

The Use Of Kinesics And Visual Resources To Improve Students' Understanding Of Teachers' Instructions

Autores:

Ingris Marianela Cedeño Rivadeneria
Universidad Laica Eloy Alfaro de Manabí

Estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
Chone – Ecuador

ingris.cedeno@pg.ulead.edu.ec
<https://orcid.org/0009-0007-1515-5725>

Victor Efren Alcivar Calderon
Universidad Laica Eloy Alfaro de Manabí

Docente de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
Chone – Ecuador

efren.alcivar@uleam.edu.ec
<https://orcid.org/0000-0003-1814-5657>

ABSTRACT

This study was conducted to analyze the importance of the teacher's use of kinesics and visual aids for students' comprehension of instructions in English classes.

A mixed-methods approach with a descriptive and interpretive design was employed. The study was conducted at a public institution in Ecuador, involving 37 students from a ninth-grade General Basic Education class. Data collection relied on three instruments: an observation checklist, a student questionnaire, and an interview with a body language expert. To triangulate the results, quantitative data were processed using descriptive statistics, while qualitative data were evaluated using thematic analysis. The results demonstrated that the use of facial expressions and body movements, as well as visual aids, significantly influenced the comprehension of instructions. Regarding kinesics, 37.84% of the students noted that the teacher's gestures greatly helped them understand the instructions, while another 37.84% indicated that the body movements used during demonstrations likewise improved their understanding. With respect to visual resources, 64.86% of students agreed that visual aids helped them better understand the instructions, and 62.16% abundantly agreed that the use of real objects made explanations clearer. The results demonstrated that the use of facial expressions and body movements, as well as visual aids, significantly improved the comprehension of instructions; this was evidenced by the students' increased attention, more active contribution, and greater confidence during learning activities. Similarly, data from the interview and the

observation sheet confirmed that multimodal skills greatly aid in the comprehension of instructions, obviating the need for excessive literal translation. Ultimately, the research demonstrates the positive impact of using kinesics and visual aids as an effective pedagogical strategy to improve comprehension of teacher instructions and foster a more dynamic and inclusive teaching-learning process in an English as a foreign language context.

Keywords: Kinesics, nonverbal communication, visual aids, multimodal skills, EFL instructions

RESUMEN

Este estudio se llevó a cabo para analizar la importancia del uso de la kinesia y de los recursos visuales utilizados por el docente para la comprensión de las instrucciones en las clases de inglés por parte de los estudiantes.

Se empleó un enfoque mixto con un diseño descriptivo e interpretativo. La investigación se realizó en una institución pública de Ecuador y contó con la participación de 37 estudiantes de noveno grado de Educación General Básica. La recolección de datos se basó en tres instrumentos: ficha de observación en clases, un cuestionario para los estudiantes y una entrevista con un experto en lenguaje corporal. Para triangular los resultados, los datos cuantitativos se procesaron mediante estadística descriptiva, mientras que los cualitativos se evaluaron utilizando análisis temático. Los resultados demostraron que el uso de expresiones faciales y movimientos corporales, así como de recursos visuales, influyó significativamente en la comprensión de las instrucciones. En cuanto a la kinésica, el 37,84 % de los estudiantes señaló que los gestos del docente les ayudaron considerablemente a entender las instrucciones, mientras que otro 37,84 % indicó que los movimientos corporales empleados durante las demostraciones también mejoraron su comprensión. Respecto a los recursos visuales, el 64,86 % de los estudiantes coincidió en que estos les ayudaron a comprender mejor las instrucciones, y el 62,16 % estuvo plenamente de acuerdo en que el uso de objetos reales hacía más claras las explicaciones. Los resultados evidenciaron que el uso de expresiones faciales, movimientos corporales y recursos visuales mejoró notablemente la comprensión de las instrucciones; esto se manifestó a través de una mayor atención, una participación más activa y una mayor confianza de los estudiantes durante las actividades de aprendizaje. Asimismo, los datos de la entrevista y de la ficha de observación confirmaron que las habilidades multimodales facilitan enormemente la comprensión de las instrucciones, eliminando la necesidad de recurrir a una traducción literal

excesiva. En definitiva, la investigación demuestra el impacto positivo del uso de la kinésica y los recursos visuales como estrategia pedagógica eficaz para mejorar la comprensión de las indicaciones docentes y fomentar un proceso de enseñanza-aprendizaje más dinámico e inclusivo en el contexto del inglés como lengua extranjera.

Palabras clave: kinésica, comunicación no verbal, ayudas visuales, habilidades multimodales, enseñanza de inglés como lengua extranjera (EFL).

INTRODUCCIÓN

During class, the educator often gives instructions verbally; however, not all students catch the ideas or understand the guidelines. This creates a challenge for students, as they have only limited proficiency in English and may encounter unfamiliar vocabulary, more complex grammatical structures, or rules that are difficult to understand.

To address these difficulties, teachers must combine visual resources with kinesics during verbal instruction. These strategies provide additional information that helps students interpret the meaning of the instructions given by the teacher. Consequently, kinesics refers to the use of body movements and gestures in communication, which helps teachers effectively convey instructions to students. Similarly, visual aids provide clear information and facilitate students' understanding of classroom tasks.

However, understanding the teacher's instructions in English classes can be somewhat challenging for students, as in some cases they have limited access to visual and instructional resources that would facilitate the processing of the information provided by the teacher. Therefore, if students do not effectively grasp what the teacher is conveying, they may face significant challenges in both participating actively in class and completing assignments independently. For this reason, many students choose to rely on their classmates, copy answers, or translate instructions into their native language. These difficulties highlight the importance of analyzing how teachers' non-verbal communication and the use of visual aids can help students understand instructions given in English.

