

**EXPLORING THE IMPACT OF MULTIMODALITY ON EFL TEACHING FOR
ADULT LEARNERS: A STUDY OF KINESTHETICS AND PARALANGUAGE AT
THE UCEVA LANGUAGE DEPARTMENT IN TULUÁ VALLE.**

LEIDY KARINA REYES YEPES

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BY LEIDY KARINA REYES YEPES

MASTER'S IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

RESEARCH ADVISOR
JHONNY SEGURA ANTURY

UNIVERSIDAD ICESI
CALI. COLOMBIA
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Abstract

This study explores how multimodal strategies, such as gestures, facial expressions, tone of voice, and movement, influence the English teaching and learning process for adult learners at the UCEVA Language Department in Tuluá, Valle. While traditional methods focus on written and spoken communication, nonverbal elements can make lessons more engaging and help students better understand new concepts. Using a qualitative approach, the research gathered insights from teachers and students through interviews, surveys, focus groups, and classroom observations. The findings show that varying tone, using strategic pauses, and incorporating gestures make lessons more dynamic and improve vocabulary retention. Students appreciate these strategies as they help them stay engaged and process information more effectively. This study highlights the importance of a balanced approach to multimodal teaching, ensuring that strategies align with students' needs and create a supportive, interactive learning environment.

Keywords: multimodality, kinesthetic communication, paralanguage, EFL teaching, adult learners, nonverbal communication.

Dedication

To my wonderful parents, who have always been my strength and inspiration in every moment of my life.

To my sister, whose hugs and encouraging words lift me up when I need them the most.

To my dear friend Chrystian Pérez, for always being there with support and advice, sharing his wisdom along the way.

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1. Introduction

The increasing complexity of language education in the 21st century has led to the incorporation of multimodal strategies in English as a Foreign Language (EFL) teaching. As globalization continues to connect individuals from diverse linguistic backgrounds, the need for effective and engaging language instruction has become more pressing than ever. Traditional methods of language teaching have primarily focused on verbal and written communication; however, recent research highlights the significance of multimodal approaches in facilitating language acquisition and learner engagement.

Multimodal strategies such as kinesthetic and paralinguistic features enhance understanding by combining verbal language with gestures, tone, and movement. These methods help adult learners grasp abstract concepts and improve communication by engaging multiple senses. This study focuses on how multimodality is used by teachers at the UCEVA Language Department in Tuluá, Valle, exploring both teachers' implementation of multimodal strategies and students' perceptions of their effectiveness. Understanding how teachers integrate these strategies into their teaching methods and how students respond to them is crucial in determining their impact on language acquisition and classroom dynamics. By examining kinesthetics and paralanguage as essential components of teaching, this research aims to provide insights into their effectiveness in fostering a more dynamic and interactive learning environment.

Research Problem

Written and spoken communication take center stage in an English as a Foreign Language class, as neglecting the significance of intonation, gestures, and body language is a common practice. Nevertheless, adult learners, specific to the context of foreign languages, struggle to understand and interact due to their limited exposure to authentic multimodal communication. Teaching practices that do not incorporate kinetic and paralinguistic aspects may prevent learners from fully understanding linguistic meaning and reduce their willingness to participate in the learning process.

While teachers of the UCEVA Language Department use a variety of multimodal strategies in class, there is scant information on how those modalities integrate with a student's level of involvement and learning performance. Moreover, it is not certain to what degree these professors notice the effects of multi-dimensional teaching or what students think of these methods. This insufficiency in research poses fundamental issues regarding the implementation of decided multi-dimensional approaches in language acquisition and how these methodologies can be purposefully incorporated into the English as a Foreign Language curriculum.

Tackling this problem is essential in improving teaching practices and giving adult learners better language-learning opportunities. If teachers do not know the relationship between multimodal strategies and student motivation and understanding, they are unlikely to apply best practices. Therefore, this research aims to examine the role of EFL instruction's kinesthetic and paralinguistic methods to offer understanding regarding their applicability, challenges, and possibilities in improving English language teaching at UCEVA Language Department.

1.1. Importance of the study

This study contributes to bridging the gap between pedagogical theory and practice in EFL teaching by examining how kinesthetic and paralinguistic strategies impact students' comprehension and engagement. Furthermore, this research is important for

teachers, curriculum designers, and language institutions that wish to improve teaching and learning. Considering that most conventional approaches do not consider modifying teaching through multimodal communication, this research addresses a gap that needs to be filled by implementing other pedagogical approaches that accommodate various changes in the classroom. This study investigates perceptions and provides practical suggestions on how to adapt and accommodate the use of multimodal approaches to enhance language learning.

This study has widespread impacts on teacher education and training. By providing evidence on the effectiveness of multimodal teaching, this paper can motivate institutions to include these methods of instruction in their curricula and also inform teacher education programs. The results can aid in the design of subsequent research undertakings on multimodal teaching, thus enhancing the efforts towards formulating modern pedagogical approaches aimed at assisting adult learners in English as a Foreign Language (EFL) environments.

1.3. Research question

The question leading this research is:

- How do EFL teachers at the UCEVA Language Department integrate multimodal strategies into their teaching practices, and what are the adult learners' perceptions of their impact on language learning?

1.4. General objective

- To identify how EFL teachers at the UCEVA Language Department integrate multimodal strategies into their teaching practices and to examine adult learners' perceptions of the impact of these strategies on language learning.

1.5. Specific objectives

- To observe and describe the specific types of multimodal strategies employed by EFL teachers at the UCEVA Language Department
- To explore students' perceptions of the impact of multimodal strategies on their English language learning.
- To explore teachers' perceptions of the impact of multimodal strategies on their English language teaching.
- To provide practical recommendations to enhance the implementation of multimodal communication strategies in the teaching of English as a foreign language.

2. Theoretical perspective of this study

Multimodal language is essential in teaching English because it helps teachers use different pedagogical methods and enables learners with different learning preferences to participate actively. Instructional strategies, together with speech, imagery, movement, and physical expression, are important for achieving content comprehension, stimulating student engagement, and increasing students' participation in classroom activities.

Ripollés (2012) cites that in English as a Foreign Language (EFL) teaching, language acquisition becomes simpler through the use of multiple modes. For instance, even when students have limited linguistic competencies, images, gestures, and animated voice inflections aid in their understanding of the language being used and help with its interpretation.

Some studies, such as Ana M^a Cestero's (2006), showed that the combination of verbal and nonverbal communication leads to better vocabulary retention and the acquisition of more appropriate communicative skills. Multimodality also enables the teacher to shift from face-to-face teaching interactions to virtual ones, and to promote active learning through videos, infographics, and communicative platforms for both synchronous and asynchronous interactions (Ibáñez & Maguiña, 2022). In this way, multimodal teaching enhances the quality and efficiency of learning, motivates students,

and fosters their independence because it enables them to retrieve and engage with information in different ways.

Multimodal strategies integrate different forms of media, and this greatly aids teaching and learning activities through increased understanding, participation, and interaction. In the teaching of English as a foreign language (EFL), a teacher does not only use communication through a spoken language, but also employs a wide range of non verbal aids to help students learn. This literature review looks into the use of kinesthetic communication, specifically the movements and gestures of teachers' bodies, as ways to help reinforce and teach the concepts of a language. It also analyzes the role of students' participation and performance in the language class in relation to the teacher's use of intonation, rhythm, and voice as some non-verbal aspects of communication.

In addition, this study aims to further explore the concept of multimodality by using the modern multimedia tools in teaching English. As education becomes more digitized, teachers can now employ the use of interactive software and video materials in the classroom which greatly broadens the scope of interaction terms sight and sound. Therefore, these technologies not only change the way instruction is given, but most importantly, they affect the ways in which learners are expected to understand and assimilate the lessons taught.

By reviewing key studies in these areas, this section establishes a theoretical framework for understanding the importance of nonverbal elements in teaching English as a foreign language and their alignment with second language acquisition theories. Bellés' (2016) study suggests that the strategic use of nonverbal cues can enhance students' motivation and facilitate language comprehension in authentic contexts. Through this exploration, the aim is to highlight how the combination of different communicative modalities contributes to more effective, interactive, and inclusive teaching.

2.1. Paralinguistic Communication in Language Teaching

Paralinguistics includes vocal features such as pitch, tone, speed, rhythm, and other elements of speech that accompany meaning in paralinguistic communication (Dash, 2022).

In educational practice, these features go beyond verbal components as they are crucial for social interaction, construct meaning, and interpretation. Numerous reports have pointed out that paralinguistics is very important for marking emphasis, attitudes and emotions that drive language understanding and participation.

More emphasis has been placed in recent times on how paralinguistic features can improve the teaching and learning of second languages. For instance, Pareja (2014) showed that paralinguistic features help students' comprehension and interaction by better facilitating decoding the teacher's communicative intent.

Likewise, Khalifa and Faddal (2017) highlight the importance of the features of intonation and rhythm in learning English as a foreign language, noting that students' segmenting of information was aided by having their intonation presented to them in a clear and well-structured way. Girsang et al. (2021) conducted an investigation on how tone and intonation affect the oral performance of EFL students and found that there are differences between males and females in the use of those features, which suggests that some prosodic features could possibly impact students' confidence and fluency considering their sociocultural background.

Other studies have focused on the impact of paralinguistic elements like voice tone and speech rate. DeVito (2017) argues that teachers' vocal modulation can aid in more effective teaching as teachers are able to capture and keep the attention of students. Anisa et al. (2022) have also studied the use of paralinguistic EFL interaction and were able to conclude that with conscious use, intonation and rhythm can bring about a more dynamic and participatory learning environment. Furthermore, Naeem and Shafiq (2013) focus on the effect of paralinguistic features of the native English speakers on the EFL learners' listening comprehension and stressed the fact that learners have a lot of difficulty comprehending spoken language because of the failure to understand how such language is used in real life.

As far as practicality is concerned, the effective use of paralinguistic features in language teaching can improve the quality of instruction. Intonation, tone, rhythm, and speech rate among other things can greatly impact the teachers' efficiency in delivering the

lesson. For example, speech rate can be slowed down during explanation and a rising intonation can be used to neatly serve a question to promote understanding and gain the student's attention. In the same manner, students can better understand the concepts being taught when the teacher's voice is varied to highlight important information and when the teacher makes purposeful pauses.

As Girsang, Sumbayak, and Yusuf (2021), explained from a research standpoint, paralinguistics is a vital element of communication because it relays the emotion, honesty, and sincerity of the speaker. Furthermore, they emphasize tone, rhythm, and intensity as the primary elements of paralinguistic features which were measured with the PRAAT tool. This specialized analysis software assists in researching paralinguistic features such as pitch, intensity, duration, and other aspects of speech. The specific focus of their research was on tone variation which was framed as the voice being higher or lower based on the frequency at which the vocal cords vibrate between 75Hz to 500 Hz. They explain that students must learn these features when learning English to prevent miscommunication and apply the proper prosodic features of the language.

The deliberate integration of paralinguistic features in English lessons aid in better understanding and participation in the learning activity, especially with respect to fourth graders at a public school. Pareja (2014) comments that modulation of voice, intonation, and intensity of the speaker's voice aid in the students understanding the teacher's message and the students performing their roles effectively. In addition, his study emphasizes the fact that the use of paralinguistic features aid in language learning by meaning hearing when a teacher uses English as a means of communication in the class.

These findings underscore the importance of training teachers in the use of paralinguistics. Teachers can improve the learners' experience and promote better communicative skill acquisition among learners of English as a foreign language by paying attention to the influences of tone, intonation, rhythm, and rate of speech during dialogue interactions in the classroom.

2.2. Kinesthetic Communication in English Teaching

Kinesthetic communication refers to the use of movements and gestures as forms to aid and support verbal communication in the teaching environment (Patel, 2014). In the case of language teaching, the teacher's body movement is an additional source that supports message understanding and reinforces sentence meaning. Facial expressions, gestures, and posture affect not only the levels of student attention and classroom discipline, but also the skill of listening of students in relation to the language being spoken. Ramirez and Cusgüen (2020) claim that "nonverbal language" as they call it, represents a considerable amount of meaning encapsulated in spoken exchanges. This finding implies that effective teaching goes beyond making verbal instructions and requires intentional use of nonverbal cues.

In English as a Foreign Language (EFL) teaching, study has been done on the use of kinesthetic as a form of communication in teaching and its effects on learning. Liu (2019) notes that teachers' facial expressions and gestures tend to dictate affective engagement of the students which enhances motivation and retention of the language. Azeez & Azeez (2018), on the contrary, stressed the contribution of body language to the EFL teaching. He argues that students are only able to comprehend some words that are said over and over again and therefore their understanding is shallow if they depend on vocabulary. In this situation, body languages become an aid to facilitate interaction without necessarily using the mother tongue, which is highly needed.

