense of connection and engagement. It's a powerful nonverbal tool that can enhance the effectiveness of verbal communication, ensuring that students are attentive and receptive to the message being conveyed. When eye activity is widely studied as a subsection of kinesics, it

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[59] Matson, Floyd W, and Ashley Montagu. 1967. The Human Dialogue. New York : Free Press.

[60] Victoria, James. 1971. "A Language for Affective Education." Theory into Practice 10, no. 4 (October): 300–304. https://doi.org/10.1080/00405847109542346.

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[62] Galloway, Charles M, ERIC Clearinghouse, and United States. 1972. Analysis of Theories and Research in Nonverbal Communication.

[63] L. Thomas Keith, Louis G. Tornatzky, and L. Eudora Pettigrew, "An Analysis of Verbal and Nonverbal Classroom Teaching Behaviors," *The Journal of Experimental Education* 42, no. 4 (June 1974): 30–38, http://dx.doi.org/10.1080/00220973.1974.11011490.

[64] Mortazavi M., "Meta-Analysis of Communication Patternsin Math Learning Journal Article. ," *Journal of Educational Technology.* (2013).

incorporates an area of nonverbal. We focus on our face and eyes during conversation, along with our ears and eyes, and we mainly absorb communicative information in a learning context.[65] The eye signals, a crucial component of facial expressions, allow one to read the student's thoughts and comprehend their behavior.

In short, the non-verbal communication that plays a significant role in the classroom process has been emphasized. Nonverbal communication is the part of an essential communication that many teachers display with little awareness of their teaching process.

The teacher's challenge with nonverbal communication

There are many challenges faced during use of nonverbal communication in the classroom. For Instances environmental factors (teacher immediacy and students' motivation).

Environmental factors - teacher immediacy

Mehrabian's concept of immediacy, as defined, pertains to a set of communication behaviors aimed at fostering closeness and nonverbal interaction between individuals. In educational settings, immediacy is particularly relevant. It signifies the notion that teachers can bridge the perceived gap between themselves and their students by employing specific cues and behaviors. These cues can encompass nonverbal signals, gestures, and verbal techniques that create an atmosphere of approachability and connection, enhancing the overall learning experience within the classroom.[66] In accordance with theoretical models and research findings,[67] students who perceive their teachers as being immediate, meaning they employ behaviors and cues that foster a sense of closeness and connection, tend to exhibit higher levels of academic engagement, motivation, and excitement.

Close proximics, smiling, a direct bodily posture, and verbal variety are a few examples of the teacher's immediate behaviors that have been shown to be helpful in the classroom.[68] Additionally, students' probability of participating in comparable communication and their propensity to enroll in additional related courses were favorably correlated with immediate feedback. Students had a more positive perception of a teacher who displayed close proxemic behavior as opposed to a teacher who displayed remote behavior.[69]

There is some research that has consistently shown a link between affective learning and nonverbal immediacy in instruction. Immediacy did not influence student grades, according to Andersen's research.[70]. There was no difference in the performance of students with proximate

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[65] Hans, A. and Hans, E., "Kinesics, Haptics And Proxemics: Aspects Of Non-Verbal Communication. ," *IOSR Journal Of Humanities And Social Science* (2015): 47–52.

[66] Janis F. Andersen, Peter A. Andersen, and Arthur D. Jensen, "The Measurement of Nonverbal Immediacy," *Journal of Applied Communication Research* 7, no. 2 (November 1979): 153–180, http://dx.doi.org/10.1080/00909887909365204.

[67] Lisa Hsu, "The Impact of Perceived Teachers' Non-Verbal Immediacy on Students' Motivation for Learning English.," *Asian EFL J* 12, no. 4 (2010): 188–204.

[68] Lanette L. Pogue and Kimo Ahyun, "The Effect of Teacher Nonverbal Immediacy and Credibility on Student Motivation and Affective Learning," *Communication Education* 55, no. 3 (July 1, 2006): 331–344, http://dx.doi.org/10.1080/03634520600748623.

[69] T.D. Wilson, "Information Behaviour: An Interdisciplinary Perspective," *Information Processing & Management* 33, no. 4 (July 1997): 551–572, http://dx.doi.org/10.1016/s0306-4573(97)00028-9.

[70] Janis F. Andersen, "Teacher Immediacy as a Predictor of Teaching Effectiveness," *Annals of the International Communication Association* 3, no. 1 (December 1979): 543–559, http://dx.doi.org/10.1080/23808985.1979.11923782.

teachers.[71]. These nonverbal cues increase interlocutors' sensory stimulation, resulting in more intense and productive discussions.[72]

Because immediacy is regarded as a favorable evaluative approach behavior, immediacy is, in short, one of the issues that teachers need to be aware of. Most instances of immediacy promote arousal, which creates the ideal environment for cognitive learning.[73] This view was confirmed by Kelly and Gorham's discovery of an association between physical proximity and immediacy as measured by eye contact.[74]

Environmental factors - student motivation

Motivation plays a pivotal role in influencing students to become more engaged in their learning process. With motivation, students can improve their behavior and personality in their real life. The characteristics of motivation, as defined by Pintrich and Schunk, encompass the concept that motivation is a process through which goal-directed activity is initiated and sustained.[75] Motivation, as a communicative mechanism, can indeed be likened to the concepts of "approach and avoidance motivation."