Nonetheless, few studies have examined the combined use of kinesics and visual resources to facilitate students' comprehension of teacher instructions in English as a Foreign Language (EFL) classrooms, particularly in contexts with limited educational resources.

Therefore, this study aims to analyze the importance of employing kinesics and visual aids in the English classroom to foster the understanding of instructions during class activities. This is often particularly relevant for students whose level of English proficiency does not yet allow them to fully process lengthy oral instructions. In such circumstances, kinesics and visual resources can serve as accessible pedagogical aids, as gestures, body movements, images, and other visual materials can be integrated into routine classroom instruction without the need for sophisticated technology. In response to this gap, the present study examines the use of kinesics and visual resources in relation to students' understanding of teachers' instructions in an Ecuadorian EFL classroom. The study was conducted with ninth-grade students at a public educational institution and examines student perceptions, classroom behaviors, and the perspective of a body language expert. Given the descriptive and interpretive nature of the research design, the study does not aim to establish a direct causal relationship between kinesics or visual aids and student learning. Instead, it analyzes the extent to which these resources are perceived and observed as elements that support the understanding of the teacher's instructions. This approach provides contextual evidence from an English as a Foreign Language (EFL) setting within the Ecuadorian secondary education system and contributes to a better understanding of how non-verbal communication and visual aids can facilitate classroom instruction in contexts with limited educational resources. However, the use of visual aids and body movements improved participation and the understanding of instructions.

The main objective of this study was to analyze the extent to which the use of kinesics and visual resources is perceived and observed as supporting students' understanding of teachers' instructions in an EFL classroom. Accordingly, the study addressed the following research questions:

1. To what extent do students perceive kinesics and visual resources as supporting their understanding of teachers' instructions in the EFL classroom?
2. How are kinesics and visual resources observed during teachers' instructional practices in the EFL classroom?
3. How does an expert in body language perceive the use of kinesics and visual resources in supporting students' understanding of teacher instructions?

THE USE OF KINESICS AND VISUAL RESOURCES TO IMPROVE STUDENTS' UNDERSTANDING OF TEACHERS' INSTRUCTIONS

LITERATURE REVIEW

Teaching English as a Foreign Language (EFL) requires the implementation of effective instructional strategies that enhance students' understanding of classroom instructions. One of the main challenges in EFL contexts is that learners often struggle to understand teachers' directions due to limited language proficiency. This limitation negatively affects students' participation, academic performance, and overall learning outcomes. Therefore, it is necessary to explore alternative strategies that support comprehension and improve communication in the classroom.

This literature review examines the use of kinesics and visual resources as pedagogical tools to improve students' understanding of teachers' instructions. However, it emphasizes how nonverbal communication, such as gestures, facial expressions, and body movements, together with visual aids, supports verbal explanations. Furthermore, explores relevant research reviews that provide theoretical support for the present study.

Kinesics and Nonverbal Communication

Kinesics

Kinesics involves body language cues in nonverbal communication, with gestures, posture, facial signals, and visual engagement. (Hans,& Hans, 2015) Furthermore, these rudiments play a role as nonverbal indicators that accompany verbal instruction. In the same vein, (Birdwhistell, 1970) says that bodily movements function as structured systems that facilitate communication and social interaction.

Nonverbal communication includes different channels such as kinesics, proxemics, haptics, chronemics, oculosics, and paralanguage (Burgoon, Manusov, and Guerrero, 2021) Each of these channels plays a specific role in transmitting meaning. Similarly, (Negi J.S, 2009)

highlights that gestures, eye contact, and vocal features are essential components that support comprehension in educational contexts.

(Harisnawati et.al, 2022), explain that communication involves both verbal and nonverbal elements, where gestures, posture, and facial expressions contribute to conveying messages effectively. In addition, (O. M. Kunitsyna, 2020) introduces the concept of polycode texts, emphasizing that communication is constructed through the interaction of verbal and nonverbal elements.

From this perspective, the integration of verbal and nonverbal communication allows teachers to provide clearer and more meaningful instructions. When learners receive information through multiple channels, comprehension is enhanced, especially in EFL contexts where language limitations are present.

(Paranduk, R, & Karisi, Y, 2021), through a systematic review, demonstrate that nonverbal communication significantly influences teaching effectiveness, although its application requires appropriate strategies. (Liu, W, 2021) states that teacher immediacy, expressed through verbal and nonverbal behaviors, positively affects students' motivation, participation, and academic performance. These findings suggest that the use of nonverbal communication contributes to more effective classroom interaction.

(Cestero Mancera, Ana M, and Mercedes Díez-Prados, 2021) found differences in the use of paralinguistic features, such as tone, volume, and sound lengthening, between Spanish and British speakers, as well as between genders when attempting to persuade an audience. These findings highlight the importance of non-verbal elements in communication, which can also be relevant in educational contexts where teachers use voice and body language to enhance students' understanding.

“Most studies rely on qualitative approaches, limiting the ability to measure the direct impact of kinesics on comprehension outcomes.”

Gestures and Body Movements in Teaching

Gestures play a key role in supporting the learning process. Research indicates that gestures help represent abstract ideas visually, making them easier to understand (Alibali et al.,

2009) For instance, when teachers use hand movements to illustrate concepts, students are more likely to comprehend and retain the information.

Facial expressions are also an important component of nonverbal communication because they convey emotions and attitudes during interaction (Bailey B, 2018), These expressions help students interpret messages and understand the teacher's intentions more clearly.

Positive nonverbal behaviors, such as eye contact and appropriate gestures, influence students' perception of teacher credibility and increase their motivation to learn (Keelson, et al, 2024), Similarly, lecturers' nonverbal cues, including gestures and voice intonation, have been shown to enhance student engagement in the classroom.