In addition, the author emphasizes that actions and postures aid both educators and learners in achieving better communication. For example, when a teacher wants the students to focus their attention on the board, instead of verbally instructing them, the teacher can just point. This means that students can follow the instruction without having to fully comprehend the words that are being said.

2.3. Benefits of Kinesthetic Communication in English Teaching

One of the most visible advantages of kinesthetic communication is its ability to accommodate different types of learners. As noted by Crandall (2022), individuals who

learn best through movement and physical involvement, known as kinesthetic learners, appreciate teaching styles that blend movements with music, gestures, role-playing, and other manipulative activities. This method is especially beneficial for students in EFL classrooms who find it difficult to grasp abstract ideas or even complicated grammatical forms. For example, a teacher's use of gestures can serve as a visual aid to a verbal explanation. A hand squeeze for indicating a specific moment in the past or the future from the time of speaking, body movements to show prepositions of place, or facial expression to show feelings are good language retention strategies. Moreover, strategies like Total Physical Response (TPR), created by Asher in 1969, have been shown to be useful in teaching vocabulary and the structure of grammar because they combine speech with physical actions.

2.4. Kinesthetic Communication and Other Cultural Considerations

Variation in non-verbal communication is another aspect of a culture that has to be considered in language instruction. As Vilà Baños (2012) points out, cultures have different ways in which they interpret nonverbal cues, which requires teachers to modify their instruction to meet such cultural complexities. For example, certain postures might be differentially interpreted in different cultures, and without adequate contextualization, some confusion might arise during teaching and learning processes.

Similarly, Crandall (2022) studies how students view teachers' non-verbal communication and observes that motivational and cognitive learning outcome in relation to content is positively influenced by effective parts of the body communication. So, there is a need for instructors to consider in what ways they employ their bodies as means of communicating and whether the messages they send are appropriate or relevant to the culture of those receiving them.

2.5. Active Communication and Language Learning

Besides understanding made possible with the use of aid materials, active communication is helpful in the partial preservation of the acquired language for a longer period of time. In the estimation of Muñoz-Quezada, González, & Lucero (2008), having

accompanied the word to be taught by a sound with a corresponding gesture helped pupils recall the vocabulary more easily than those taught with sound or written format only. This emphasizes movement-oriented approaches in teaching English.

Also, several researchers have studied the effects of nonverbal communication on learning and memory. In his research, Corrales Navarro (2011) claims that nonverbal stimuli plays a crucial role in optimizing retention in working memory during the learning process for people with developmental disorders and even without such difficulties. Therefore, these suggest that teaching for these populations should incorporate visual and spatial stimuli so as to promote more profound and significant meaningful learning.

In teaching English, students are able to understand better and participate more when paralinguistic and kinesthetic communications are integrated. Pourhossein (2012) states that the purposeful use of nonverbal techniques empowers the teacher to unbundle the concept, garner the learner's attention, and aid in the acquisition of the language.

In addition, the combination of voice with physical movements opens new avenues for educational and digital research. For instance, new approaches to language instruction might come from newly developed instructional materials that utilize gesture and intonation recognition. Maximizing the use of nonverbal instruction is essential for the effective communication of lessons to learners so that they can appreciate the learning process rather than just improve their language proficiency.

3. Research Methodology

“Exploring the Impact of Multimodality in EFL Teaching Adult Learners: A study of Kinesthetics and Paralanguage at UCEVA Language Department Tuluá- Valle,” looks into how teachers at UCEVA Language Department integrate students' modalities of learning through kinesthetics and paralinguistic features and how the learners view these incorporated strategies. Some of the specific aims are to determine and evaluate the teachers' strategies at the elementary level, to investigate the strategies at hand from the teachers' and students' perspectives, and to propose optimal strategies for enhancing the application of multi-modal communication in foreign language pedagogy.

This part of the study seeks to explain the research questions and purposes within the context of an interpretivist philosophy with qualitative methods. A phenomenological approach was adopted, and qualitative data was gathered using instruments such as checklists, structured questionnaires, focus group discussions, rubrics, and five class observations. In this part, we present the research proposal components: the sample design and location, data gathering techniques, and the ethics for conducting research.

3.1. Research Design

This study used a qualitative exploratory design, which was considered appropriate for addressing a topic that had not been extensively studied. This approach was selected because it allowed the researcher to explore the subject in an open and flexible way, without being limited by a strict theoretical framework or the need to prove a hypothesis. Instead, the design remained open to discovering new patterns, ideas, and perspectives that could emerge from the participants' lived experiences. As explained by Rendle, Abramson, Garrett, Halley, and Dohan (2019), exploratory studies typically begin with few initial expectations and make use of adaptable methods such as open-ended interviews, informal conversations, and observations to gain deep insights into how people experience certain phenomena.

In this particular case, the study aimed to understand how multimodal strategies were implemented by English teachers and how students perceived and responded to these strategies in real classroom settings. The research did not intend to establish causal relationships but rather to explore and describe the richness and complexity of those teaching and learning experiences. For that reason, a qualitative approach was considered the most suitable.

To explore these experiences in greater depth, a phenomenological approach was applied. This allowed the researcher to focus on how participants interpreted and gave meaning to their interactions with multimodal strategies. Data collection and analysis were carried out using qualitative techniques that supported a deeper and more nuanced understanding of the subject under study. Furthermore, a longitudinal perspective was adopted, which made it possible to observe how the implementation of multimodal

strategies were implemented, providing a broader view of their impact and consistency in practice.

3.2. Participants

This study included five English as a Foreign Language (EFL) teachers and fifty adult students from the Language Department at UCEVA in Tuluá, Valle. The teachers were between 26 and 45 years old and had at least six years of experience teaching English. At the time of the study, they were working in different places such as public schools, private language institutes, and universities. All of them had completed master's degrees in areas like pedagogy, bilingualism, translation, or English teaching. Their English level was officially certified, ranging between B2 and C1 according to international standards.

The students were adults between 18 and 54 years old. Most of them lived in Tuluá, but there were also learners from nearby towns like Andalucía, Trujillo, Buga, and Bugalagrande. These students came from different backgrounds, mostly from social strata 2 and 3, and many were studying or working at the same time. They were enrolled in various levels of the English program, from semester one to semester six. The group included both men and women, and they attended in person classes. All of them joined the program to improve their English skills and feel more confident when using the language in daily life.

3.3. Research Setting

The study took place at the UCEVA Language Department in Tuluá, Valle. The department offers language programs based on the Common European Framework of Reference for Languages (CEFR), covering levels from A1 to B2 or C1. It provides English, French, Italian, and German classes for children, teenagers, and adults. Lessons are available in both in-person and virtual formats, giving students flexibility depending on their needs.

Each program is organized into levels or semesters. Students take classes for six hours a week over a period of 19 weeks, which adds up to 114 hours of class per semester, plus the same amount of time for homework and self-study. The teaching approach focuses on real communication and includes activities like listening, speaking, projects, group

work, and online exercises. Students also take part in conversation clubs and use learning platforms such as My English Lab, BlinkLearning, or Parcours Digital. Their progress is measured throughout the semester in three official evaluation periods. To reach more people, the department opened a new branch in Roldanillo and is working to expand to Buga. With its focus on inclusion and quality, the department helps students strengthen their language and communication skills in a way that fits today's social and academic needs.

3.4. Ethical Considerations

Participants, including the teachers and the students, were informed about the subject and the aim of the study prior to the data collection. All participants gave informed consent, which means that they were told their involvement was voluntary and that they had the right to withdraw at any given point without any pending consequences. Participants were also guaranteed anonymity regarding their identity and responses which were retained solely for the purposes of this study.

This chapter has described the research methodology, which includes the research design, sampling techniques, the context of the study, methods of data collection, and ethical issues. The selected method within interpretivist, qualitative, and phenomenological disciplines allows us to deeply analyze the phenomenon of multimodal teaching in EFL classes. Using structured interviews, surveys, focus groups, rubrics and observations, this study attempts to address the gap in the literature regarding the use of kinesthetic and paralinguistic features in teaching and learning English. The results will help to clarify the issues of multimodal education and focus on improving EFL pedagogy for adult learners.

4. Description of data collection methods

This section explains how the information for this study was collected. Several tools were used to understand how teachers use multimodal strategies in their English classes and how students feel about them. These tools included a checklist for teachers, a survey for students, interviews, and focus group discussions.

Before using any of these tools, it was important to first explain the main ideas to

the participants. Some of the terms in the study, like “paralinguistic” or “kinesthetic,” can sound a bit complex or unfamiliar. So, a short explanation was given before applying the instruments to make sure everyone understood what the questions were about. This helped avoid confusion and made the answers more meaningful. For example, in the teacher checklist, each statement included a simple example related to the classroom. One of them said: *“I vary my tone of voice to emphasize keywords or important concepts (e.g., raising my tone when saying ‘It’s great news!’ to express enthusiasm).”* These examples helped teachers easily recognize the kind of actions being asked about.

The same was done in the student survey. Before answering, students were given a short explanation of the main terms. Also, each question in the survey included an example to help students understand what it referred to. For instance: *“The teacher changes their speaking speed to explain difficult concepts or keep the pace (e.g., speaking more slowly when explaining how to use verb tenses or a new topic).”* This made students feel more confident about their answers and helped gather clearer information.

In the focus groups, this explanation was done in person before starting the conversation. Clear examples were given so everyone could share their thoughts based on real situations they had experienced in class. All of these steps giving explanations, using examples, and guiding participants, were important to make sure the information collected was honest and useful for the study.

4.1. Checklist for teachers

A checklist is a formatted device intended for the organized monitoring and collection of particular actions or behaviors. In this study, the checklist was crafted to evaluate the teachers' application of multimodal strategies such as the use of hands, face gestures, body posture, movement, and visual aids. This instrument allowed the researcher to objectively measure the occurrence and consistency of these strategies over time, which makes it worthwhile to collect the data. In educational settings, checklists are especially valuable because they help structure observation, clarify learning goals, and ensure that important actions or behaviors are not overlooked. They also offer a practical way to

support teaching and assessment by outlining specific criteria that guide both instruction and student performance (Makram et al., 2022). See Appendix 1.

4.2. Structured survey for students

A structured survey was administered to fifty English adult students of the UCEVA Language Department in Tuluá Valle. A structured survey is a method where people are asked the same set of questions in a specific order. This approach ensures that the information collected is consistent, making it easier to compare responses from different people (Taherdoost, 2022). The questions typically offer a limited number of choices, which helps in analyzing the data and turning it into numerical results.

The survey was administered online, using Google Forms, and consisted of ten closed-ended questions and one open question, designed to understand the students' perceptions about the multimodal language their teacher implements in the English class. The survey was conducted in Spanish to facilitate and ensure comprehension, thereby minimizing misunderstandings that could impact responses. The questions explored two main themes: paralinguistic strategies (such as tone of voice, speech rate and nonverbal sounds) and kinesthetic strategies (including gestures, mime, body posture, and physical movement activities). Additionally, students were asked about the perceived impact of visual aids and interactive tools involving movement, as well as to provide examples of how these elements contributed to their English learning experience. See appendix 2.

4.3. Focus groups

Focus group discussions were conducted with students to gather qualitative data on their perceptions and expectations regarding the multimodal language their teacher uses in the English class. A focus group is a method for gathering information where a group of facilitators, often including a co-researcher, leads a discussion with 6 to 15 participants about topics related to the research question. This approach allows researchers to collect diverse views, opinions, and thoughts from multiple people at once (Barrett & Twycross, 2018). The discussions were held in person and recorded using cell phones to make it easier to analyze the conversations.

Two 30-minute focus groups for adult students in an English class were conducted. The first group consisted of 16 students, and the second group consisted of 15 students, totaling 31 students across 5 observed groups. Participants were randomly selected to join the study. Once permission was granted and consent forms were signed, the focus group sessions were scheduled after class. The discussions with students were conducted in Spanish to ensure clear understanding and responses.

The focus group discussions addressed key themes related to multimodal strategies in language teaching. These included students' perceptions of visual and multimedia tools (such as videos and songs), group games and interactive activities, the teacher's tone of voice and use of pauses, facial expressions and body gestures, mime, and kinesthetic movement during lessons. Additionally, students reflected on how the teacher's posture and open body language influenced their comfort and willingness to participate in class, as well as the role of digital tools involving movement in enhancing learning. See appendix 3

4.4. Observations and rubric

Observations: The observations took place during the second week of October, specifically on Saturdays. A total of five classes taught by different teachers were observed, each lasting two hours, covering different stages of the class. Some moments of the classes were recorded to enable a more thorough and detailed analysis.

