



Article



## Silent Signals: Understanding the Use of Regulators in Classroom Communication

**Joanna Ruth S. Paloma, PhD.**

Bukidnon State University, Philippines

### Abstract

This study investigates the use and interpretation of regulatory nonverbal behaviors among English language teachers and students, focusing on how these cues facilitate communication flow, engagement, and classroom management. Grounded in the frameworks of Ekman and Friesen's (2004) concept of regulators, Mehrabian's (1971) Theory of Silent Messages, and Kounin's (1970) Classroom Management Theory, the study employed a qualitative and interpretative approach involving classroom observations, still images, and student questionnaires from five English language classes during the academic year 2024–2025. Findings revealed that teachers frequently employed regulatory cues such as nodding, eye contact, hand gestures, finger snapping, leaning forward, and raising a hand. Among these, nodding and eye contact were identified by 58.6% of students as the most effective cues for engagement, followed by hand gestures (41.4%), indicating that nonverbal acknowledgment strongly motivates participation. Students demonstrated a shared understanding of these cues, interpreting them as signals of attentiveness, encouragement, and invitation to respond. The results highlight that nonverbal regulator not only promote order and attentiveness but also cultivate a positive and interactive learning environment by reinforcing emotional connection and cooperation. The study concludes that regulatory nonverbal behaviors are indispensable in fostering communication and engagement in English language classrooms. It recommends that teachers enhance their awareness and purposeful use of these cues through reflective practice and professional training, while future research should explore their impact on learning outcomes and adaptability in digital and hybrid contexts.

### Keywords

Nonverbal communication, Regulatory cues, Classroom interaction, Teacher-student engagement, English language teaching

---

**Corresponding Author:** Joanna Ruth S. Paloma, Bukidnon State University

**Email:** "Joanna Ruth S. Paloma" jrspaloma@buksu.edu.ph

### Recommended Citation:

Paloma, J. R. S. (2026) Silent signals: Understanding the use of regulators in classroom communication. *Asian Journal on Perspectives in Education*, 8(1), 31–47. <https://ajpe.feu.edu.ph>

## **Introduction**

In classroom interactions, teachers continuously manage the flow of communication to create an environment that fosters learning, attentiveness, and participation. Nonverbal behaviors play a crucial role in achieving this balance, especially through regulators—specific gestures, movements, and expressions that help teachers direct and control interactions among students. These regulatory cues guide the rhythm of the lesson, signaling when it is time to listen, respond, or transition between activities. By subtly orchestrating the flow of communication, regulators not only aid in classroom management but also support student engagement and comprehension.

The purpose of regulators is multifaceted: they help maintain classroom order, facilitate smooth turn-taking, and clarify transitions between different activities or stages of the lesson (Knapp & Hall, 2014). For instance, subtle cues like hand gestures and eye contact signal students when to speak, encouraging responsiveness and fostering an inclusive environment (Gullberg, 2006). In their research, Cooper and Higgins (2020) found that regulatory cues improve classroom communication by making interactions predictable and structured, which is especially beneficial in large or diverse classrooms where maintaining engagement and participation is essential. These cues also function as reminders of classroom norms and expectations, prompting students to remain attentive and responsive without direct verbal instruction (Saha & Dutta, 2018).

Furthermore, cultural perspectives add another layer to understanding regulators in educational settings, as the effectiveness of these cues may vary across different student backgrounds. Lee and Nguyen (2019) examined regulatory cues across Asian and Western classrooms, discovering that cultural context influences how students interpret gestures and other nonverbal behaviors. This highlights the importance of adaptability in using regulators to ensure they promote inclusion and clarity for all students. Additionally, regulatory cues help teachers balance authority and approachability, which positively affects students' perceptions of the teacher and fosters a more supportive learning environment (Koul & Ghosh, 2021).

Recent studies also emphasize the adaptability of regulatory behaviors in digital and hybrid learning environments. Chen and Martin (2020) found that while regulatory gestures remain essential in virtual classrooms, teachers face unique challenges in ensuring these cues are clear and effective over digital platforms. This adaptability underscores the fundamental role of regulatory behaviors in managing communication, whether in face-to-face or virtual settings. These findings illustrate that regulators are not only integral to guiding classroom interactions but are also versatile tools that support teachers in maintaining a structured and engaging learning atmosphere across diverse educational contexts.

This study on the use of regulators in the classroom communication revolves around three concepts; Regulators by Ekman and Friesen (2004); Mehrabian's (1971) Theory of Silent Messages; and Classroom Management Theory by Kounin (1970).