The use of gestures has also been explored in different subject areas. (Syahrir & As'ari, 2019), found that gestures such as pointing and symbolic movements improve students' understanding of mathematical concepts. In language teaching, (Thompson & Renandya, 2020), highlight that gestures support grammar correction, particularly through deictic gestures that draw attention to specific forms.

Teacher movement in the classroom is another important aspect of nonverbal communication. (Isma et al, 2024), indicate that movement helps maintain students' attention and promotes interaction, contributing to a more dynamic learning environment.

Although there is strong evidence supporting the use of gestures, (Gao, 2021), points out that there is still limited research on how different types of gestures affect EFL learners' comprehension. This suggests the need for further studies to better understand the role of gestures in language learning.

(Samuel A. Keelson et al, 2024) reported that lecturers' nonverbal signals, including gestures, eye contact, and voice intonation, play a significant role in increasing students' engagement during lectures. This suggests that when teachers intentionally use nonverbal communication, students tend to pay more attention and participate more actively in the learning process, thereby creating a more dynamic and interactive classroom environment. Furthermore, positive body language contributes to fostering students' confidence and creating a supportive learning atmosphere.

Student understanding of teacher instruction

Communication in the classroom involves both verbal and nonverbal elements that work together to facilitate understanding. The Flanders Interaction Analysis Categories System (FIACS) provides a framework to analyze verbal interaction patterns in the classroom (Charisma, 2020). However, focusing only on verbal communication may limit the understanding of how students process instructional input.

(Daskan, A, & Yildiz, Y, 2020) emphasize that effective communication is essential for successful teaching and learning. Nonverbal behaviors such as gestures and facial expressions reinforce verbal explanations and help students understand instructions more clearly.

Research findings support this idea. (Panjaitan, et al, 2017), and (Smith, et al, 2022), demonstrate that gestures improve students' comprehension and retention, especially when the content is complex. Similarly, (Diobi, 2023), highlights that nonverbal communication increases student motivation, participation, and engagement in language learning contexts.

Teacher immediacy also plays a significant role in student learning. (Kaniadewi, Nita, and Shafira Larasati, 2025), found that when nonverbal cues are limited, students' motivation may decrease. In contrast, (Burgoon et al., 2021) and (Brink Andersen, Linea, 2020), indicate that facial expressions and voice projection enhance relational immediacy and improve student motivation. However, cultural and contextual factors may influence the use of nonverbal communication, as explained by (Nur, et al, 2023).

In addition, (Shinoda et. al, 2021)emphasize that teachers' visual attention is important for identifying students' off-task behavior, which contributes to better classroom management and engagement.

(Ahmadi et al, 2021) state that when EFL teachers demonstrate supportive, friendly, and understanding behaviors, they can build closer relationships with their students. By encouraging, assisting, and responding to learners' needs, teachers enhance students' autonomous motivation. Therefore, teachers are not only responsible for delivering knowledge but also for fostering motivation through positive and effective interaction. Positive teacher behavior plays a crucial role in creating a supportive learning environment. When students feel understood and encouraged, they are more likely to participate actively and develop greater motivation to learn.

According to (Yildiz, Y & Hur, M. Y, 2020), students need to have control over their learning in order to make better progress, and blended learning can help promote this autonomy. In this sense, teachers should support learners by creating opportunities that allow them to participate actively in their learning process.

The evidence suggests that combining verbal and nonverbal communication strategies allows teachers to provide clearer instructions and create a more interactive learning environment. This integration supports students' understanding and improves their overall learning experience.

Methodological Insights and Critical Analysis

The studies reviewed employ a variety of methodologies, including quantitative research, systematic reviews, and theoretical analyses. Although most reviews feature the confident effect of kinesics and visual resources, it is also evident that limitations exist.

Among these factors, one of the main limitations is the scarcity of research specifically in the field of teaching English as a second language. These limitations highlight the need for further investigation into how kinesics can be more effectively integrated into different didactic scenarios.

Despite these boundaries, the investigations reliably determine that nonverbal language is an appreciated instrument in education. Nevertheless, its efficacy is contingent on appropriate use and responsiveness to circumstantial reasons, including educational transformations and teaching space undercurrents.

The work expresses a reliable connection between nonverbal communication and enhanced pupil understanding. Kinesics and visual aids attend to voiced exercise as additional funding that facilitates conception. The incorporation of these foundations produces a multimodal learning situation that increases contact and engagement.

In conclusion, the literature reviewed demonstrates that kinesics and visual resources play a crucial role in improving students' understanding of teachers' instructions in EFL contexts. Nonverbal communication, particularly gestures and facial expressions, supports verbal explanations and enhances classroom interaction.

Although previous studies highlight the benefits of these strategies, there is still a need for further research, especially in secondary education contexts. Combining verbal and non-verbal communication tactics can lead to better performance regarding instructions and improved learning results.

METHODOLOGY

This homework assumed a mixed-methods research strategy to examine the results of kinesics and visual resources on students' conception of instructor advice in English language schoolrooms.

This project combines quantitative and qualitative approaches, enabling an inclusive consideration of the study's problems. Furthermore, the study follows a descriptive and interpretative approach to analyze students' responses and behaviors. The participants consisted of 37 students enrolled in the ninth grade of Basic General Education, aged between 13 and 14 years old. The group included 20 female and 17 male students; most participants came from rural areas and socioeconomically disadvantaged backgrounds, where access to technological and educational resources, such as online platforms, is limited. However, this directly affects their English language learning, as they lack the necessary resources for their education. Consequently, the students' English proficiency level was classified as A1 or A2 according to the CEFR, indicating a basic command of the language. At this stage, students typically rely on visual and non-verbal cues to understand instructions.