Observation grid: During classroom observations, this rubric was used to record and categorize the use of multimodal language by teachers. Special attention was paid to kinesthetic and paralinguistic aspects used during the teaching process. See appendix 4

4.5. Structured interview for teachers

A structured interview was developed for English teachers to know their perception of the multimodal language, how they use it, and its importance, emphasizing kinesthetic and paralinguistic features. A structured interview is a methodical approach where every participant is asked the same set of questions in the same order. Specifically, it follows a set schedule in which every instance is asked the same group of questions. Once formulated, these inquiries fit into the appropriate aims of the research being carried out. This method

reduces biases and thus increases reliability (Elhami, 2022). Nevertheless, structured interviews are very useful for evaluating and classifying candidates based on their required characteristics and talents, despite taking much time to prepare and potentially limiting spontaneous dialogues. The interview consisted of fifteen questions designed to determine teachers' perceptions about multimodal language in teaching English. See appendix 5.

4.6. Data Analysis

Thematic analysis was employed to analyze the qualitative data gathered in this study. This method involves identifying recurring patterns or themes within the data, such as common ideas or concepts. By categorizing these themes, a deeper understanding of teachers' and students' perceptions and experiences regarding the use of multimodal strategies in teaching English as a foreign language can be obtained. Thematic analysis enables a systematic exploration and organization of the data to obtain insightful conclusions relevant to this research.

The analysis considered data collected through checklists, surveys, interviews, and focus groups. Although the surveys used in this study included quantitative elements (e.g., rating scales) to gather student perceptions, these were only used to support the interpretation of qualitative findings. This research is not a quantitative or mixed-methods study; rather, it is entirely qualitative in nature, with the survey results to contextualize and complement the thematic insights.

All answers from the Google Forms were reviewed, and each question was analyzed in relation to the research objectives. Information from the interviews and focus groups was transcribed and subsequently used for thematic analysis. The steps of thematic analysis, following Dawadi (2020), include: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing the report.

- The interviews and focus groups were transcribed using an AI tool called Evernote, which allows audio files to be uploaded and converted into text. While the resulting transcription was initially disorganized, the tool enabled simultaneous listening and

reading, which supported a more detailed analysis. The researcher then manually revised the transcripts, adding structure to pauses, questions, and answers. This organization process facilitated the identification of relevant aspects and the extraction of key findings and discussion points from the collected data.

- Once the data was organized, manual coding was conducted. Coding involved identifying similarities and differences across participants' responses. Based on this coding, recurring themes were identified, highlighting shared perceptions among teachers and students.
- These themes were used to establish connections between how teachers at the UCEVA Language Department implement multimodal strategies to enhance their English teaching and how students perceive their effectiveness. A general report of the findings and discussion was then written, which is presented in the next section.

5. Research findings

This section presents and describes the main results of the study regarding students' perceptions of the multimodal strategies used by their teachers. It includes insights gathered from focus group discussions on the use of multimedia resources, pedagogical approaches, and the integration of non-verbal communication (paralinguistic and kinesthetic features) in the English learning process.

In addition, classroom observations of five teachers were conducted, focusing on the specific multimodal strategies identified in the literature and research objectives. The findings also incorporate interview data from teachers, which are analyzed alongside the checklists completed prior to each interview.

Although some student perceptions were collected through structured survey questions with closed-ended items, these data were used to support the qualitative findings, providing a complementary perspective. Each finding is described in a clear and explicit way, supported by representative responses from surveyed students, interviewed teachers, and focus group participants.

Finding 1: Student Insights on the Impact of Multimodal Strategies

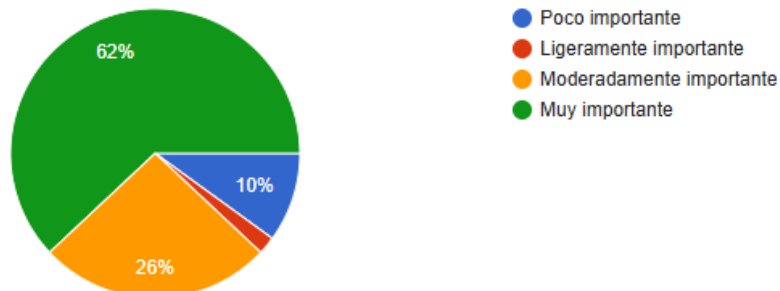
Research question: How do EFL teachers at the UCEVA Language Department integrate multimodal strategies into their teaching practices, and what are the adult learners' perceptions of their impact on language learning?

To address the research question, a structured survey was conducted in which students shared their perceptions of multimodal language use in English classes. The majority of students emphasized the significant role of multimodal language in enhancing their learning process, as it helps them better understand the class content and explanations provided by the teacher. Below is a summary and analysis of the survey results.

Paralinguistic Strategies (Tone of Voice and Facial Expressions)

Question 1: Que el profesor(a) varie su tono de voz para enfatizar palabras clave o conceptos importantes es para usted... (ej.: levantar la voz al decir algo que le causó sorpresa para demostrar su entusiasmo)

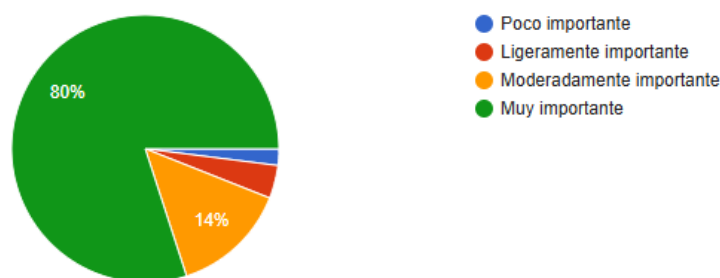
50 responses



The results indicate that 31 out of 50 students consider it very or moderately important for teachers to modify their tone of voice in class. Specifically, 18 students rated it as very important, while 13 students rated it as moderately important. In contrast, 10 students considered it slightly important, and 1 student regarded it as minimally important. These findings suggest that most students acknowledge the impact of tone variation in maintaining engagement and improving comprehension in the classroom.

Question 2: Que el profesor(a) modifique la velocidad de su discurso para explicar conceptos difíciles o mantener el ritmo es para usted... (ej.: hablar más despacio cuando explica cómo usar los tiempos verbales o un tema nuevo)

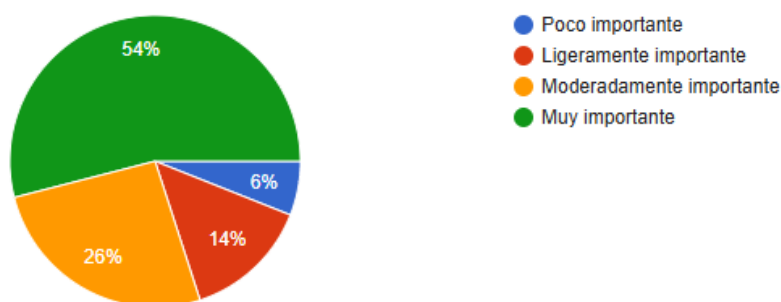
50 responses



Furthermore, when analyzing speech rate, the results show that 40 out of 50 students rated it as very important for teachers to adjust their speech rate when explaining difficult concepts or managing class rhythm. An additional 7 students found it moderately important, while only 2 students regarded it as slightly important, and 3 students considered it less important. These results highlight the crucial role of speech rate modification in facilitating comprehension and ensuring effective communication between teachers and students.

Question 3: Que el profesor(a) utilice sonidos no verbales (risas, suspiros, etc.) para expresar emociones y reforzar el mensaje de su explicación es para usted... (ej.: hacer un sonido de sorpresa para reaccionar a una respuesta inesperada de un estudiante)

50 responses



The data reveals that 54% of the 50 surveyed students consider it very important for teachers to use nonverbal sounds (e.g., laughter, sighs, expressions of surprise) to convey emotions and reinforce explanations. This suggests that more than half of the students

recognize these auditory cues as essential for enhancing engagement and comprehension in the classroom.

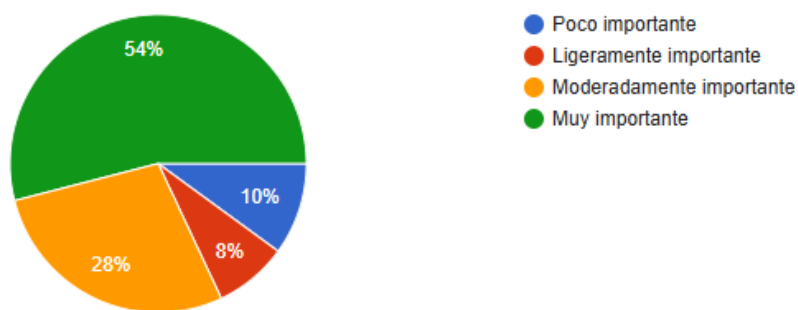
Additionally, 26% of students rated this strategy as moderately important, indicating that while they acknowledge its benefits, they may not view it as a critical component of learning. Meanwhile, 14% of students found it slightly important, and 6% regarded it as less important, suggesting that a smaller portion of students either do not rely on nonverbal cues for understanding or prefer alternative instructional methods.

Overall, these findings highlight the significant role of paralinguistic elements in teaching as they help create a more dynamic and interactive learning environment. Teachers who effectively incorporate nonverbal sounds can enhance student engagement, clarify concepts, and make lessons more expressive and impactful.

Impact of Facial Expressions and Eye Contact

Question 4: Que el profesor(a) acompañe su discurso con expresiones faciales y contacto visual para reforzar el mensaje es para usted... (ej.: fruncir el ceño para mostrar preocupación al explicar un error común)

50 responses

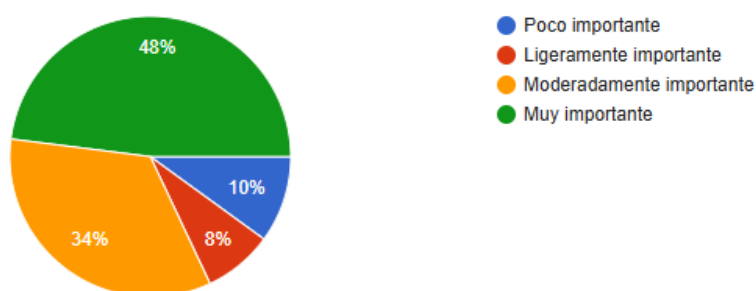


The majority of students also emphasized the importance of facial expressions and eye contact in reinforcing the teacher's message. Specifically, 27 out of 50 students rated this aspect as very important, while 14 students considered it moderately important. However, 4 students thought it was slightly important, and 5 students believed it was of lesser importance. These findings imply that most students recognize nonverbal communication as a key factor in effective instruction and engagement during lessons.

Kinesthetic Strategies (Body Language and Movement)

Question 1: Que el profesor(a) utilice movimientos de las manos para ilustrar algunos conceptos es para usted... (ej.: mover las manos en forma de círculo para enseñar palabras relacionadas con el tiempo, como "día" y "noche")

50 responses



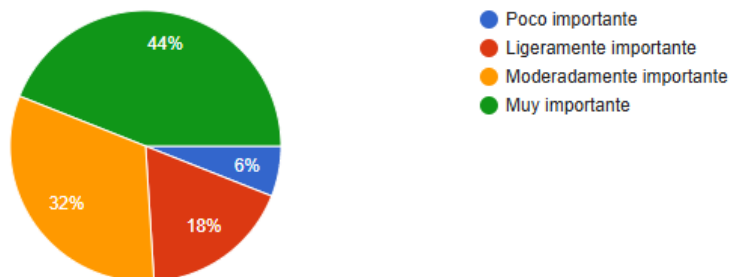
The data shows that 48% of the 50 surveyed students consider it very important for teachers to use hand movements to illustrate concepts, such as making circular motions to represent time-related words like day and night. This suggests that nearly half of the students recognize gestures as a valuable tool for reinforcing meaning and improving comprehension in language learning.

Additionally, 34% of students rated this strategy as moderately important, indicating that a significant portion acknowledges its benefits, though they may not find it essential for understanding concepts. Meanwhile, 8% of students found it slightly important, and 10% considered it less important, suggesting that a smaller percentage of learners may prefer other teaching methods or rely more on verbal explanations.