Regulators are nonverbal cues that regulate interaction in classroom communication. The regulators used in the classroom may determine turn-taking between a teacher and a student. They tell the student to wait longer, hold that thought, pay attention, to talk now, etc. In return, they can tell the teacher to hurry up, to repeat, to elaborate, to be less boring, or to give others

a chance to speak, etc. (Ekman & Friesen, 2004). These movements indicate teachers' intentions which they often communicate via nodding, eye-contact, and a difference in body position.

On the other hand, Mehrabian's (1971) theory on silent messages suggests that nonverbal cues convey emotional messages, often beyond the scope of verbal language. This framework would support the idea that teacher regulatory cues are not only organizational but also convey implicit expectations and emotions that influence student behavior and engagement.

Lastly, the Classroom Management Theory of Kounin (1970) theory emphasizes "withitness," or the teacher's awareness of and response to classroom behavior, as well as "momentum" in keeping activities fluid. Regulatory behaviors can be framed within these concepts, as they help teachers maintain a steady flow in classroom communication.

A combination of these frameworks could best support this study. These provide lenses to analyze not only what regulatory behaviors are used but also how these cues impact student responses in terms of classroom engagement and adjustment.

This study aimed to examine the use of regulatory nonverbal behaviors, or regulators, employed by English language teachers to manage communication flow and interaction within the classroom. Specifically, it sought to analyze how these nonverbal cues—such as gestures, posture, and facial expressions—function in different phases of classroom instruction (pre-, during, and post-lesson) and how students interpret and respond to them in real time.

In particular, this study sought to answer the following questions:

1. What specific regulatory behaviors do English language teachers use to manage communication flow in the classroom?
2. How do students interpret and respond to these regulatory cues?

Through these inquiries, the study aimed to uncover the implicit communicative mechanisms that underpin effective classroom interaction, focusing on how teachers' nonverbal cues guide participation, regulate turn-taking, and maintain order. Moreover, it explored whether students share a consistent understanding of these cues and how such understanding influences their attentiveness, motivation, and engagement during lessons.

This study was delimited to data gathered by the researcher from five (5) selected college English teachers and their respective English classes during the Academic Year 2024–2025. The investigation focused specifically on the regulatory behaviors of English language teachers as manifested in classroom interactions. These behaviors were examined through photographic documentation, classroom observation forms, and student questionnaires, which served as the primary sources of data for identifying and interpreting nonverbal regulatory cues.

## **Methodology**

This study used a qualitative and interpretative analysis of analyzing the nonverbal behaviors of the teachers seen through classroom observation, still images or photos, and interviews from students. This supports Mollen (2012) who described qualitative research as that design that allows researchers to develop a deeper understanding of a topic. It utilizes methodologies, such as focus groups, in-depth interviews, and direct observation to investigate attitudes, beliefs, and preferences. This present research delved into the

analysis of pictures to get an in- depth understanding of the signs employed by the teachers.

The participants of this study were composed of (5) five English language teachers and their students. These faculty members possess the educational qualifications, professional experience, and teaching ability that helped successfully conduct the University's programs.

To gather the data, the researcher scheduled a class observation with the five teachers. This observation was done by using a camera to video record the entire class session inside the classroom. After the discussions were video recorded, the researcher re-examined these to carefully inspect the regulator behaviors employed by the teachers at a given period of a lesson. These images were then used in the presentation, analysis and interpretation of data.

To analyze how the students respond and interpret the regulatory cues, a researcher-made instrument was distributed to the classes of each of the English teachers. This questionnaire comprises questions relating to; comprehension of regulatory cues; behavior adjustment in response to regulatory cues; and overall perception of regulatory cues.

## Results and Discussion

This section presents the results of the current study of the use of regulators in classroom communication.

Table 1  
*Regulators used by English language teachers*

Regulators	Pre	During	Post
1. Stroked chin and tapped head with forefinger	✓	✓	
2. Snapped fingers		✓	
3. Nodded		✓	✓
4. Stand with hands on hips.		✓	
5. Made eye contact with students		✓	
6. Tilted head backwards		✓	
7. Clapped hands		✓	
8. Held up one hand to a student to recognize him/her	✓	✓	
9. Held up one hand or hands to signal "go ahead"	✓	✓	✓
10. Leaned forward to a student	✓	✓	
11. Held up one hand facing the students to signal "silence"		✓	

Table 1 shows the regulators used by the teachers in the pre, during, and post-parts of the lesson.