The research was conducted at a public institution in Ecuador, and the process took place during English class hours. This educational context is characterized by limited resources, large class sizes, and predominantly traditional teaching practices. Within this setting, the integration of kinesics (gestures, facial expressions, and body movements) and visual resources (such as images, flashcards, and board illustrations) plays a key role in facilitating students' comprehension, providing essential non-verbal support to understand instructions.

To examine this setting, a convenience sampling method was used, as the researcher worked with an accessible group during the teaching practice period. Therefore, data were collected using three methods: an observation checklist, a student questionnaire, and an interview with a body language expert. The observation checklist was used in a ninth-grade classroom,

allowing for an open analysis of student behavior as well as their level of contribution and conception during English lessons. Additionally, the questionnaire was administered to the same group of students to gather quantitative data on their perceptions regarding the effectiveness of kinesics and visual aids.

Additionally, the study included the participation of one expert in body language, who contributed through an interview to provide a specialized perspective on the use of kinesics in educational contexts. However, a convenience sampling method was used, as the researcher worked with an accessible group during the teaching practice period. The combination of these methods enabled data triangulation, strengthening the reliability of the study.

The following instruments were used:

Observation checklist covering the following indicators: comprehension of instructions, participation, use of kinesics, use of visual aids, and activity implementation, designed for a ninth-grade General Basic Education classroom. Expert teachers validated the following instrument. Similarly, a questionnaire was administered to ninth-grade students, featuring various Likert-scale items to measure their perspectives on the use of kinesics and visual aids; the questionnaire was tailored to their English proficiency level. A semi-structured interview with a body language expert was also conducted; this interview included open-ended questions aligned with the pedagogical role of non-verbal communication. However, these instruments were designed to gather both qualitative and quantitative data.

This study was conducted in several stages: 1) Design and validation of instruments: the instruments were developed and reviewed by expert teachers to ensure their validity and coherence. 2) Implementation of the teaching methodology. 3) Classroom observation: observations were recorded during English lessons in a ninth-grade General Basic Education classroom, documenting student behavior and how they better understood instructions through the use of kinesics and visual aids. 4) Administration of questionnaires: a questionnaire was given to ninth-grade General Basic Education students after the teaching process concluded. 5) Questionnaire administration: a questionnaire was administered to ninth-grade General Basic Education students after the teaching process concluded. 6) Expert interview: a body language professional was interviewed to gather professional insights. 7) Integration of information: all the data were gathered for analysis. The quantitative results from the student questionnaire were

looked at using statistics and percentages to find trends. In the way the qualitative data, from observations and interviews was analyzed to connect patterns and main themes related to understanding and teaching methods. This helped give a more complete understanding of the results.

As part of the prior research activities, before collecting the data, I had requested and obtained authorization from the relevant institutional authorities to carry out the classroom observations. All students were advised that participation in the study was voluntary, and they were fully informed of the study. Discretion and secrecy were certain, and the data were used completely for academic purposes. Furthermore, informed consent was obtained from the expert participant before conducting the interview.

This research aims to ensure the study is consistent and conducted in a uniform manner. Various data collection methods, including multiple instruments, were employed, and the quality of the tools used was verified through review by experienced teachers; this procedure is known as data triangulation. These stages were undertaken to ensure that the results were credible and reliable. Reliability was dominant, as the goal was to secure honest results. The methodology was applied systematically and uniformly at every stage of the study, reinforcing the credibility of and confidence in the results. Seeking to establish confidence in their conclusions, the researchers conducted the study with great rigor. However, the study does have certain limitations. First, it involved a small sample of participants. The study was conducted at an educational institution where the majority of students come from rural areas and small towns. This specific context influences the students' educational experience. Consequently, it is necessary to take these circumstances into account when analyzing the findings. The researchers employed multiple methods simultaneously to carry out the work. However, the study was of short duration; consequently, the long-term effects of using kinesics and visual aids with the students remain unknown, as the results might have differed from those obtained during this limited period.

Consequently, the methodology has been described in a clear and structured way to allow replication in similar contexts, detailing each stage of the process to facilitate its application in future research.

RESULTS

Questionnaire Results

The questionnaire applied to ninth-grade students aimed to identify their perceptions regarding the use of kinesics and visual resources in the comprehension of teachers' instructions during English classes. The results revealed a generally positive perception toward the integration of nonverbal communication and visual support strategies.

Dimension 1: Students' Perceptions of Kinesics in the Comprehension of Teacher Instructions

Regarding the results of Question 2, which assessed the extent to which the teacher's gestures help students understand instructions, 14 students (37.84%) indicated "quite a lot," another 14 (37.84%) specified "moderately," while 3 (8.11%) selected "a little" and 6 (16.21%) selected "a lot." These findings demonstrate that the teacher's gestures are highly beneficial in helping students gain a meaningful understanding of instructions during English classes.

Regarding question 3, which examined students' understanding when the teacher demonstrates an activity through body movements, the most significant result corresponded to the "quite a lot" level, reported by 14 (37.84%) students. A second important group comprised 13 (35.13%) students, who indicated a fair level of understanding, while 6 (16.21%) students reported understanding the activity well. Conversely, 4 (10.82%) students stated that they understood the activity only slightly. Therefore, it is evident that the use of body movements greatly helps students better understand instructions within the classroom.

Regarding question 4, which examined the extent to which the teacher's slow and clear speech helps students understand the instructions, the most significant result fell within the "quite a lot" level, reported by 13 students (35.13%). Another notable group consisted of 11 students (29.72%), who showed that speaking slowly and clearly helped them to a fair extent, while 8 students (21.62%) stated that it helped them a lot. In contrast, 4 students (10.82%)

testified that it did not help them at all, and only 1 student (2.71%) indicated that it helped only somewhat. However, the results show that 35.13% of respondents indicated "quite a lot." This means that speaking with pauses and clarity greatly helps students understand the teacher's instructions.