These results highlight the role of kinesthetic communication in language teaching, as hand movements can enhance understanding, facilitate retention, and make abstract concepts more tangible. Teachers who incorporate purposeful gestures into their lessons can create a more interactive and engaging learning environment, benefiting students with diverse learning styles.

Question 2: Que el profesor(a) realice actividades de mímica para ayudar a los estudiantes a entender conceptos de una manera más clara es para usted... (ej.: hacer como si estuviera "comiendo" para enseñar vocabulario relacionado con alimentos)

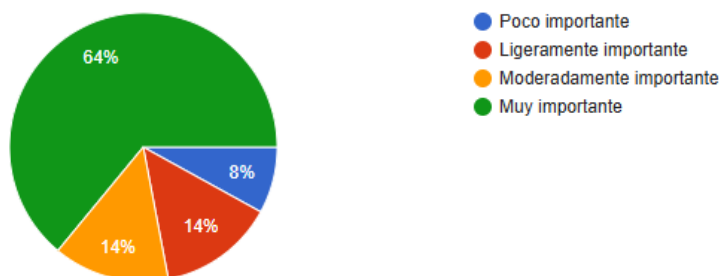
50 responses



A significant number of students found miming activities beneficial for understanding concepts. Specifically, 22 out of 50 students rated this strategy as very important, while 16 students considered it moderately important. Additionally, 9 students rated it as slightly important, and 3 students viewed it as less important. These findings suggest that while most students appreciate the value of miming for comprehension, a smaller group may not find it as essential in their learning process.

Question 3: Que el profesor(a) emplee posturas abiertas y utilice expresiones corporales para transmitir confianza y entusiasmo es para usted... (ej.: pararse erguido y usar movimientos amplios con los brazos al explicar un tema nuevo)

50 responses

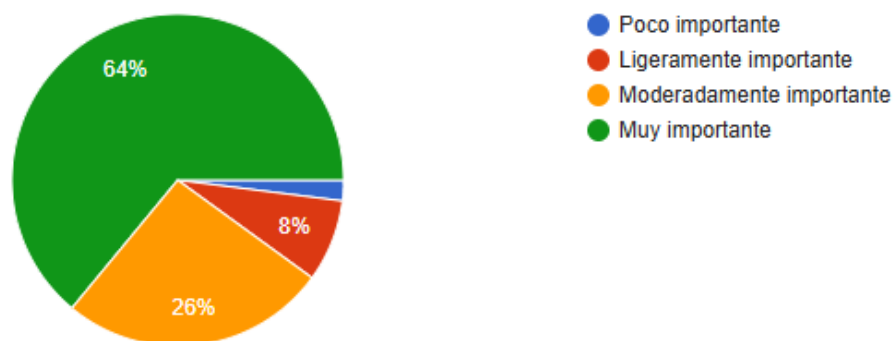


The data also highlights that the majority of students appreciate teachers' use of body language and open postures to express confidence and enthusiasm. Out of the 50 students surveyed, 32 rated this aspect as very important, while 7 found it moderately important. Conversely, 7 students considered it slightly important, and 4 students found it less important. These findings confirm that nonverbal communication, particularly body language, plays a crucial role in creating a productive and welcoming classroom environment.

Multimedia and Interactive Tools in Learning

Question 4: Que el profesor(a) utilice videos o herramientas interactivas que impliquen gestos y movimientos es para usted... (ej.: presentar un video que muestra una presentación de negocios efectiva y, al mismo tiempo, hacer gestos que enfatizan puntos clave, cómo usar las manos para mostrar datos o cifras mientras explica).

50 responses

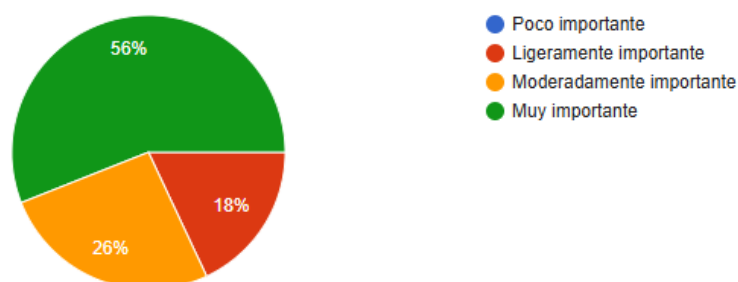


The survey results reveal that most students regard videos and other interactive tools that utilize gestures as valuable learning resources. Specifically, 32 out of 50 students rated such tools as very important, while 13 students considered them moderately important. In contrast, 4 students rated them as slightly important, and 1 student found them relatively unimportant. These results suggest that the majority of students recognize the benefits of integrating multimedia and interactivity into lessons to enhance comprehension through visuals and movement.

Question 5: Que el profesor(a) promueva actividades grupales que requieran movimiento físico o interacción kinestésica es para usted... (ej.: realizar un debate en el

que los estudiantes se muevan a diferentes áreas del aula según su opinión sobre un tema, fomentando la discusión activa y/o intercambio de ideas en un juego de charadas)

50 responses



When analyzing the impact of interactive tools with movement, 28 out of 50 students rated them as very important, while 9 students found them moderately important. However, 18 students considered them slightly important, showing that while many students find such tools beneficial, others do not necessarily consider them indispensable. This finding suggests that although multimedia and interactive tools can enhance student engagement and understanding, their perceived importance varies among learners.

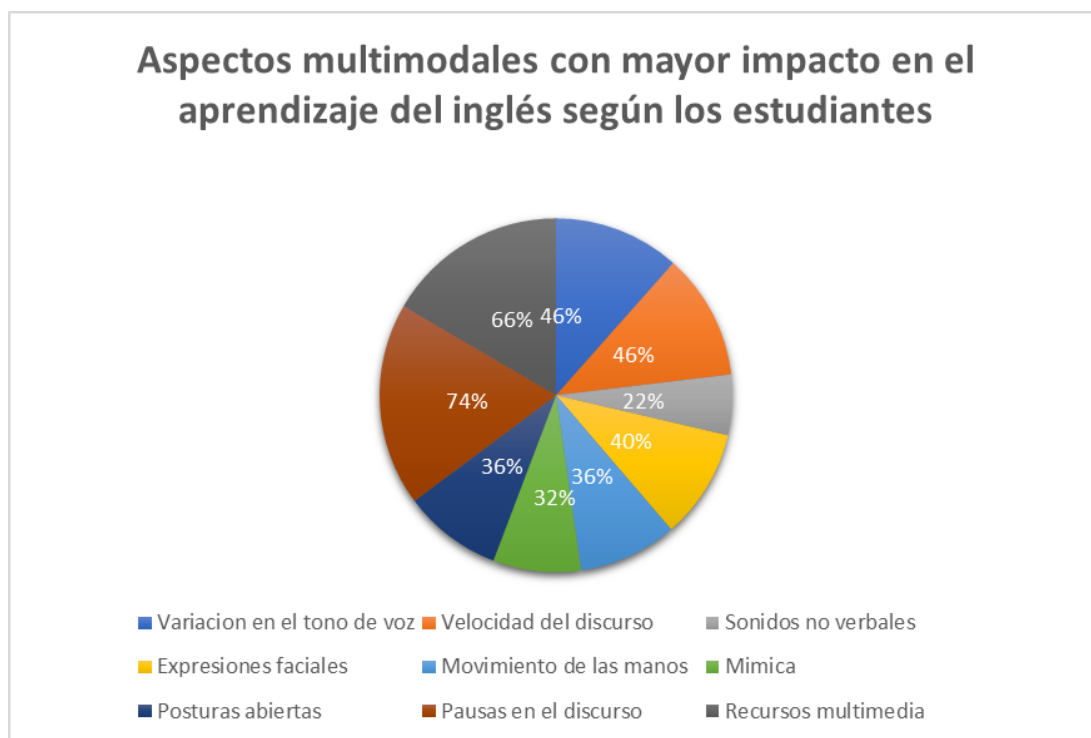
The results from the study validates that students in EFL classes appreciate the use of multimodal teaching strategies particularly the paralinguistic and kinesthetic strategies. In the research, students indicate that they appreciate the changes in the tone of voice, speech rate, facial expression, and body movement as teaching activities. The impacts of teaching on the students' understanding, participation, and interaction in the class always improve.

In addition, students have appreciated, to a certain degree, other kinesics like open hand gestures which aid communication as well as contribute to a more relaxed, less hostile classroom atmosphere. Most students agree that the use of video and other forms of interactivity are useful but are not important for some students.

Multimedia presentation is one of the modern tools of technology which educators need to embrace in motivating and helping students learn effectively. Based on the above positive finding, it is important to give appropriate attention and prioritize the use of paralinguistic and kinesthetic features to get the most out of students' learning experiences.

Further research could investigate the use of different multimodal strategies and how they affect learners' language learning and retention over time.

Question 6: ¿Qué aspectos crees que tienen el mayor impacto en tu aprendizaje del inglés?

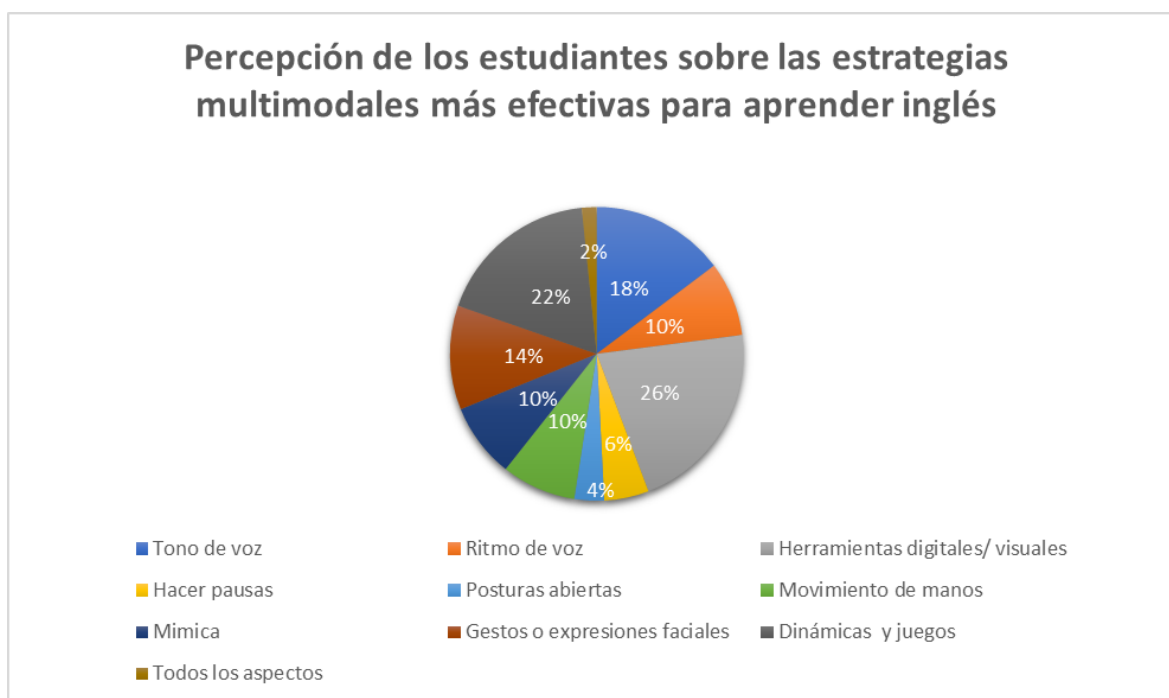


Analyzing the students' answers, the teaching techniques that were most effective in their English learning were multimedia resources use (33 students, 66%) and speech paying pause (37 students, 74%). It is apparent from the findings that students appreciate structured pauses as they may give them sufficient time within which they are supposed to process information and enhance comprehension. Additionally, digital and visual tools appear to be crucial in reinforcing their learning through engaging and diverse content.

Other strategies that helped the students included speech hand movement (18 students, 36%), speech open posture (18 students, 36%), and speech eye contact and facial expressions (20 students, 40%). These findings highlight the importance of body movements in fostering interactivity and understanding in lessons.

Finally, mimic and nonverbal sounds were the least recalled strategies with 16 students (32%) and 11 students (22%) respectively using them. Although these approaches carry significance, they appear to be overshadowed by other multimodal strategies. The outcomes highlight the role of multimodal strategies within a particular focus on those which employ aids, strategies such as pauses, proper intonation, and body language. From this perspective, it can be stated that students' learning of English can be improved greatly with the use of diverse sound and image as well as activity elements.