As shown in table 1, most of the regulators were used by the English language teachers during the presentation of the lesson, and only a few were used during the pre and post parts. Regulators are nonverbal communication behaviors which regulate interaction. In classroom scenario, they tell the students to wait longer, hold that thought, pay attention or to talk now. They also tell students to hurry up, to repeat, to elaborate, to be less boring, or to give others a chance to speak, etc. (Ekman and Friesen, 2004). The possible reason why regulators

are least observed in the beginning of the lesson, is because according to Golub (2013), this is the part where teachers employ the checking of attendance, collecting of assignments, preview of the lesson or warm-up where there are only few minutes of time allocated.

The first regulatory cue shown by a teacher is the “Stroking of chin and tapping of head with a forefinger.” English language teachers use the gesture of stroking their chin and tapping their head with a forefinger to indicate reflection on a student’s comment or answer as justified by them. This nonverbal cue, observed in the pre and during stages of a lesson, is interpreted by students as a signal that the teacher is carefully considering what has been said. According to Ekman and Friesen (1969), regulators are nonverbal cues that guide the flow of communication. In this context, the teacher’s action serves as a regulator, prompting students to pause and allow for a moment of contemplation before proceeding. This interpretation aligns with the concept of “withitness” proposed by Kounin (1970), which emphasizes the teacher’s attentiveness to classroom dynamics. The finding that students associate this gesture with thoughtful reflection marks the importance of nonverbal communication in conveying cognitive processes. Teachers can leverage this understanding to create moments of pause and contemplation during lessons, encouraging students to engage in deeper thinking and analysis. This regulatory cue can also enhance student engagement by signaling that their contributions are being carefully considered.

Another behavior displayed by the teacher is the “snapping of fingers”. Teachers utilize the action of snapping their fingers to signal a shift in activity or focus. This regulator, most frequently employed during the lesson presentation, serves as a clear and concise way to redirect student attention. Students recognize this gesture as an indication that they should prepare for a change in the flow of the lesson, whether it be moving to a new topic or transitioning between different learning activities. This use of nonverbal communication aids in maintaining momentum and preventing disruptions, which aligns with the principles of effective classroom management as described by Baker, Zafar, and Munir (2018). The high recognition of snapping fingers as a transition signal shows its effectiveness in managing the flow of classroom activities. Teachers can use this cue to guide students through different learning experiences smoothly, minimizing disruptions and maximizing instructional time. By providing a clear and concise signal, teachers can maintain student attention and ensure a seamless transition between tasks. Next is the teacher’s “nodding”. Teachers use nodding as a means of acknowledging student contributions and encouraging further participation. This gesture, prevalent throughout the lesson, conveys approval and signals that the teacher is listening attentively. Students interpret nodding as a form of positive reinforcement, indicating that their input is valued and understood. This use of nonverbal communication fosters an inclusive learning environment and promotes student confidence in sharing their thoughts and ideas, as suggested by Richmond, Lane, and McCroskey (2006).

Moreover, teachers employ “eye contact” as a tool to engage individual students and convey their expectations for participation or response. By making direct eye contact, the teacher nonverbally selects a student to contribute to the discussion or answer a question. Students understand this cue as an invitation to engage and demonstrate their comprehension. This practice supports the use of regulators for turn-taking in classroom communication, as discussed by Knapp and Hall (2014). Maintaining eye contact with students throughout the lesson also serves to ensure attentiveness and reinforce classroom norms. The strong association between eye contact and the

expectation for participation emphasizes the power of nonverbal communication in facilitating student engagement. Teachers can use eye contact to strategically select students for response, promoting active involvement and creating an inclusive learning environment. It also stresses the importance of teacher training in nonverbal communication skills, ensuring that eye contact is used effectively and culturally sensitively.

On the other hand, teachers “clap hands” to refocus the class's attention, typically when students become distracted or the noise level in the classroom increases. This action serves as a clear auditory cue that immediately captures student attention and prompts them to redirect their focus back to the lesson. Students associate clapping hands with the need to quiet down and regain their composure, effectively managing the classroom environment and minimizing disruptions. This nonverbal strategy aligns with the use of regulators for maintaining order and facilitating smooth transitions, as emphasized by Knapp and Hall (2014). The widespread understanding of clapping as an attention-getting strategy reinforces its value in classroom management. Teachers can confidently use this technique to quickly regain student focus and minimize disruptions. This nonverbal cue, with its immediate impact, is a valuable tool for maintaining a productive and orderly learning environment.