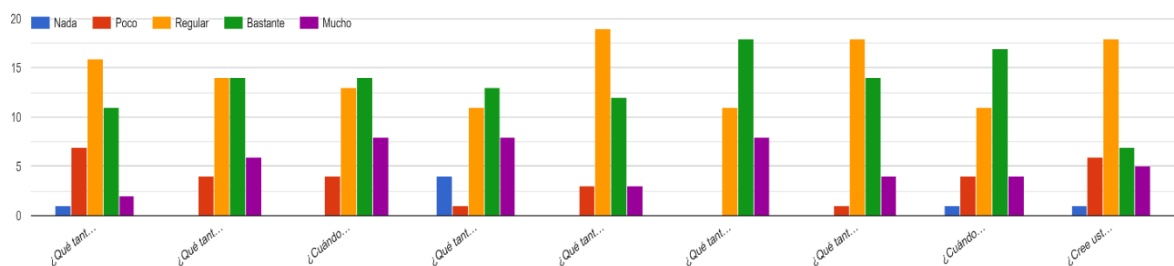
Regarding response 5, which addresses the importance of visual resources for understanding instructions, the results show that 19 students (51.35%) rated them as "moderately" helpful and 12 students (32.43%) as "quite" helpful, while 3 students (8.10%) considered them "very" helpful; however, 3 students indicated that they were "not very" helpful. Overall, the results demonstrate that visual aids are highly beneficial for understanding instructions, as evidenced by the 51.35% figure, highlighting their great utility.

According to Graph 1, the results reveal the importance of using kinesics and visual aids in students' comprehension of the teacher's instructions; gestures, body movements, and clear, measured delivery combined with visual aids greatly assist students in fully understanding the instructions.

Graph 1

Understanding of Instructions

Seleccione la opción que mejor representa su experiencia en clase (COMPRESIÓN DE INSTRUCCIONES)



Academics' Observations of Visual Resources in Classroom Instruction

The next part of the questionnaire examined apprentices' observations around the use of visual resources such as images, flashcards, realia, illustrations, and slides.

Regarding Question 1 of Graph 2, which asked students to rate the extent to which they agreed that visual aids used by the teacher help them better understand instructions given in English, 24 students (64.86%) indicated they "agreed," indicating that these resources are highly

advantageous to them. Meanwhile, 4 students (10.81%) stated they "strongly agreed"; on the other hand, 3 students (8.10%) "strongly disagreed," another 3 (8.10%) "disagreed," and 3 (8.10%) were impartial. Overall, the results show that 64.86% of the students agree that the visual resources used by the teacher during English classes are fundamental to understanding the instructions specified in those classes.

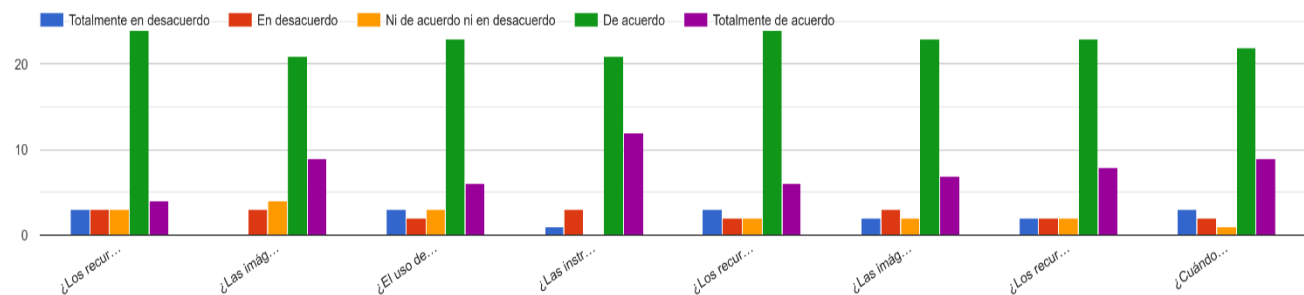
According to question 3, which assesses the extent to which one 'agrees' with the teacher using real objects in English class to ensure instructions are clear, 23 students (62.16%) indicated "strongly agree," demonstrating that the use of real objects is significant for understanding instructions. Meanwhile, 6 students (6.21%) indicated "agree," 3 students (8.10%) stated a neutral stance; however, 2 students (5.40%) disagreed, and 3 students strongly disagreed. These results show that the majority of students agree that using real objects makes explanations clearer and more precise, highlighting the importance of this strategy.

Regarding question 4 which addresses whether instructions accompanied by images or teacher demonstrations facilitate the understanding of directions during English classes 21 students (56.76%) indicated 'agreement' and 12 (32.43%) expressed 'strong agreement' however, 3 students (8.11%) expressed 'disagreement' and 1 (2.70%) 'strong disagreement'. Consequently, the questionnaire results demonstrate that the use of visual aids and clear instructions improves students' understanding of directions.

In conclusion, regarding Question 8, which states that using visual aids makes it easier for students to follow an activity step by step, 22 out of 37 students (59.46%) selected "Agree." This highlights the vital importance of visual aids in helping students better understand the teacher's instructions; indeed, 12 students (32.43%) expressed "Strong Agreement" with their use. Conversely, 2 students "disagreed", and 3 "strongly disagreed", while 1 student remained "neutral". Therefore, the use of visual aids is a highly beneficial strategy for the conception of instructions.

Graph 2 *Visual Resources*

Seleccione la opción que mejor representa su experiencia en clase (RECURSOS VISUALES)



Expert Interview Results

The semi-structured interview conducted with the body language expert provided qualitative insights into the pedagogical importance of kinesics and visual resources in English language teaching. The interview responses were analyzed through thematic coding and categorization.