Question 7: ¿Puedes proporcionar un ejemplo específico de cómo alguna de las estrategias mencionadas ha mejorado tu aprendizaje del inglés en clase?



The findings suggest that many students consider a range of modalities to be important resources in their English acquisition process. Here follows an analysis based on themes of the responses' percentages received:

Multimodal voice instruction

Tone variation: 18% of the students (9 out of 50) mentioned that teachers' variation in tone engages their attention and helps them understand the meaning of words

and phrases better. A tone can be used as a means to emphasize great ideas and feelings that need adequate interpretation to ease understanding.

Direct responses taken from the survey conducted with adult English students at the UCEVA Language Department, Tuluá Valle (Nov 2024):¹

- *The teacher's tone of voice helps me understand whether what they're about to say is something more important or something I need to memorize or remember for the activity we're going to do.*
- *With their tone of voice, the teacher sometimes makes us feel calm and helps us stay focused, or also lets us know we need to pay attention because something important is about to be explained.*
- *When the teacher speaks with a varied tone, it helps me understand the message better, and it also helps me improve the pronunciation of some words.*
- *When the teacher raises their voice a bit during certain parts of the class, it helps me stay focused, not get bored, and keep paying attention during such a long session.*
- *The change in tone of voice helps me remember key points from the class or the teacher's explanations, which helps me keep the information in mind and not forget it.*

Students agree that tone of voice helps them stay focused, recognize key ideas, and improve pronunciation. This reinforces its importance as both a communication tool and a way to structure the lesson effectively. Some students also mentioned that the way the teacher uses their voice helps them improve their own pronunciation, which shows how useful tone can be in language learning. In general, these responses suggest that tone of voice does not just deliver information. It also creates a supportive learning environment, helps organize what's being taught, and makes it easier for students to stay engaged and remember what they learn.

Rhythm of speech: 10% of the students (5 out of 50) noted that the teacher's rate of speech is also a factor; their speech enables students to grasp and follow what is being

¹ Translation done by the researcher.

discussed. Students reported that rhythm accompanied by strategic pauses helps them to easily digest and more effortlessly follow the class.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).

- *²When we don't understand a specific explanation or word because it was mentioned too quickly, the teacher says it again more slowly and that helps me a lot to understand better. Also, when explaining, for example, past tense verbs, the teacher changes their voice to show the words and their correct pronunciation.*
- *When someone doesn't understand a word or concept, the teacher repeats and goes deeper into the pronunciation and the correct way to say it, emphasizing and modifying the speed, making it easier to understand.*
- *When the teacher speaks at a varied speed, it helps me better understand the message they want to convey because sometimes some words are not understood due to the speed, but when they are said in a slower way, I understand better and there is no need for translation.*
- *Explaining a difficult topic slowly helps me a lot in my learning process, especially when it is a completely new topic.*

The students' answers show that the teacher's rhythm of speech, especially the ability to slow down when needed, plays a key role in helping them understand difficult words or new topics. They appreciate when the teacher adjusts the speed naturally depending on the situation, using pauses and variations to make pronunciation clearer and the meaning easier to grasp without needing translation. Overall, the comments highlight how important it is for teachers to be flexible with their speech rhythm, as it creates a more supportive environment where students feel they can follow along more easily and build their comprehension step by step.

Contribution of the digital and visual tools

² Translation done by the researcher.

Tools of digital/visual natures: **26%** of the participants (13 out of 50) indicated that visual tools such as images, videos, interactive presentations and other constituent digital tools are very important for reinforcing learning. These tools contribute to providing contextual information, which in turn aids understanding and interest to the students.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024)³

- *Doing virtual exercises helps me a lot to better understand what we already saw in the book and to practice in a more playful way.*
- *Videos and multimedia aids are a great support for my learning since the class sessions are quite long, and these resources make them more enjoyable and fun.*
- *I believe it is important to have classes with videos or images that help make learning much easier, allowing us to understand the topics and reinforce the most difficult structures.*
- *When the teacher uses online games with the topics previously seen to reinforce learning.*
- *When the teacher applies digital tools, the class is better understood because it activates us and helps us understand better.*
- *Multimedia resources break the monotony, and we can learn in a more didactic way.*
- *When they play music or videos, which help me reinforce my listening skills.*
- *When we listen to audios and do interactive games.*
- *The experiences with audiovisual and multimedia aids.*
- *Videos, songs, online games, didactic activities.*
- *The use of videos to improve listening and to better understand a topic.*
- *Using videos or dramatizations helps us better understand topics that might be difficult depending on our level.*

The students' comments clearly show that incorporating multimedia tools like videos, music, online games, and digital activities greatly enhances their learning

³ Translation done by the researcher.

experience. These resources not only make long sessions feel more enjoyable and dynamic but also support better understanding of complex topics, reinforce language skills like listening, and break the monotony of traditional learning. Students value how multimedia activities make learning more playful, engaging, and accessible, helping them stay motivated and improving their ability to comprehend and practice new content more effectively.

Comprehension aid in the form of the teacher's body language

In relation to English lessons, the students pointed out body language as an issue and tried to provide several suggestions which they felt assisted them in comprehension.

Strategic pauses: 10% of the students (5 out of 50) indicated that pauses that a teacher makes offers many opportunities for students to reflect on the information provided before new content is provided.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁴

- *It would help me a lot if the teacher made pauses to check my understanding, for example, when explaining a new topic or vocabulary we have never seen before. It would be good to do an activity and have the teacher take time to see if I understood and correct me if necessary.*
- *That the teacher makes pauses to know if the topic is clear before moving on to the next one, because otherwise we get overloaded with information and topics that we might not have fully understood.*
- *Pauses during explanations are one of the best strategies for me.*

The students' comments highlight how valuable it is for the teacher to make strategic pauses during the lesson. Pauses allow students to process new information, check their understanding, and receive corrections when needed, especially when dealing with new vocabulary or complex topics. Without these breaks, students can feel overwhelmed by too much information. The feedback shows that pausing is not just a matter of timing, it is a

⁴ Translation done by the researcher.

powerful strategy that supports deeper understanding and ensures students are truly following the lesson before moving on.

Open postures: 4% of the students (2 out of 50) mentioned that positive body language from the teacher leads to the creation of a positive atmosphere in the classroom which promotes learning and interaction.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁵

- *That the teacher adopts open body language. This creates trust and makes it easier to ask questions or express doubts without feeling shy or afraid, which in turn makes learning easier.*
- *Confidence and open body language when speaking the language are very important to me because it makes me feel like I am in good hands and that I will reach a good level.*

The students' responses show that the teacher's open body language plays a key role in building trust and creating a comfortable classroom environment. When teachers use open and welcoming postures, students feel more confident to ask questions, express doubts, and participate without fear or embarrassment. This trust makes it easier for them to learn and believe they can reach a good level of English. The feedback highlights that nonverbal communication, like body language, is just as important as verbal explanations in promoting a positive and effective learning experience.

Hand gestures: 10% of the participants (5 out of 50) mentioned that hand movements play an important part in stressing and illustrating important concepts, ideas, and processes to students. This is especially beneficial for visual and kinesthetic learners who understand more easily with aids.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁶

⁵ Translation done by the researcher.

⁶ Translation done by the researcher.

- *As a student who understands better when reading, I also need a possible explanation using my hands. It would be a great help to fully understand what is being talked about.*
- *An example could be that the teacher's body language or hand expressions help to understand concepts like verb tenses or vocabulary.*
- *Body expressions with hands to simulate an action or give an idea of what is being explained or communicated.*
- *Hand movements to create shapes, describe things, or show specific vocabulary.*

The students' answers show that hand movements and body language help make explanations clearer, especially for understanding vocabulary and grammar topics like verb tenses. When teachers use their hands to show actions, shapes, or ideas, it becomes easier for students to connect the words with their meaning. This kind of visual support helps students who might need more than just spoken words to fully understand what is being taught. Overall, their comments show that using hand gestures is a simple but powerful tool to make learning more understandable and visual.

Imitation moves: 10% of the students (5 out of 50) responded that through imitation movement, teachers can support words for actions, or meaning and this makes it easier for students to learn new words or phrases.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁷

- *I am a very visual person, and sometimes if I don't understand a word, but the teacher acts it out, it helps me a lot to understand and know how to use it.*
- *Miming when speaking and repeating what needs to be explained in English, while making the movement or acting it out, helps to understand without needing to use Spanish.*
- *Miming because many times I don't recognize a word or expression, but if I see the action or movement, I remember it or learn it more easily.*

⁷ Translation done by the researcher.

- *Miming while speaking English to better understand the context of what is being explained.*
- *Sometimes miming is very important to make oneself understood, even in Spanish.*

The students' answers show that miming and acting out words or actions are very helpful for understanding new vocabulary and ideas. When teachers use gestures or act out what they are explaining, students can connect the meaning more easily without needing translation into Spanish. It also helps them remember words better because they associate them with a visual movement. The answers show that mime is a simple but powerful way to make communication clearer and learning more natural.

Facial expressions: 14% of the students (7 out of 50) indicated that teachers' facial expressions help reinforce explanations by conveying additional emotions that enhance the overall message.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁸

- *Facial expressions allow for a better understanding of words because sometimes they can be understood more easily without needing a translation.*
- *Facial expressions when saying a complex word help me a lot to understand when I don't recognize some words.*
- *Using gestures while explaining or when we don't understand vocabulary that might be complex or part of a new unit in the book.*
- *Facial gestures to better understand the context of a situation being described.*
- *Using gestures or signals to point out key words within the topic.*
- *Facial expressions to reinforce what is being said verbally during explanations of a specific topic.*

The students' answers show that facial expressions make it much easier to understand difficult words and new topics without always needing a translation. When teachers use gestures with their face while explaining, students can catch the meaning even

⁸ Translation done by the researcher.

if they don't fully understand the words. It also helps them recognize key ideas and follow the general context more easily. The comments show that using facial expressions is a simple but powerful way to support understanding and make learning feel more natural and clear.

Practical activities and social relations in the classroom

Classroom dynamics and games: 11 out of 50 students (22%) stated that interactive classroom activities and games have been particularly effective in enhancing their English learning. These strategies boost interest in the subject and motivate learners to use the language actively in real-life situations.

Specific responses taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).⁹

- *Through activities and games, I have been able to learn much more easily.*
- *I think it's really cool when the teacher proposes games in class, whether they are interactive or made with materials that the teacher designs beforehand, because I believe this not only makes the class more dynamic but also deepens learning.*
- *When we play games related to the topic being studied, it makes it easier to retain information, and I feel like I learn better.*
- *Activities and games in pairs to improve fluency and interaction with the language.*
- *When we do interactive games, the class feels shorter, more fun, and I truly learn what has been taught theoretically because there is real practice.*
- *It would be good to include more interesting activities with games and playful practice.*
- *Games in the language and activities where we can take small breaks and rest a bit because the sessions are very long.*
- *When the teacher gives us playful activities and games, I really enjoy it because we can practice what we have seen in the book and check if we have learned it or not.*

⁹ Translation done by the researcher.

- *Explaining dynamically through movement games, playful activities, or online activities.*

The students' answers show that playing games in class makes learning easier, more fun, and more practical. Games help students practice what they learn, remember information better, and enjoy the class more, even when sessions are long. In general, they also make the class feel faster and help students stay active and focused. Students feel that games are a great way to learn and use English in a fun and real way.

General opinion about the strategies

All aspects (2%): One student mentioned that all the strategies have helped them learn, indicating that the language is better acquired when many methods are used together.

Specific response taken from the survey of adult English students from the UCEVA Language Department, Tuluá Valle (Nov 2024).¹⁰

- *I believe that all the strategies and aspects mentioned by the person in charge of this survey are necessary and needed to have an effective learning process in English and to feel motivated during the process.*

What emerges from the analysis of the responses is that students appreciate a blend of verbal and nonverbal, as well as technological, means in their English learning. The teacher's voice modulation aids in capturing attention and understanding, while nonverbal (hands, facial expressions, and open body language) serves to impart ideas.

Furthermore, digital aids and graphics enhance teaching optimally, while interactivity in lessons helps make learning more enjoyable and engaging. These results illustrate the necessity of implementing a multimodal framework in English pedagogy, which combines different types of materials and methods in teaching in relation to the various ways students learn and memorize information.

¹⁰ Translation done by the researcher.

Finding 2: Enhancing Learning Through Voice, Gestures, and Digital Tools

Analysis of focus groups

The focus group is critical about students' views on the application of multimedia resources, pedagogical approaches, and the integration of non-verbal communication within the context of English language instruction. The following is a commentary with organized answers from the focus group members.