Another regulatory cue shown by teachers is when teachers “lean forward towards a student”. The teachers are nonverbally expressing interest in what the student is saying and offering encouragement for continued participation. This physical gesture demonstrates active listening and conveys a sense of approachability on the part of the teacher. Students perceive this as a sign of genuine interest and support, motivating them to actively engage in the learning process. This cue contributes to the creation of a positive and supportive learning environment, as posited by Rijavec and Miljković (2002), which encourages student engagement and confidence. The positive interpretation of leaning forward as a sign of interest and encouragement shows the impact of nonverbal communication on student motivation and confidence. Teachers can use this gesture to create a supportive and approachable classroom atmosphere for student participation and a sense of belonging. By demonstrating active listening through body language, teachers can enhance student engagement and create positive learning experiences.

Teachers also utilized the gesture of “holding up one hand facing the students” as a clear signal for silence and a call for attention. This action serves as a visual command that instantly communicates the expectation for students to stop talking and listen attentively. Students readily recognize this nonverbal cue and adjust their behavior accordingly, leading to a quieter and more focused classroom atmosphere. The effectiveness of this gesture lies in its simplicity and universal understanding, effectively regulating student behavior and maintaining classroom order, as discussed by Saha and Dutta (2018). The near-universal recognition of this gesture as a signal for silence demonstrates its effectiveness in managing classroom behavior. Teachers can rely on this simple yet powerful cue to quickly establish order and redirect student attention. The clarity and consistency of this nonverbal signal contribute to a structured and predictable learning environment where students understand expectations and readily adjust their behavior.

Table 2  
*Summary of Students' Interpretation of the Regulatory Cues*

<i>Regulatory Cue</i>	<i>Student Interpretation</i>
Stroking chin or tapping head	They are reflecting on a student's response
Snapping fingers	It means the student should pay immediate attention
Making eye contact during class	They expect the student to participate or respond
Clapping hands	To refocus the class's attention
Leaning forward towards a student	They are showing interest or encouraging the student to respond
Holding up one hand facing students	To signal "silence" or a need for attention

The data in Table 2 reveal that students possess a high level of comprehension regarding the meanings of their teachers' regulatory cues. This finding suggests that nonverbal communication functions as an effective, shared language between teachers and students, reinforcing the role of regulators in shaping classroom interaction and maintaining order (Ekman & Friesen, 1969; Knapp & Hall, 2014).

Nearly half of the respondents (46.5%) interpreted the gesture of stroking the chin or tapping the head as a sign that the teacher was reflecting on a student's response, while 42.4% thought it encouraged them to think about what had been discussed. This interpretation aligns with Mehrabian's (1981) assertion that facial and gestural cues can signal contemplation and thoughtfulness, creating an atmosphere of reflective learning. According to Kounin (1970), such gestures demonstrate "withitness" — the teacher's awareness and control over classroom events.

A significant portion of students (68.7%) recognized finger snapping as a prompt for immediate attention, while 25.3% associated it with a signal for activity transition. This finding corresponds with Baker, Zafar, and Munir (2018), who emphasized that clear auditory cues like snapping can serve as effective attention regulators, especially in active learning environments. The clarity and speed of this cue make it highly efficient in maintaining momentum and reducing verbal interruptions.

More than half of the respondents (58.6%) interpreted eye contact as an expectation to participate or respond. This perception is consistent with the findings of Richmond, Lane, and McCroskey (2006), who identified eye contact as a central component of teacher immediacy — a nonverbal behavior that fosters student engagement and reduces psychological distance. Similarly, Knapp and Hall (2014) noted that eye contact regulates turn-taking and signals communicative readiness.

The gesture of clapping hands was the most commonly and clearly understood regulatory cue, with 70.7% of students identifying it as a means to refocus attention. This aligns with Saha and Dutta (2018), who emphasized that rhythmic cues such as clapping immediately reorient collective focus and reestablish classroom control. As an auditory and visual signal, it efficiently captures attention across varying student noise levels.

The majority (76.8%) perceived leaning forward as a sign of interest and encouragement, underscoring the relational function of nonverbal immediacy.

This agrees with the findings of Burgoon, Guerrero, and Floyd (2016), who found that leaning forward communicates warmth, engagement, and attentiveness, fostering a supportive classroom atmosphere. Rijavec and Miljković (2002) further emphasize that such postures lower the teacher-student psychological barrier and promote active participation.

A total of 75.5% of students interpreted the raised hand gesture as a signal for silence or attention. This finding supports the results of Saha and Dutta (2018), who found that nonverbal attention signals are among the most universally understood forms of behavioral regulation. The consistency of interpretation demonstrates that even minimal gestures can maintain order when used predictably and consistently.