Table 1

Coding and Categorization of the Interview

Categories	Codes Identified	Evidence from the Interview
Importance of Nonverbal Communication	Motivation, real communication, body language, interaction	The expert stated that nonverbal communication is “extremely important” because it motivates students and makes language more real and meaningful.
Kinesics and Comprehension	Gestures, facial expressions, clarity, engagement	The expert explained that kinesics improves comprehension by making lessons clearer, more interactive, and easier to understand.
Gestures Used in Class	Indicator signals, facial lexes, body movement	The interview emphasized the use of nonverbal signals to explain language rules, concepts, and facial language to encourage participation.
Teacher Support Through Gestural Communication	Understanding, participation, and	Gestures help students conclude importance themselves instead of relying on change.

	attention	
Psychological or cognitive perspective	Genuine curiosity, Emotional microexpressions	According to the expert, students develop cognitive responses when teachers foster genuine curiosity. Tutors would offer helpful feedback and use emotional microexpressions to inspire students to identify their mistakes.
Oral instruction versus instruction by gestures	Improved understanding, collaboration, mission presentation	The expert mentions that students understand instructions more effectively when teachers use their hands and different expressions; students understand, work, and cooperate with the teacher
Use of Visual Resources	images, real objects, slides, flashcards	The expert mentions that visual resources help avoid translation in English classes, which is one of their main benefits. Teachers.
Influence of Visual Resources on attention and during classroom	attention, interaction, emotional impact	Graphic resources help students' effort, participate dynamically, and process information.
The effectiveness of visual resources	Body language, images, role plays, videos	Videos, charts, textbook or online images, and role-play activities can be effective resources to engage students and support learning.
Impact the use of kinesics and visual resources	Curiosity, strategies, Participation	These strategies inspire students' curiosity and enthusiasm, inspiring active participation in activities such as guessing games
Recommendations by Teacher	Circumvent transformation, play, and elicit vocabulary	Teachers should also elicit vocabulary and students' former involvements already presenting new grammar, permitting apprentices to underwrite ideas and advance their understanding of instructions.

Thematic Analysis of the Interview

The interview findings revealed that nonverbal communication plays a fundamental role in English language teaching, particularly in contexts where students possess low proficiency levels. The expert emphasized that gestures, facial expressions, posture, and eye contact support comprehension by making instructions more explicit and interactive.

Another relevant finding is that kinesics contributes to creating a safe and motivating classroom environment. According to the interviewee, students participate more actively when teachers demonstrate supportive and encouraging body language. This emotional and psychological support reduces anxiety and promotes learner confidence.

Regarding visual resources, the expert highlighted the importance of images, flashcards, realia, videos, and role plays as tools that facilitate comprehension and maintain students' attention. These resources allow learners to associate language with visual context instead of depending exclusively on translation.

The discussion also revealed that compounding verbal descriptions with meaningful signals improves students' thoughtfulness of schoolroom responsibilities. The expert described that motions help students conclude connotation clearly and develop greater independence in the learning process.

Therefore, it was found that kinesics and visual aids positively influence the understanding of teacher instructions in English classrooms.

Classroom Observation Results

Table 2

Coding and Categorization of the Observation Checklist

Categories	Codes Identified	Observable Evidence
Student Attention	Focus, eye contact, concentration	Students remained attentive when the teacher used gestures and visual materials during instruction.
Participation in	Interaction, response,	Learners participated more actively in classroom tasks when instructions were accompanied by

Activities	collaboration	kinesics and visuals.
Comprehension of Instructions	Understanding, task completion, interpretation	Most students were able to follow instructions correctly when nonverbal communication was integrated.
Use of Kinesics by the Teacher	Gestures, facial expressions, body movement	The teacher consistently used body language to reinforce explanations and classroom directions.
Use of Visual Resources	Images, board illustrations, flashcards	Visual materials were used to contextualize vocabulary and support comprehension.
Student Motivation	Interest, enthusiasm, confi	

DISCUSIÓN

Interpretation of the MAIN Findings

The present study examined the influence of kinesics and visual resources on students' comprehension of teachers' instructions in English language classrooms. The findings showed that the use of gestures, facial expressions, body movements, and visual materials improved students' understanding, attention, and participation. The questionnaire, classroom observation, and expert interview consistently demonstrate that multimodal teaching strategies provide effective support for learners with basic English proficiency.

The questionnaire shown that students recognize kinesics and visual resources as essential for understanding English instructions. Highly number of participants agreed that gestures, images, and flashcards aided them finish classroom tasks more confidently and actively contribute in lessons. These findings suggest that visual and contextual assistance decreases comprehension troubles and eases language learning.

(Qin & Wang, 2021), they sustain that multimodal training grows students' attention and comprehension through the integration of gestures and visual elements. Likewise, (Liu, Z, 2022) found that picture-supported instruction improves vocabulary learning and helps learners

interpret information more effectively. Therefore, the positive perceptions identified in this study confirm the value of combining verbal explanations with visual resources.

The classroom observation showed that students paid greater attention and followed instructions more accurately when teachers incorporated gestures and visual materials into their lessons. Learners also participated more actively, suggesting that kinesics supports classroom interaction and facilitates the understanding of English instructions.

This finding supports (Liu, Z, 2022), who explains that multimodal communication strengthens language learning by integrating verbal and visual resources. The observation confirms that students responded with greater confidence when gestures and images reinforced spoken language, creating a more interactive learning environment.

The expert interview highlighted that kinesics and visual resources reduce students' dependence on translation and encourage meaningful communication. According to the specialist, gestures, eye contact, and visual materials help learners interpret instructions naturally while increasing confidence and participation during classroom activities.

These findings agree with (Lopez, Ozieblo, R, 2024), who demonstrated that pedagogical gestures improve learning and facilitate the understanding of complex concepts. Therefore, the alignment between the experts' concepts and the effects of the questionnaire and observation sheet demonstrates that multimodal strategies enhance English language learning.