1. What is the impact of multimedia resources on your learning experience?

Participants from the group said that video clips, online games, and other materials sent through WhatsApp greatly help most of them to understand certain topics. They also pointed out that students are not all the same in how they learn, and therefore using different formats is helpful.

*"For me, multimedia resources are important because not everyone learns in the same way. Some people understand better with theoretical explanations, but others need visual or auditory support. Having different media helps each student better assimilate the content."*¹¹

However, another student mentions that their learning experience is mostly based on traditional methods, such as board explanations and the use of the textbook.

*"We don't work much with virtual tools in class. The closest we get to digital is the workbook assignments and some activities for homework."*¹²

2. What interactive activities or games have helped you learn the most?

Students really enjoy interactive activities and group games. They mention games like "broken telephone," matching images with words, and using digital tools like Kahoot. These activities make learning more engaging and help them reinforce concepts in a fun and dynamic way.

¹¹ Translation done by the researcher.

¹² Translation done by the researcher.

*"We have played 'broken telephone' in class, and we have also done activities where we match images with words. Also, once we used Kahoot with the teacher."*¹³

One student fondly remembers an activity where they drew and described images, saying it was one of the most engaging and helpful ways to learn.

*"An activity we really enjoyed was the one where a student would draw something and another had to describe it. Then, that description was sent to another student, who had to make a new drawing based on it. It was a fun experience and helped us improve our understanding and expression in English."*¹⁴

3. How does a teacher's tone of voice affect your understanding and engagement in class?

Students agree that a teacher's tone of voice plays a big role in keeping them engaged. They say that changes in tone help grab their attention and make it easier to follow shifts in the lesson.

*"We like that the teacher varies their tone of voice depending on the situation. It is important because it helps us identify when they are closing a topic or moving on to another. For example, when they say 'well' with a rising tone, we know they have finished a point."*¹⁵

Additionally, they highlight the importance of tone of voice when learning new words in English. By varying the intonation, teachers help students better understand how words should sound, making it easier to grasp the correct pronunciation and use of the language.

*"Tone of voice is also key when we learn new words in English. By varying the intonation, we can better understand the pronunciation and the correct way to say the words."*¹⁶

¹³ Translation done by the researcher.

¹⁴ Translation done by the researcher.

¹⁵ Translation done by the researcher.

¹⁶ Translation done by the researcher.

4. How important are facial expressions and gestures in your learning process?

Students emphasize the importance of gestures and facial expressions in making lessons more engaging and helping them better understand the content.

"The teacher's body language is very important because it helps us connect concepts. Sometimes, with their expressions and gestures, they give us clues about the meaning of a word or idea in English, which makes learning easier."¹⁷

They also mention that a teacher who is not very expressive can make classes feel monotonous and less effective.

"If a teacher stays still all the time and speaks in a monotone way, it is harder to stay focused in class. On the other hand, when they use gestures and show enthusiasm, it motivates us to pay more attention and participate."¹⁸

Students consider that mimics and gestures shouldn't be limited to children; they can also be helpful for older students, especially when learning vocabulary.

"Gestures help a lot to understand new words, no matter the age. For example, when they explain the word 'shy,' the teacher can make a shy gesture so that we understand its meaning better without needing to translate it."¹⁹

According to the analysis of focus groups, students appreciate a teaching style which incorporates different techniques such as multimedia, hands-on activities, changes in vocal inflection, and motions with hands and face. Some students are more familiar with the conventional approaches, while others consider the use of digital resources and gaming as vital parts of their learning. Moreover, the role of nonverbal communication in teaching English is analyzed and it proves to be supportive of comprehension, making the lessons more stimulating and useful in learning the language.

¹⁷ Translation done by the researcher.

¹⁸ Translation done by the researcher.

¹⁹ Translation done by the researcher.

Finding 3: How Teachers Integrate Voice, Gestures, and Movement in Class

This analysis focuses on the implementation of teaching practices by five teachers according to a self-evaluation checklist. Aspects evaluated include tone of voice, facial expressions, body movements, and digital technologies utilization. The results demonstrate the degree of the teachers' application of these strategies and highlight possible improvements. Below you will see the evaluated aspects:

Paralinguistic aspects

- **Tone Variation for Emphasis:** All teachers marked "always", indicating that they notice how the tone of voice can support communication and even highlight important parts of a discussion in the classes.
- **Speech speed adjustment:** Most of the teachers (three "always", two "almost always") marked that they modify the rate of their speech according to student comprehension, although two teachers need to work more on this or they do not consider it an essential aspect.
- **Pitch variation for expressive meaning:** The analysis indicates that most teachers use pitch variation meaningfully to convey expressiveness in speech. Three of them marked "always," while two marked "almost always." This suggests that although intonation is frequently used, there is still a chance for improvement either to enhance its effectiveness or to reduce instances where its full communicative potential is not used.
- **Use of non-verbal sounds:** Responses varied, three teachers marked "always," while two chose "sometimes." This suggests that some teachers may overlook non-verbal sounds (sighs, laughter, gasps) as a tool to enhance emotional engagement or student participation.

The results show that most teachers focus heavily on voice techniques. Their use of tone, pitch, and speed helps students understand and engage. However, some teachers make little use of non-verbal sounds, while others have overly sibilant speech, making their lessons less engaging.

- **Use of facial expressions and eye contact:** Two teachers marked "always," while three chose "almost always," indicating that these techniques are commonly used but not fully maximized.

- **Strategic pausing:** Four teachers selected “always” or “almost always,” while one chose “sometimes,” suggesting that most teachers recognize the importance of pauses, but some struggle to apply them in their classes.

Facial expressions and eye contact play a key role in keeping students engaged and helping them understand the lesson. These elements should always be present in the classroom. Non-verbal cues help teachers manage students' attention while also guiding their comprehension. Likewise, strategic pauses are important for highlighting key points and giving students time to process information, but they need to be used more consistently.

Body language and physical expressiveness

- **Hand gestures:** Three teachers marked “always,” while two chose “almost always,” indicating that most teachers frequently use gestures to support their explanations and clarify concepts.
- **Use of mime:** Only one teacher selected “almost always,” whereas four marked “sometimes,” suggesting that mime is not very common as a teaching tool in their context despite its potential to reinforce meaning through exaggerated physical cues.
- **Posture and expressiveness:** Responses varied, with one teacher marking “always,” two choosing “almost always,” and two selecting “sometimes.” This suggests that while some teachers use body movements to convey enthusiasm and engagement, others do so inconsistently, potentially missing opportunities to enhance student interaction with this strategy.
- **Movement around the classroom:** Three teachers marked “almost always,” one marked “sometimes,” and one chose “always.” This indicates that most teachers move around to interact with students, but their level of mobility and the purpose behind it vary.

The data highlights inconsistencies in the use of body language as a pedagogical tool. While most teachers incorporate hand gestures effectively, other non-verbal strategies, such as mime and dramatic physical expressions, are used far less. This suggests that some educators may not fully recognize the role of physical expressiveness in reinforcing

meaning, engaging learners, and supporting comprehension, particularly for students with different learning styles.

Additionally, the findings reveal that classroom movement is present but not consistently purposeful. While some teachers move around to create a more interactive and engaging environment, others may not fully use spatial dynamics to foster student participation. Strategic movement, such as positioning oneself closer to students who need support or using proximity to encourage discussion, could enhance both classroom management and student engagement.

Finding 4: How Teachers Apply Multimodal Techniques in Real Teaching Contexts

Paralinguistic Elements

Voice Tone

Every teacher in the case study made an effort to adjust their tone of voice as necessary so that learners can understand and be attentive. During the explanation and practice sessions, teachers used different tones to highlight important areas, some vocabulary, and even correct pronunciation. In addition, a distinct shift in tone was noticed. This was during error correction, where a neutral or slightly downward intonation was employed, suggesting a problem existed but dissuading learners from being demotivated.

Teachers adjusted their tone for choral reading so that a particular rhythm is kept and students are guided to pronounce words in the right way. Moreover, during feedback sessions, it was noted that teachers tend to expressively appreciate learners who had answers and use phrases like “good job” and “very good.” This exemplifies the use of appreciation techniques that assist develop the self-esteem of the students.

Speed of Speech

Also, the teachers changed their speed of speech relative to the complexity of the subject matter and whether the students understood the talk. During the explanation of a new concept, a slower rate of speech was noticed so that students can take in the information more fully. When students were confused, teachers began using more complex

listening and speech strategies as they slowed their speech. They incorporated clearer articulation of words while also using pauses. This method was remarkably pronounced when specific aspects of grammar were being described, as teachers broke down complicated phrases into simpler parts. On the other hand, during more advanced discussions, or general day-to-day interactions, the speed of speech increased to what could be understood as conversational pace.

Nonverbal Sounds (Laughter, Sighs, etc.)

Teachers also included the use of laughter and sighs, along with different variations of their pitch, to express their emotions and emphasize their speech's content. These sounds helped significantly in:

- Expressively vocal cue coupled with explanation, helped in breaking concepts into simpler fragments.
- Providing feedback was done with emotion signaled through intonation showing support, uncertainty, disagreement, or affirmation.

In the instance above, laughter was commonly used to help set a relaxed atmosphere enabling students to express themselves freely and tended to improve their comfort levels when dealing with mistakes. Sighs or elongated vowels, such as "Hmm..." or "Well...", have been used to demonstrate thinking while motivating students to ponder before deciding how to respond.

Kinesic Aspects

Teachers showed composed postures which are open and relaxed which allows for a better welcoming atmosphere aiding the learning process. This was particularly observed during:

- Feedback sessions where students engaging in the conversation made the instructor adopt an open style.
- Discussions focused on the students, with the teachers slightly leaning forward to show that they were listening and waiting for students to speak up.

Teachers consistently demonstrated open and approachable postures during their explanations, which facilitated effective communication and fostered a more engaging learning environment. This was particularly evident during feedback sessions, where an open stance helped create a supportive atmosphere for students receiving corrections. Additionally, during student participation activities, maintaining an open posture encouraged interaction and made students feel more comfortable expressing their thoughts. When explaining examples on the board, teachers positioned themselves in a way that balanced visibility and accessibility, ensuring that students could follow both their verbal instructions and visual cues without obstruction.

Movement and Interaction

Non-verbal/ proximity communication features were present among teachers and students especially during individual or small group instruction. The teacher stepped closer to the learner to:

- Resolve questions or re-teach the concepts in a more individualized way.
- Deliver help in pair or independent work moments.
- Encourage students to participate by making their talk seem more immediate and important.

While some teachers stayed in front of the classroom, other classes noticed that some teachers moved around the room, engaging and looking at all the students.

Activities where students had to move

Only two of the five teachers observed used movement in lessons, both citing the students' wishes. The other three teachers observed said that adult students almost never liked moving activities, viewing them as too frivolous.

The two educators who included such activities labeled them as “active breaks,” intended to:

- Avoid exhaustion and to sustain attention throughout the most extended lessons.
- Facilitate concept retention through physical activity like role playing or station-based activities.
- These results propose that such movement-based activities were considered appropriate.

Incorporating technology into teaching

Throughout the teaching process, teachers regularly made use of digital tools during the warm-up, evaluation, and content consolidation segments of the lesson. It was commonplace for teachers to use televisions and cellphones to display key information, elaborate on explanations, and visually support learners who were struggling with abstract ideas. In addition, teachers implemented interactivity by introducing educational videos and games to teach specific topics or vocabulary. This helped to make the lessons more interesting and motivating to the students. These multimedia materials assisted comprehension and facilitated students' motivation and engagement. In some instances, the management of time was aided by displaying timers or countdown clocks on the screens during lessons. This practice was also helpful in assisting transitions between activities while reminding students of the pacing of the lesson.

Hand gestures

Teachers often incorporated various hand movements in their instructions in order to communicate better and simplify complex ideas. Positive gestures, for example thumbs up, were employed to invite participation as well as reward correct answers. Directional thumbs up and thumbs down appropriately accompanied words and helped students remember words and actions easier. Also, teachers and other participants extended or folded hands to describe and label adjectives: big and small. Concepts of height and volume were also shown with the use of gestures, as in: showing tall by putting a hand high as one can and circling horizontally for large. These instructional gestures provided additional meaning to the students and, by doing so, improved their understanding of what was taught.

Facial expressions and mime

Facial expressions and mime were incorporated into the teaching techniques of the teachers in adjectives, action verbs, and emotionally loaded words. A few of them spoke of smiling, raising their eyebrows, or widening their eyes as a means of enriching the learning experience. Others reported actions like running, jumping, and eating as mimed motions that assisted students' word movement association. Nevertheless, these methods were not sufficiently undeniable in the classes that were attended.