Table 3.  
*Summary of Students' Behavior Adjustment in Response to Regulatory Cues*

<i>Regulatory Cue</i>	<i>Student Behavior/Response</i>
Teacher nods during answer/explanation	I feel encouraged and continue with my response
Teacher holds up one hand to signal "go ahead"	I feel encouraged to proceed with my answer or action
Teacher signals "silence" by holding up one hand	I immediately quiet down and focus
Teacher makes eye contact	I become more focused and attentive
Teacher stands with hands on hips	It makes me think they are dissatisfied, so I adjust my behavior

Table 3 illustrates that students respond immediately and appropriately to nonverbal regulatory cues, confirming their effectiveness in guiding behavior and sustaining engagement. These results echo the findings of Richmond et al. (2006) and Hattie (2012), both of whom stressed that teacher nonverbal communication has a direct influence on student motivation, discipline, and classroom participation.

An overwhelming 96% of respondents reported that they felt encouraged to continue when the teacher nodded during their explanation. This high percentage validates the role of nodding as an affirmation signal, fostering positive reinforcement. Burgoon and Hoobler (2002) highlighted that acknowledgment cues like nodding enhance students' sense of being heard and understood, promoting confidence and sustained interaction.

Almost all students (97%) felt encouraged to proceed when the teacher signaled "go ahead" using a raised hand. This indicates that directive hand gestures provide clarity in turn-taking and reduce verbal ambiguity. McNeill (2005) posits that hand gestures complement speech by reinforcing message intent, while Goldin-Meadow (2014) found that gestures improve cognitive coordination in communication exchanges.

A large majority (84.8%) of students immediately quieted down in response to the teacher's raised hand signaling silence. This result reinforces the power of visual regulators in restoring order efficiently and respectfully. According to Saha and Dutta (2018), consistent use of such cues builds conditioned responses that strengthen classroom discipline.

When teachers made eye contact, 58.2% of students reported becoming more

focused and attentive, while 40.8% viewed it as encouragement to participate. This dual interpretation highlights the nuanced power of eye contact — both directive and motivational. Richmond et al. (2006) and Andersen (1979) found that teacher immediacy behaviors, especially eye contact, reduce student anxiety and foster a sense of presence.

More than half (53.5%) of students interpreted this posture as a sign of dissatisfaction, prompting behavioral adjustment. While potentially perceived as authoritarian, this posture effectively conveys seriousness or disapproval when used sparingly. Mehrabian (1981) noted that dominant postures can regulate classroom power dynamics and promote compliance but must be balanced with positive nonverbal signals to avoid intimidation.

Overall, the data affirm that students actively rely on and respond to teachers' nonverbal regulators. A majority (72.7%) stated that these cues help them understand lessons and expectations clearly, while 71.7% often respond to such signals in real time. These findings echo Richmond et al. (2006) and Hattie (2012), who both concluded that nonverbal immediacy behaviors enhance comprehension, reduce uncertainty, and strengthen instructional communication.

Moreover, students identified nodding and eye contact (58.6%) as the most effective cues for engagement, followed by hand gestures (41.4%), underscoring that gestures associated with acknowledgment and participation are perceived as the most motivating. This finding highlights the essential role of nonverbal immediacy behaviors—those that reduce psychological distance between teachers and students (Mehrabian, 1972)—in fostering classroom engagement. When teachers nod or make eye contact, they signal attentiveness, approval, and empathy, which in turn encourages students to participate more actively and confidently. This aligns with Andersen's (1979) theory of immediacy, which posits that teacher nonverbal behaviors such as nodding, smiling, and maintaining eye contact positively affect student motivation, affective learning, and classroom rapport.

Empirical studies reinforce this observation. Rocca (2007) found that students are more likely to engage verbally in classes where teachers exhibit high levels of nonverbal immediacy, while Pogue and AhYun (2006) emphasized that eye contact and nodding function as affirming feedback signals, reinforcing students' sense of value and recognition. Similarly, McCroskey and Richmond (1992) argued that such cues reduce student anxiety and increase willingness to communicate. These findings suggest that nodding and eye contact do more than regulate interaction—they also create an emotional climate conducive to learning.

Hand gestures, identified by 41.4% of students as effective cues, also play a crucial role in directing attention and reinforcing meaning. According to Goldin-Meadow (2014), gestures support cognitive processing and enhance comprehension by visually representing information. In the classroom, they help maintain the rhythm of interaction, clarify transitions, and emphasize key points, thereby complementing verbal instruction. The effectiveness of hand gestures as regulatory cues also lies in their universality; even without verbal explanation, they can signal permission, direction, or correction, ensuring smooth communication flow.