This study demonstrates the importance of combining verbal explanations with gestures and visual aids, as this enhances student interaction and participation.

The research is based on contributions from a single institution; however, future case studies should incorporate evidence of prolonged integration to analyze the effects of kinesics and visual resources.

To sum up, the combination of kinesics and visual resources remarkably of kinesics and visual resources significantly improves students' comprehension of teachers' instructions and encourages more attention, self-confidence, and participation. These findings suggest that incorporating multimodal strategies into English lessons can contribute to more effective and inclusive language teaching.

The expert interview supported the findings obtained from the questionnaire and classroom observation by emphasizing the importance of kinesics and visual resources in English language teaching. According to the specialist, gestures, facial expressions, and eye contact facilitate the interpretation of instructions, reduce students' dependence on translation, and promote a more interactive classroom environment. These observations coincide with the positive responses and behaviors identified during the research process.

This interpretation is consistent with (Lopez, Ozieblo, R, 2024), who states that pedagogical gestures improve students' understanding and strengthen the learning process through meaningful communication. Likewise, the expert highlighted that visual resources such as flashcards, images, and realia help students relate language to context, making English instructions clearer and easier to follow. The contrast between the questionnaire, observation sheet, and interview results emphasizes the consistency of the schoolwork and provisions for the use of multimodal training approaches.

This study recommends incorporating kinesics and visual aids into English classes, as these elements help students improve their comprehension and participation while boosting their confidence in learning the language. This approach provides significant support, enabling students to understand the teacher's instructions more clearly and thereby creating a more dynamic and inclusive learning environment.

This study was limited by the small sample size, the use of convenience sampling, and the short duration of the intervention, which may restrict the generalization of the results. Future research should include larger populations and longer interventions to examine the long-term effects of kinesics and visual resources on English language learning and other language skills.

The present study demonstrates that kinesics and visual resources positively influence students' comprehension of teachers' instructions in English language classrooms. Therefore, incorporating gestures, body language, and visual materials into everyday English instruction can contribute to more effective and student-centered schooling practices, particularly in educational settings where apprentices require extra support to understand the target language.

CONCLUSIONS

This study analyzed the influence of kinesics and visual resources on students' comprehension of teachers' instructions in English language classrooms and demonstrated that these strategies positively contribute to the teaching and learning process. The results obtained from the questionnaire, classroom observation, and expert interview consistently showed that gestures, facial expressions, body movements, images, flashcards, and other visual materials improve students' understanding, increase their attention, and encourage active participation during classroom activities.

In short, this study demonstrates that nonverbal communication, combined with visual aids, greatly supports students with a basic level of English, enabling them to understand instructions efficiently and perform tasks with greater confidence. Furthermore, the combination of the three research elements revealed that multimodal teaching strategies foster clear communication and create a more inclusive and interactive environment. These approaches not only improve command but also encourage motivation, classroom engagement, and learning experiences.

Although the investigation was conducted with a restricted illustration and within a detailed instructional context, the results provide valued suggestion for English teachers looking for real-world accessible methods to enhance students' comprehension of classroom instructions. Future revisions may increase this research by including larger populations and examining the long-term effects of multimodal teaching on different language skills.

In conclusion, the combination of kinesics and visual resources epitomizes a real academic method that reinforces pupils' understanding of English instructions and contributes to a more self-motivated, participatory, and student-centered scholarship development. Consequently, English teachers are invigorated to integrate these multimodal approaches as a regular element of their instructional practice to foster healthier communication and expand learning outcomes.

Referencias

- Ahmadi et al. (2021). Teachers' interpersonal behaviors contribute to learners' autonomous and controlled motivation. *International Journal of Emotional Education*, 13(1), 66-86. Obtenido de <https://journals.bilpubgroup.com/index.php/fls/article/view/6386/5173>
- Alibali et al. (2009). Gesture–speech integration in narrative: Are children less redundant than adults. *Gesture*, 290-311.
- Bailey B. (2018). The Importance of Nonverbal Communication in Business and How Professors at the University of North Georgia Train Students on the Subject. *Honors theses*, 33.
- Birdwhistell. (1970). *Kinesics and context: Essays on body motion communication*. University of Pennsylvania Press.

- Brink Andersen, Linea. (2020). "Non-Actual Motion Expressions in Language and Gesture.". Obtenido de <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/7428/5309>
- Burgoon et al. (2021). *Nonverbal Communication*. Routledge. Obtenido de <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/7428/5309>
- Burgoon, Manusov, and Guerrero. (2021). *Nonverbal Communication*. Routledge. Obtenido de <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/7428/5309>
- Cestero Mancera, Ana M, and Mercedes Díez-Prados. (2021). Paralinguistic resources in persuasive business communication in English. (E. b.-F. Benjamins, Ed.) *In Discourse Studies in Public Communication.*, 245–71.
- Charisma. (2020). The Implementation of Flanders Interaction Analysis Category System (FIACS) in an EFL Classroom},. *{Concept : Community Concern for English Pedagogy and Teaching}*,, {5},, {86-93},. doi:{10.32534/jconcept.v5i2.1390}
- Daskan, A, & Yildiz, Y. (2020). Blended learning: A potential approach to promote learning outcomes. *International Journal of Social Sciences & Educational Studies*,, 7(4), 103-108. Obtenido de DOI: <https://doi.org/10.34069/AI/2022.59.11.2>
- Diobi. (2023). Communication Strategies Used by Students in English Learning-Teaching: A Discourse-Ethnographic Study. *Journal of English Language Teaching and Literature (JELITA)*, 4(2), 2721–1916. Obtenido de <https://jurnal.umbarru.ac.id/index.php/jelita/article/view/827/240>
- Gao. (2021). Towards the role of language teacher confirmation and stroke in EFL/ESL students' motivation and academic engagement: a theoretical review. *Frontiers in Psychology*,, 12.
- Hans,& Hans. (2015). Kinesics haptics and proxemics: Aspects of non-verbal communication. *IOSR Journal of Humanities and Social Science*, 47-52. Obtenido de <https://pdfs.semanticscholar.org/d67d/4f83653a289300633cd20c8354e15304bf25.pdf>
- Harisnawati et al. (2022). Teachers' Verbal and Nonverbal Communication in EFL Classroom at Vocational High School in Makassar. *Pinisi Journal of Art, Humanity*