Approach motivation is type of motivation is driven by the anticipation of positive outcomes or rewards, In contrast, avoidance motivation is prompted by the desire to prevent or avoid negative consequences or punishments. Furthermore, the classification of students' motivation into "trait motivation" and "state motivation".[76] Trait motivation refers to a person's general disposition or inclination toward learnin. State motivation, on the other hand, pertains to an individual's attitude and motivation toward a specific course or learning situation.[77] While students' trait motivation, which reflects their general inclination toward learning, tends to be relatively constant, their state motivation can indeed be influenced by various factors, including their perceptions of teachers and the actual behaviors of teachers.[78] Recognizing their role as active agents within the educational setting, teachers have the capacity to promote the development of student motivation toward learning. By fostering a positive and motivating learning environment, educators can help students stay engaged, motivated, and enthusiastic about their studies, ultimately contributing to their academic success and personal growth.

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[71] Alice H. Eagly and Shelly Chaiken, "An Attribution Analysis of the Effect of Communicator Characteristics on Opinion Change: The Case of Communicator Attractiveness.," *Journal of Personality and Social Psychology* 32, no. 1 (July 1975): 136–144, http://dx.doi.org/10.1037/h0076850.

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[74] Joan Gorham, "The Relationship between Verbal Teacher Immediacy Behaviors and Student Learning," *Communication Education* 37, no. 1 (January 1988): 40–53, http://dx.doi.org/10.1080/03634528809378702.

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The teacher's influence using nonverbal communication

A teacher must have an effect and influence resulting from the actions and communication given. One of them is the influence of a teacher on the views and perceptions of students through non-verbal communication. There are many examples of non-verbal communication that influence their teaching learning process.

Indeed, the gestures used by teachers can significantly impact students' understanding of the material and their motivation to learn. They not only enhance students' comprehension but also contribute to their motivation to learn. Because with gestures some of the students will respond to the teacher's verbal message and they will be better at understanding material from the teacher 's explanation. [79]

With the teachers smiling face it will make students enjoy and relay their learning process. Absolutely, a warm and caring demeanor is a highly valuable quality in a teacher. Building positive relationships with students and creating a welcoming classroom environment can significantly impact the teaching and learning process. The expression of the teacher's smiling face means that the teacher is happy, happy or enjoying at the time of teaching and this gives rise to a feeling and atmosphere that empowers students to follow the learning. Conversely, facial expressions without a smile can be interpreted by students that the teacher when teaching has feelings of anger and displeasure. [80]

The bright and cheerful face of the teacher inspires the students' learning. The teacher's facial expression is one of the effects for the students' motivation in learning.

Making eye contact with the kids demonstrates the teacher's interest in and respect for them. Many students appreciate it when their teacher maintains eye contact during interactions. It sends a powerful message that the teacher values what the student is saying. This can boost the student's self-esteem and confidence. The reason for this is that when teachers stare at their students, they are seen as being more energetic, enthusiastic, and direct. [81]

The way a teacher uses their voice, including intonation, pitch, and volume, can have a profound impact on the classroom dynamics. A well-modulated and expressive voice can make the lesson more engaging and help maintain students' attention. Students and teachers have a relationship that will use vocal expression in the learning teaching process. Using a louder voice can indeed be an effective technique to maintain students' attention and prevent them from feeling sleepy during a lesson.

When the teacher approaches the students, students are more willing to ask questions concerning the lesson. Going around the classroom and speaking to each student individually can be a highly effective teaching strategy, it's essential to manage classroom time effectively to ensure that all students have the opportunity for such interactions. They might take use of the opportunity to query the teacher about the reading or task. For the students, it is incredibly beneficial. Additionally, it makes students feel more connected to the teacher, which stimulates interaction. It is because a teacher can express a student's perception of another through the use of distance or physical space. Students view a teacher as unfriendly, unreceptive, unapproachable, and nonimmediate if they don't often approach them or let them approach them.

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G. Conclusion

To sum up, culture can be concluded as different from everyone's behaviors. It has characteristics and uniqueness in a variety of cultures and communication is one of those differences. Communication is one of the ways each individual communicates with another, and all way humans communicate will have differences starting from their tone, volume, expressions, and how they make eye contact with another and it is important to every individual to be conscious of the variation of culture to avoid disputes.

communication is not just a tool for transmitting information; it is the foundation of a successful teaching and learning process. It fosters relationships, promotes understanding, and ensures that education is a collaborative effort between teachers and students. Effective communication can lead to improved learning outcomes and a more fulfilling educational experience for all involved. Also, it functions as a connection between the two parties, allowing educational content to be transferred. With nonverbal communication, teachers recognize the relationship between appearance and emotions, including in their body aspects of vocabulary. Even though nonverbal communication is important for cultural variations, quite a few teachers often ignore it and take it for granted in class sessions. Improving teaching methods, including nonverbal communication, is crucial for achieving teaching goals and enhancing the overall effectiveness and quality of classroom instruction. and nonverbal is one of them. Teacher nonverbal behavior that conforms to cultural standards is more successful and increases interaction than a person's ethnic roots. They can use these skills to send signals to students that reinforce their learning while avoiding signals that hinder learning, so that students can easily improve their learning by how to perceive nonverbal communication.

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