The striking point here is that nonverbal acknowledgment fosters not only behavioral compliance but also emotional connection. When students perceive that their teacher's nonverbal cues—such as nodding and eye contact—reflect genuine attention and encouragement, they respond with increased focus, motivation, and participation. Thus, these behaviors are not merely regulatory mechanisms but integral components of relational teaching that nurture an inclusive, responsive, and interactive learning environment.

## **Conclusion**

The study concludes that English language teachers effectively utilize regulatory nonverbal behaviors to facilitate classroom communication, maintain order, and encourage student participation. These cues—such as gestures, posture, and eye contact—serve as powerful tools in managing interaction and sustaining engagement without verbal intervention. The students' consistent interpretation of these regulatory cues reflects a shared understanding of nonverbal classroom communication, emphasizing its essential role in the teaching-learning process.

Moreover, the findings affirm that nonverbal regulation contributes significantly to creating an environment of attentiveness, respect, and cooperation. Students' behavioral adjustments in response to these cues highlight the reciprocal and dynamic nature of teacher-student interaction, where meaning is co-constructed through both verbal and nonverbal signals. In essence, the study underscores that effective classroom management and communication transcend spoken language. Regulatory nonverbal behaviors are integral to fostering a positive learning atmosphere, promoting participation, and enhancing comprehension—thereby reaffirming the indispensable role of nonverbal communication in English language teaching.

## **Recommendation**

Considering the conclusions drawn from this study, several recommendations are proposed to strengthen the understanding and application of regulatory nonverbal behaviors in classroom communication. Teachers and educators are encouraged to develop greater awareness of their nonverbal communication styles and how these influence student behavior, participation, and engagement. Through continuous self-reflection and peer observation, teachers can identify effective regulatory cues and refine their classroom management strategies.

Teacher education institutions and professional development programs should also incorporate explicit training on nonverbal communication, particularly focusing on regulatory behaviors such as gestures, posture, and eye contact. These programs must emphasize three essential areas: building awareness of nonverbal habits, enhancing skills for purposeful use of regulatory cues, and fostering cultural sensitivity to address diverse interpretations among students. Likewise, educational institutions are encouraged to promote research initiatives and mentoring systems where experienced educators can demonstrate effective nonverbal regulation, thereby improving both teaching practices and learning outcomes.

Students, on the other hand, should be made more aware of how nonverbal cues function in classroom interaction. Integrating awareness activities into lessons can help learners consciously interpret and respond to their teachers' nonverbal signals, reducing miscommunication and fostering a more participative learning environment.

Finally, future research is recommended to further explore the long-term effects of regulatory nonverbal behaviors on student motivation and performance, as well as their adaptability in digital or hybrid learning settings. Comparative studies across cultural and institutional contexts may also provide deeper insights into the universal and context-specific functions of regulatory cues in education.

## References

- Andersen, P. A. (2008). *Nonverbal communication: Forms and functions* (2nd ed.). Waveland Press.
- Argyle, M. (1988). *Bodily communication* (2nd ed.). Methuen & Co. Ltd.
- Baker, S., Zafar, M. A., & Munir, S. (2018). Nonverbal communication as a tool for effective classroom management. *International Journal of Education and Learning*, 10(2), 135-150.  
<https://doi.org/10.20448/journal.500.2018.102.135.150>
- Beebe, S. A., & Beebe, S. J. (2015). *Public speaking: An audience-centered approach* (10th ed.). Pearson.
- Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2010). *Nonverbal communication* (3rd ed.). Pearson.
- Ekman, P., & Friesen, W. V. (1969). The repertoire of nonverbal behavior: Categories, origins, usage, and coding. *Semiotica*, 1, 49-98.
- Gullberg, M. (2006). Some reasons for studying gesture and second language acquisition (Hommage à Adam Kendon). *International Review of Applied Linguistics in Language Teaching*, 44(2), 103-124.  
<https://doi.org/10.1515/IRAL.2006.004>
- Guerrero, L. K., & Floyd, K. (2006). *Nonverbal communication in close relationships*. Lawrence Erlbaum Associates.
- Hall, E. T. (1966). *The hidden dimension*. Doubleday.
- Knapp, M. L., & Hall, J. A. (2014). *Nonverbal communication in human interaction* (8th ed.). Cengage Learning.
- Matsumoto, D., Frank, M. G., & Hwang, H. S. (2013). *Nonverbal communication: Science and applications*. SAGE Publications.
- McNeill, D. (1992). *Hand and mind: What gestures reveal about thought*. University of Chicago Press.
- Mehrabian, A. (1971). *Silent messages*. Wadsworth.
- Mehrabian, A. (1972). *Nonverbal communication*. Aldine-Atherton.
- Richmond, V. P., Lane, D. R., & McCroskey, J. C. (2006). *Nonverbal communication in teaching*. Allyn & Bacon.
- Richmond, V. P., McCroskey, J. C., & Hickson, M. L. (2011). *Nonverbal communication in interpersonal relations* (7th ed.). Pearson.
- Rijavec, M., & Miljković, D. (2002). Verbal and non-verbal communication in the teaching process. *Educational Sciences*, 24(1), 87-97.
- Skinner, B. F. (1974). *About behaviorism*. Vintage Books.