- and Social Studies*, 2(2). Obtenido de <https://qemsjournal.org/index.php/eduline/article/view/2446/1742>
- Isma et al. (2024). Examining University Students' Business English Writing Performance: Frequent Errors and Pitfalls. *Research and Innovation in Applied Linguistics [RIAL]*, 2(2), 79-94. Obtenido de <https://www.jurnal.umbaru.ac.id/index.php/jelita/article/view/827/240>
- Kaniadewi, Nita, and Shafira Larasati. (2025). Teacher'S Nonverbal Immediacy Behaviors and Students' Motivation: A Correlative Study in an Efl Class in Cikarang.”. *Esteem Journal of English Education Study Programme*, 8(2). Obtenido de <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/7428/5309>
- Keelson, et al. (2024). The role of non-verbal communication in higher education: Implications for effective teaching. *International Journal of Instruction*, *17*(3), 101–118. Obtenido de file:///C:/Users/SAMSUNG/Downloads/3491-3500.pdf
- Liu, W. (2021). Does teacher immediacy affect students? A systematic review of the association between teacher verbal and non-verbal immediacy and student motivation. *In Frontiers in Psychology*, (Vol. 12). *Frontiers Media S.A.*
doi:<https://doi.org/10.3389/fpsyg.2021.713978>
- Liu, Z. (2022). Introducing a multimodal perspective to emotional variables in second language acquisition education:. *Systemic functional multimodal discourse analysis. Frontiers in Psychology*, 13, 1016441.
doi:<https://doi.org/10.3389/fpsyg.2022.1016441>
- Lopez, Ozieblo, R. (2024). Effects of pedagogical gestures on learning abstract grammatical concepts in young adults. *Frontiers in Communication*.
doi:<https://doi.org/10.3389/fcomm.2024.1372033>
- Negi J.S. (2009). The role of teachers' non-verbal communication in ELT. *Journal of NELTA*, 14 (1-2), 101-110.
- Nur, et al. (2023). “Exploring the Impact of Cultural Diversity on Teacher ’ s Nonverbal Communication A . Introduction.”. *Social Studies in Education*, 01(01), 1–22.
Obtenido de <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/7428/5309>

- O. M. Kunitsyna. (2020). Features of the construction and perception of polycode texts in modern communication // Vestnik MSLU. *Humanitarian sciences.*, 71-73.
Obtenido de <https://inlibrary.uz/index.php/linguistics-and-teaching/article/view/31472/32110>
- Panjaitan, et al. (2017). Interaction of verbal communication of the teacher from the Philippines in the teaching activity for nursery II students at the Singapore International School, Medan. *International Journal of Scientific & Technology Research*, 6 (7), 33-40.
- Paranduk & Karisi. (2021). THE EFFECTIVENESS OF NON-VERBAL COMMUNICATION IN TEACHING AND LEARNING ENGLISH: A SYSTEMATIC REVIEW. *Journal of English Culture, Language, Literature and Education*, 8(2). . Obtenido de <https://qemsjournal.org/index.php/eduline/article/view/2446/1742>
- Paranduk, R, & Karisi, Y. (2021). THE EFFECTIVENESS OF NON-VERBAL COMMUNICATION IN TEACHING AND LEARNING ENGLISH: A SYSTEMATIC REVIEW. *ournal of English Culture, Language, Literature and Education*, 8(2). Obtenido de <https://qemsjournal.org/index.php/eduline/article/view/2446/1742>
- Qin & Wang. (2021). How EFL Teachers Engage Students: A Multimodal Analysis of Pedagogic Discourse During Classroom Lead-Ins. *Frontiers in Psychology*, 12, 793495. doi:<https://doi.org/10.3389/fpsyg.2021.793495>
- Samuel A. Keelson et al. (2024). he influence of lecturer nonverbal cues on student perceptions of teaching quality: The role of gender and age. *Cogent Education*, 11(1). doi:<https://doi.org/10.1080/2331186X.2024.2325788>
- Shinoda et. al. (2021). Teachers' visual processing of children's off-task behaviors in class: A comparison between teachers and student teachers. *PLoS ONE*, 16(11). doi:<https://doi.org/10.1371/journal.pone.0259410>
- Smith, et al. (2022). Gesture use and student learning in the college classroom. *Journal of Educational Psychology*, 114(3), 497–515.
- Syahrir & As'ari. (2019). The influence of the teacher's gestures to strengthening the understanding of mathematics students. *International Journal of Insights for*

Mathematics Teaching., 2(1), 75-84. Obtenido de
<https://journal.iaingorontalo.ac.id/index.php/al/article/view/2735/1474>

Thompson & Renandya. (2020). Use of gesture for correcting pronunciation errors.
TEFLIN Journal, 31(2), 342–359.
doi:<https://journal.teflin.org/index.php/journal/article/view/1042>

Yildiz, Y & Hur, M. Y. (2020). Learner autonomy: A central theme in language learning.
International Journal of Social Sciences & Educational Studies, , 7(3), 208-212.
Obtenido de Doi: 10.23918/ijsses.v7i4p103