Most of the teachers clarified that mime is hardly ever employed with adult students because it is seen as unhelpful and obsolete. Some instructors added that adults tend to depend on verbal and nonverbal explanations which include facial expressions rather than rely on exaggerated mime activities. In addition, some learners choose to think that mime is rather too childish or silly for their level of learning, thus becoming resistant to it. All the same, the teachers admitted that younger learners are greatly assisted by the use of mime and facial expressions because it enables them to understand new ideas better and to participate more fully in the learning activity. These children are able to learn new words and ideas more effectively because they can associate them with actions and feelings due to those nonverbal strategies. Moreover, such strategies are more active and stimulating which decreases the chances of younger learners losing concentration and forgetting the material of the classes.

Finding 5: Teachers' Reflections on Engaging Students Through Nonverbal Communication

General analysis with interview evidence

The general delve analysis with interviews included words from the speech strategies that are marked with pauses.

1. Tone of Voice: Teachers use variation in tone as a critical element in underscoring important details, ensuring attention, and marking changes of pace and phase in teaching activities.

- *“When I need students to give extra concentration on a particular grammar rule, I tend to speak a bit slower than usual and I am more serious. For example, while teaching conditionals, I remember saying ‘IF it rains’... There is an upward inflection and I say there is a pause before I say it.”*
- *“For me, when I pose a question, I change my tone. If I do not change my tone, the students are lost.”* Transcripts of Teachers' Interviews 2024.

These responses reveal that tone of voice plays a crucial role in making lessons more engaging and structured. Students are more likely to remain active and attentive when teachers use vocal variations to support understanding and guide the learning process. This finding will be further supported and explored in depth in the discussion section.

2. Speed of Speech: Teachers frequently adjust their speech speed to accommodate students' comprehension levels, particularly they introduce complex concepts.

- *“When I tell my students about phrasal verbs, I tend to talk slower because I want my students to comprehend each word that I say. For example, in the lower range, I speak unnaturally and then begin my examples and in the lower range they tell me how they sound.”*

- *“When introducing new vocabulary, I speak very slowly, but during role-playing or debates, I talk like I want to help the students.”* Transcripts of Teachers' Interviews 2024.

These examples suggest that changes in quantity not only speed up the comprehension process but also help students discuss real-life conditions for a deeper understanding.

3. Voice Pitch: Teachers used pitch to portray different meanings and emotions, which worked alongside intonation on the emotion with something that was communicative.

- *“When I teach the difference between statements and questions, I over exaggerate my pitch. For example, ‘You are happy.’ (falling intonation) vs. ‘Are you happy?’ (rising intonation). It helps students visualize the difference.”*
- *“If I need to capture students' attention, I increase my voice level slightly to suggest animation or importance.”* Transcripts of Teachers' Interviews 2024.

This emphasizes how pitch and meaning work together and gives students an understanding of tones, emotions, and the construction variants of questions.

4. Sounds Without Speech: Some teachers attempt to integrate all types of laughter and even exhale or vocalize emotionally charged words to personalize the tone of the message.

- *“When students make a mistake, but they are almost correct, I give them a thinking sound, like ‘Hmm...’ which allows them to silently rethink without being blamed.”*
- *A surprised ‘Oh!’ or even an exaggerated utterance of a sigh can help unveil some emotion. There is greater reaction from students when I use emotive expressions rather than plain words.* Transcripts of Teachers' Interviews 2024.

Distinctive sounds like laughter or sighs, with some emotional expression, perform a very important function in communication in the classroom. Such nonverbal sounds even allow teachers to tailor their messages, motivate students to reflect on themselves, and express feelings much better than words can. There are all sorts of “Hmm...” sounds which

can support students in rethinking their answers and remain hopeful while on the other hand “Oh!” facilitates stirring participation from the learners. Therefore, these findings emphasize the influence of emotion-laden speech towards a more positive and participatory classroom atmosphere.

5. Eye contact and facial expressions: The teachers agreed on the use of eye contact and facial expressions and their importance in making sure there is engagement as well as attention with their messages, which is also important for looking and understanding feedback.

- *“If a student looks confused while I am explaining a concept, I restate the concept. I communicate emphasis through my own expressions.”*
- *“When it comes to classroom explanations, I signal through exaggerated gestures whether something is ‘good,’ ‘unexpected,’ or simply ‘wrong.’ Students observe those very quickly.”* Transcripts of Teachers' Interviews 2024.

These confirm that the use of faces serve as mitigators for some aspects of the communication process that help the students not only follow but also participate.

6. Strategic Pausing: Teachers use purposeful interruptions as a tool for giving students chances to think about a specific matter, especially the difficult ones, for a certain amount of time.

- *“I always pause and direct my eyes towards the learners after giving the first example of a new grammar rule. It makes them think before I add any more detail.”*
- *“A pause during a Question-Answer section contributes to ensuring that the learners think and do not rush to give out responses.”* Transcripts of Teachers' Interviews 2024.

Guided pauses help the cognitive processes and also serve as a technique that ensures participation because learners have time to process information provided to them.

Kinesthetic Strategies

7. Hand Movements: Teachers use illustrations in the form of gestures to teach lessons that are more advanced so that the learners will find the lessons more interesting and participative.

- *“For ‘over’, ‘under’, and ‘beside,’ I demonstrate their use with my hands. This eliminates the need for translations and clarifies the distinction.” “For the purpose of practicing pronunciation, I indicate moving up and down for rising and falling pitch.” In this case, hand actions function as representations which, in most cases, enhance understanding of the information being taught.” Transcript of Teachers' Interviews 2024.*

8. Imitation Activities: Although some teachers use mime to teach vocabulary and emotions, making lessons more engaging and interactive, others feel that it may not be the best strategy for adult learners. They believe that adults might find it awkward or unsuitable for their age, making them less receptive to this approach.

- *“For ‘run’, ‘jump’, or ‘whisper’, I personally do them, and students try to guess. They all get very excited and learn the words more quickly.”*
- *“When I want to describe ‘shy’ or ‘excited’, I show those feelings instead of verbally describing them which adds fun to the lesson.” This indicates that using an imitative action in the techniques help students associate the word with a real-world picture.*
- *I do use these strategies at the school where I teach teenagers or kids, but at the department, the students are adults, and I feel that miming is not very common with them. Many times, they might see it as silly or inappropriate for their age.*
- *I try to use my body when I can, like when I want them to repeat or to sit down. But it's not like something I plan ahead. It just comes out naturally. Transcript of Teachers' Interviews 2024.*

These responses suggest that miming can be a great way to help students connect words with real-life situations. Acting out actions and emotions makes lessons more engaging and reinforces meaning in a way that goes beyond just explaining. Many students find it fun and memorable, making it easier to retain new vocabulary. However, some teachers feel that mime might not work as well for adult students, as they may see it as a bit awkward or not suited to their learning style.

9. Open postures and body expressions: The use of open postures is deemed as a technique to boost comfort and engagement levels among students. Teachers recognize that body language conveys enthusiasm, confidence, and openness.

- *“I make an effort to stand tall and use open gestures while talking to students. This ensures that they listen to me. If I cross my arms or do not look at them, they pay very little attention,”*
- *“When I encourage students, I lean slightly forward. This serves as listening. I notice that it makes students more willing to talk in class,”*
- *“I usually move my hands or point to things when I explain, especially with beginners. It’s not something I consciously decide.”* Transcript of Teachers' Interviews 2024.

The above responses illustrate the relevance of open postures to create a welcoming, inviting atmosphere for students to learn freely.

10. Proximity: Movement also fosters student-teacher engagement. A teacher’s distance from a student is adjusted depending on the context or situation.

- *“When a student looks like they are losing focus or are having difficulty understanding the lesson, I get a little closer to them and drop my voice. This makes it feel more personal and helps them to speak up if they have questions.”*
- *“When I notice that some students have lost focus, I walk around. As soon as I approach the students, I notice that they re-engage with the lesson.”*

- “Sometimes I walk around or make gestures when I notice they’re confused. I don’t really think about it much; it just happens as part of the way I teach.” Transcript of Teachers' Interviews 2024.

These responses indicate that movement by a teacher assists in addressing the dynamics of the classroom which enhances the learning experience.

11. Group movement activities: There are some teachers who are more active in encouraging lessons that are more physical in nature in order to make them more enjoyable and fun.

- *“Every now and then, I ask my students to leave their seats and explain different items present in the classroom in order to practice adjectives and prepositions.”*
- *“For vocabulary revising, I wrote some words on the board and instructed students to walk up, grab a word, and categorise it. They do recall vocabulary better this way.”* Transcript of Teachers' Interviews 2024.

The above statements demonstrate that even simple moving activities can boost motivation and memory by integrating learning with movement.

12. Moving with technology: Some teachers, however, are less inclined to use these forms of instruction.

- “We had a game in which students needed to use a smart board. They had to physically drag words into the matching boxes. It was a nice way to revise.”
- “When students practiced recording their speech with a particular pitch, they compared the pitch changes with a digital device. This allowed them to see their speech patterns.”

This indicates that physical activity can be integrated with technology, making lessons more interesting.

The interviews show that a specific group of teachers tends to use more paralinguistic and physical strategies for engagement and understanding. They strongly believe that:

- Paralinguistic (tone, speed, pitch, pauses, facial expression) is another way of getting meanings across while getting attention.
- Kinesthetic (gesture, mime, movement or body language) serves to reinforce concepts and aid memorising.
- There's a problem because of insufficient training, time constraints, and an inability to meet various learning preferences.
- Teachers, however, appreciate the importance of nonverbal communication and actively incorporate multimodal strategies to improve students' learning and engagement in spite of these challenges.

5.2. Analysis and discussion

This section discusses the main results of the study in relation to the authors and theories that support it. Each finding will be reviewed and explained using ideas from the literature, in order to better understand what the results mean and why they are important. The goal is to connect what students and teachers shared during the interviews, focus groups, and classroom observations with what other researchers have said about similar topics. Concepts like body language, tone of voice, facial expressions, and the use of visual tools in English classes will be used to support the explanations. This discussion helps show how the strategies used by teachers can improve student learning and participation, and how these results can be useful for other teachers and future studies.

Based on the student perceptions (*finding 1*) from the survey, it is evident that using different methods to teach English helps students understand and stay motivated in class. Most students indicated that changes in the teacher's voice and the use of body language, such as facial expressions and hand movements, make lessons clearer and more interesting. As Bedir & Daskan (2023) stated nonverbal communication, such as gestures, facial expressions, and posture, plays a fundamental role in teaching because it strengthens the connection between teacher and learner. Research shows that body language can be even more effective than spoken words when it comes to gaining students' attention, clarifying meaning, or managing classroom behavior. Teachers who understand and use body language consciously can enhance comprehension, engagement, and classroom dynamics.

Likewise, when teachers vary their tone and speak more slowly during important or challenging sections, students are better able to follow the lesson and remember key points. This finding is consistent with the idea that adding nonverbal cues, such as changes in tone or facial expressions, helps make the message more understandable and relevant to students. This finding aligns with DeVito's (2017) claim that vocal modulation enhances attention and retention. The way students highlight tone shifts as 'attention markers' suggests that paralinguistic variation may serve not just expressive functions but also cognitive structuring cues, a perspective stated by Girsang et al. (2021). Furthermore, students' comments indicate that tone shifts are culturally internalized as discourse signals (e.g., upward intonation to close topics), reflecting implicit classroom pragmatics that support comprehension.

Similarly, using gestures and actions, such as hand movements or simple mime, helps explain difficult ideas. This approach is especially helpful for students who learn best by seeing or doing something rather than simply hearing. The use of videos and interactive tools also received positive feedback, as these tools provide a visual context that complements what is being taught, creating a balance between verbal and nonverbal communication.

This aligns with what Ibáñez and Maguiña (2022) indicate regarding multimodal learning. According to the authors, learning is processed through multiple sensory channels such as visual, auditory, kinesthetic, and verbal. These modes can either work individually or be combined to construct meaning. They emphasize that, especially in virtual learning contexts, teachers must incorporate varied semiotic resources like images, movement, sound, gestures, and digital media to ensure meaningful and engaging learning experiences. As classrooms evolve, both students and teachers are expected to adapt to these multimodal demands and technological challenges to respond to modern educational needs.

However, not all students consider all strategies equally important. Some may prefer more traditional learning methods or may not be as comfortable with digital tools. This demonstrates that teachers need to combine different methods to reach all students in the class and take into account different learning styles and varied needs.