---

**Bionote**

Joanna Ruth Sario-Paloma, PhD, is a professional in the field of English Language. She earned her Bachelor of Arts in English Language and Master of Arts in English Language from Bukidnon State University (BukSU), where she currently serves. She further pursued higher studies and obtained her Doctor of Philosophy in English Language from the University of San Jose-Recoletos, Cebu City.

Dr. Paloma is currently an Assistant Professor IV in the Department of Language and Letters at Bukidnon State University. Alongside her teaching role, she serves as the Head of Information Services Management Staff at the University's Information Unit. She has extensive experience in radio broadcasting, having spent six years at DXBU 104.5 FM, BukSU's campus radio station, where she managed radio broadcasting and musical programs.

Her current and previous research interests include semiotics, nonverbal behavior, crisis communication, and bibliometric analysis. She actively integrates these research areas into her teaching and professional engagements, contributing to both theoretical discourse and practical applications in language and communication.

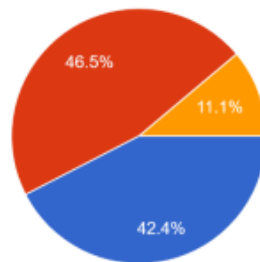
Beyond the academe, Dr. Paloma is also a freelance voice-over artist, lending her voice to a wide range of projects such as e-modules, advertisements, and promotional videos. She is one of the official voice-over artists for the Development Academy of the Philippines' Intensified Abot Alam Program - Modality III, where she recorded over 35 e-modules for the ALS-EST program. In addition, she is frequently invited as a host for university events and major occasions across Bukidnon Province, further showcasing her versatility in communication and public engagement.

## Appendices

### A. Result of the Survey Questionnaire

Part 1: Comprehension of Regulatory Cues 1. When your teacher strokes their chin or taps their head with a forefinger, what do you think this gesture means?

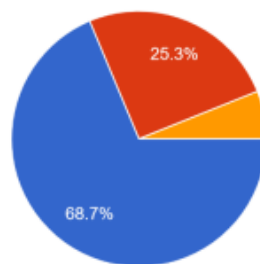
99 responses



- A. They are reflecting on a student's response.
- B. They want us to think about what was just discussed
- C. I am unsure of its meaning.

2. When your teacher snaps their fingers during a lesson, what does this cue indicate to you?

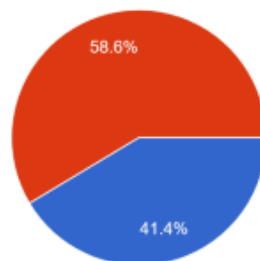
99 responses



- A. It means I should pay immediate attention.
- B. It signals a shift in activity or focus.
- C. I do not notice or interpret this gesture.

3. What do you understand when your teacher makes eye contact with you during class?

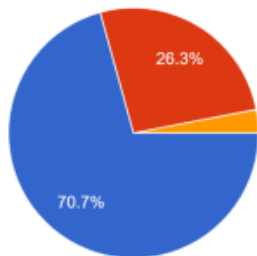
99 responses



- A. They expect me to participate or respond.
- B. They are checking if I am paying attention.
- C. I am unsure or interpret it differently.

4. When your teacher claps their hands, what message do you think they are sending?

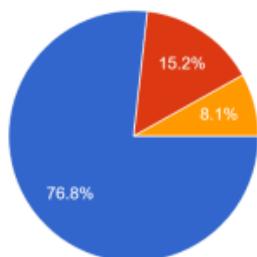
99 responses



- A. To refocus the class's attention.
- B. To signal the start or end of an activity.
- C. I do not interpret this gesture in a specific way.

5. When your teacher leans forward towards a student, what do you think this means?

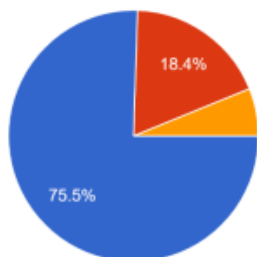
99 responses



- A. They are showing interest or encouraging the student to respond.
- B. They want the student to focus more closely.
- C. I am unsure or interpret it differently.

6. When your teacher holds up one hand facing the students, what does this gesture signify to you?

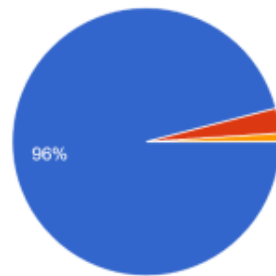
98 responses



- A. To signal "silence" or a need for attention.
- B. To emphasize something important.
- C. I do not interpret this gesture in a specific way.

Part 2: Behavior Adjustment in Response to Regulatory Cues 7. How do you typically respond when your teacher nods during your answer or explanation?

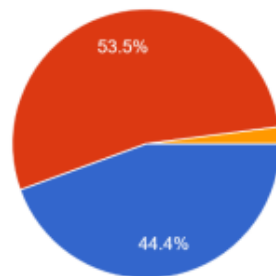
99 responses



- A. I feel encouraged and continue with my response.
- B. I feel reassured but do not change my behavior.
- C. I do not pay attention to this cue.

8. If your teacher stands with hands on their hips, how does it affect your behavior?

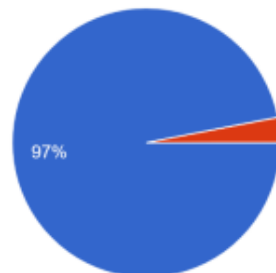
99 responses



- A. I feel like I need to be more attentive or alert.
- B. It makes me think they are dissatisfied, so I adjust my behavior.
- C. I do not change my behavior.

9. How do you respond when your teacher holds up one hand to signal "go ahead"?

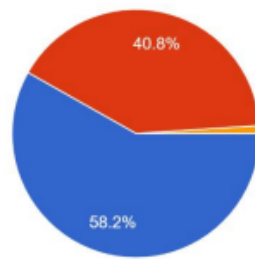
99 responses



- A. I feel encouraged to proceed with my answer or action.
- B. I feel acknowledged but do not necessarily adjust my response.
- C. I do not notice or respond to this cue.

10. When your teacher makes eye contact with you, how do you typically respond?

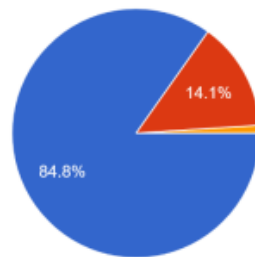
98 responses



- A. I become more focused and attentive.
- B. I interpret it as a sign of encouragement to participate.
- C. It does not influence my behavior.

11. How do you respond when your teacher signals "silence" by holding up one hand?

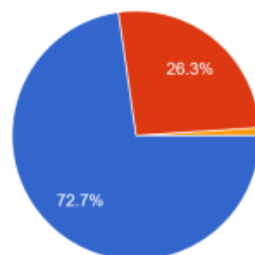
99 responses



- A. I immediately quiet down and focus.
- B. I feel prompted to listen closely.
- C. I do not interpret this gesture as a directive.

Part 3: Overall Perception of Regulatory Cues 12. In general, do you find these nonverbal cues helpful for understanding the lesson or the teacher's expectations?

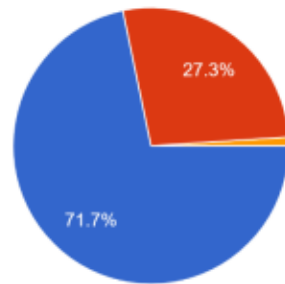
99 responses



- A. Yes, they help me understand expectations more clearly.
- B. Sometimes, depending on the context.
- C. No, I rely more on verbal instructions.

13. Do you think you adjust your behavior based on the teacher's nonverbal cues?

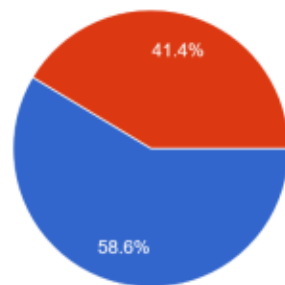
99 responses



- A. Yes, I often respond to these cues.
- B. Sometimes, but I do not rely solely on them.
- C. No, I focus more on what is said verbally.

14. Which of the following nonverbal gestures do you find most effective in helping you focus and participate in class?

99 responses



- A. Nodding and eye contact.
- B. Hand gestures (e.g., signaling "go ahead" or "silence").
- C. Other (please specify): \_\_\_\_\_