This is in line with what Yang (2017) explains regarding the role of body language in English teaching. The author highlights that effective teachers must go beyond subject

knowledge and verbal instruction by using purposeful body language to support and engage diverse learners. Facial expressions, gestures, posture, and eye contact allow teachers to adjust their message depending on students' reactions, creating an emotionally supportive and flexible learning environment. Yang also notes that body language can enhance understanding, arouse student interest, and help teachers adapt their methods to match learners' moods, preferences, and needs, making it an essential complement to more traditional or digital strategies.

Student perspectives: How games and movement make classes better

Considering the last open question in the implemented students survey: *¿Puedes proporcionar un ejemplo específico de cómo alguna de las estrategias mencionadas ha mejorado tu aprendizaje del inglés en clase?*

It is important to mention that students really enjoy when teachers use games and movement activities in class, about 36.7% of them mentioned it in the survey. They feel that these playful moments make the lessons more engaging, help them remember what was taught, and even make the class feel shorter and more fun.

However, when we look at other parts of this study, like the teacher checklists, classroom observations, and interviews, it turned out that only a couple of teachers say they use these game and movement methods regularly. It is mentioned that games and playful activities are more suitable for younger learners rather than adults.

This gap between student preferences and teacher practices reflects what Pourhossein (2012) points out: understanding and applying students' learning style preferences, whether visual, auditory, or kinesthetic can significantly enhance their engagement, memory retention, and learning effectiveness. Pourhossein emphasizes that kinesthetic learners, in particular, thrive when learning involves movement, role-play, or hands-on activities. By incorporating a variety of dynamic and multisensory approaches, teachers not only respond to students' individual needs but also make learning more inclusive and effective across age groups, including adult learners.

This finding indicates that students really appreciate a more interactive, fun approach, teachers might be missing an opportunity by not using these methods more often in adult classes. Therefore, it is time to reconsider how they can safely and effectively include more games and dynamic activities in the lessons, so that adult learners can also enjoy a more lively and memorable classroom experience.

Considering the focus groups with the students (*finding 2*), it seems that teachers are already using many good practices to help students learn. For instance, every teacher noted that they always change their tone of voice to stress important points. Most of them also adjust how fast they speak to make sure students can follow along, though a couple of them mentioned that this might need a bit more attention.

When it comes to facial expressions and eye contact, most teachers say they use them almost all the time. These non-verbal cues are essential, they help students feel connected and focused. This idea is supported by Patel (2014), who explains that facial expressions, such as smiling, frowning, or raising an eyebrow can show a person's emotions and thoughts, even without speaking. A confused or uninterested expression can reveal misunderstanding, even if a student says otherwise. Eye contact also plays a key role, as it can show attention, honesty, or emotion. These visual signals help teachers understand how students are feeling and support a more engaging classroom environment.

However, some of the participants might not be using non-verbal sounds like laughter or sighs as much as they could, and a few comments even mentioned that sometimes their voice can be too soft, which might reduce the impact of the lessons. This matches what Girsang et al. (2021), explain about the role of paralinguistic features like pitch, loudness, and intonation. These voice elements help show emotions, intentions, and meaning in communication. The authors say that changing pitch and volume while speaking can make the message clearer and more interesting. If a teacher speaks too quietly or always in the same tone, students might lose attention or misunderstand. That's why it is important for teachers to be aware of how they use their voice in class and help students learn to speak English with the right emotion and tone too.

Looking at body language, it is clear that many teachers make good use of hand gestures to clarify concepts. On the other hand, techniques like mime or very expressive movements are not used often. These could be a fun and powerful way to reinforce learning if teachers experiment with them more. Additionally, while most teachers do move around the classroom, the purpose behind that movement is not always clear. Using their movement more strategically, such as standing closer to students who need extra help, could improve engagement and help everyone feel more involved.

From observing classes (*finding 3*), it is clear that teachers work hard to adjust their communication to help students learn better. Every teacher changes their tone during lessons to mark important points, slow down for new or tricky material, and even use a softer tone during error correction so that students feel supported rather than discouraged. They also use a special tone during group reading to keep a steady rhythm and guide correct pronunciation. Simple words of praise like “good job” help boost students' confidence.

This reflects what Rahman and Alqahtani (2022) describe about paralinguistic communication in ESOL classrooms. According to the authors, vocal elements like pitch, tone, and rhythm are essential for expressing emotion, building connection, and helping learners understand messages more clearly. These voice features are especially important when teaching English, as they guide pronunciation, show emphasis, and help students feel encouraged. Teachers who use their voice in thoughtful ways can improve student focus, confidence, and overall learning.

When it comes to how fast teachers speak, they slow down when introducing new ideas or when students seem confused. They break down complex topics into smaller, manageable pieces by using pauses and clear articulation. During more relaxed discussions, they naturally speak at a conversational pace. Teachers also use nonverbal sounds, like laughter and thoughtful sounds to add emotion to their teaching. Laughter creates a relaxed atmosphere, and sounds like “hmm” or “well...” show that the teacher is thinking and encourage students to take a moment to reflect and think about what is the next step. This reflects what Cestero (2014) describes about paralinguistic communication. Pauses, tone, vocal intensity, and even nonverbal sounds like sighs, laughter, or interjections are not just

background features, they shape meaning. The same word or phrase can express agreement, confusion, or surprise depending on how it is said. These voice-related features carry emotional and interpretive meaning that help clarify or modify spoken language. In teaching, they play a key role in enhancing understanding and building emotional connection with learners.

In terms of body language, teachers try to maintain open and friendly postures. They move forward when listening to students and step closer during individual help sessions. This kind of movement and positioning helps create a welcoming space where students feel comfortable participating. Some teachers move around the classroom more than others, but using movement purposefully, like moving closer to those who need extra help could further boost engagement.

This reflects what Kucuk (2023) emphasizes about the importance of teacher body language in classroom communication. Using open posture, stepping forward, and reducing physical distance between teacher and student are nonverbal actions that help establish approachability and emotional support. These movements signal attention, availability, and inclusion, which can reduce anxiety and encourage student participation. Purposeful use of space and gestures can also improve motivation and classroom dynamics, making students feel more valued and understood. Interestingly, only two of the five observed teachers used movement-based activities, like “active breaks,” which are designed to reduce tiredness and help students remember concepts through physical activity. According to some of the interviewed teachers, most of the time adult students seem to view these activities as too playful, so they are less common in their classes.

Technology is also an important part of the lessons. Teachers use digital tools like videos, games, and even timers to make the content clearer and keep the class on track. These tools make abstract ideas more concrete and help maintain students’ interest. This idea is supported by Fortanet and Ruiz (2014), who argue that classroom communication is inherently multimodal and cannot rely on language alone. Their research on academic lectures shows that combining verbal discourse with visual and non-verbal resources, such as gestures, intonation, and digital materials, improves how content is delivered and understood. Multimodal strategies, including the use of audiovisual tools, help attract

learners' attention, support clearer explanations, and foster greater interaction, making learning more engaging and effective.

Another strategy used by teachers is incorporating hand gestures to illustrate ideas. Simple gestures, like a thumbs up or specific movements, help students remember vocabulary and concepts. Oladele (2024) stated that such gestures allow students to connect vocabulary with physical actions. However, in adult learning environments, exaggerated actions like mime are typically avoided. Teachers recognize that adults prefer a combination of verbal explanations and subtle facial expressions rather than dramatic gestures, which might be more suited to younger learners. This balance ensures that the kinesthetic approach remains effective and contextually appropriate for adult students.

From the teacher interviews (*finding 4*), it is clear that teachers use both their voice and body language to create a warm and engaging classroom. One teacher mentioned that slowing down and changing tone when explaining a grammar rule helps grab students' attention. It was also mentioned how a change in pitch or a brief pause lets students absorb new ideas without feeling overwhelmed. Teachers also shared those simple sounds like a soft laugh or a thoughtful "Hmm..." to make the lesson feel more relaxed. These little vocal cues show emotion and help set a friendly tone. They use eye contact and facial expressions to connect with students, making them feel noticed and valued, which in turn encourages more participation.

This is supported by Naeem and Shafiq (2013), who emphasize that tone, pitch, pauses, facial expressions, and gestures all play a significant role in how meaning is delivered and received in the classroom. These nonverbal elements allow teachers to highlight important points, express encouragement, and build a supportive learning environment. When teachers intentionally use their voice and body language, students are more likely to stay engaged, feel respected, and understand the lesson more clearly.

Hand gestures are common too, like using gestures to show the difference between "up" and "down" or to explain prepositions makes the lesson clearer. Although some teachers use miming, they feel it works better with younger learners and might seem a bit out of place for adults. Many teachers also make it a point to move around the classroom,

getting closer when a student seems confused or using group activities that involve movement. Even basic tech like smart boards or recorders is used to make lessons more interactive. Overall, the interviews show that being expressive in both speech and movement really helps students learn. Despite challenges like time limits and the need for more training, teachers value these approaches because they make the classroom a more positive, engaging, and effective place for learning.

5.3. Conclusions

Conclusion 1: The multimodal language improves English teaching for adult learners

The findings of this study clearly show that using a variety of multimodal language in the classroom such as gestures, facial expressions, movement, and voice variation can significantly improve how adult students learn English. These strategies allow teachers to explain ideas more clearly, keep students engaged, and help them make stronger connections with the content. When teachers do not rely solely on words but combine them with visual and physical cues, the message becomes more meaningful. This approach creates a more welcoming and active learning environment, where students feel included and more willing to participate.

Conclusion 2: Using tone of voice and other Paralinguistic aspects helps students understand better

Paralinguistic elements like varying the tone and pitch of voice, adjusting speech speed, using pauses at the right moments, or even including nonverbal sounds like laughter or sighs play an important role in making explanations easier to follow. These tools not only help highlight important parts of the lesson but also create an emotional connection between the teacher and the students. According to the students surveyed, these small but powerful strategies helped them stay focused, understand complex grammar points more easily, and feel more confident to ask questions or share ideas. These results show that a teacher's voice is not just a medium to deliver content, but a tool to guide, motivate, and connect with the students.

Conclusion 3: Body Language helps students visualize and better understand what they are learning

The use of body language, including hand gestures, facial expressions, open posture, miming, and physical movement around the classroom, had a noticeable impact on students' ability to understand and remember new concepts. For many learners, especially those who learn best through movement or visuals, these nonverbal strategies were essential for making sense of abstract ideas, such as verb tenses or unfamiliar vocabulary. When students were confused by spoken explanations alone, these physical cues often helped clarify meaning without needing translation. Teachers who use their bodies to support communication can turn the classroom into a more expressive, dynamic, and inclusive space where learning becomes easier and more enjoyable.

Conclusion 4: Technology and interactive games support learning and makes classes more enjoyable and meaningful

Students responded very positively to the use of digital tools and interactive games such as videos, audio recordings, online games, and visual aids. These tools made the lessons feel more connected to real life and allowed teachers to address different learning styles and interests, especially for adult learners who may find traditional methods repetitive or difficult to follow. In the survey, the majority of students mentioned that online games and interactive activities helped them reinforce what they had learned in a fun, dynamic, and non-monotonous way. They appreciated the chance to apply theoretical content through practical experiences that felt more like play than study.

By incorporating multimedia and interactive platforms, teachers were able to add variety to the lessons, increase student motivation, and make the content easier to understand and remember. Digital resources also gave students more opportunities to practice listening and speaking in context, which is crucial in real communication. Overall, technology was seen not just as a helpful extra, but as a key part of a more modern and effective way of teaching English.

Conclusion 5: Challenges in applying multimodal language in a consistent and thoughtful way

Even though the teachers who participated in the study showed a positive attitude toward using the multimodal language in their English classes, the information gathered from checklists, interviews, and observations showed that these strategies are not always used in a consistent or intentional way. In many cases, things like miming, body language, or digital tools are used more as part of the teacher's personal style or methodology than as part of a well-thought-out plan to meet specific learning goals or respond to different learning styles.

Therefore, the full potential of multimodal teaching is not being fully used in the classroom. For example, while most teachers do vary their tone of voice and use gestures when explaining concepts, other strategies, like miming, moving around the classroom with purpose, or using interactive digital tools are used less often or not smoothly included in the class structure.

Also, not all teachers seem fully aware of how much these strategies can help adult learners understand better, stay motivated, and remember what they have learned. This shows a need for more ongoing training, not only to raise awareness about the benefits of these techniques but also to give teachers practical ideas on how to use them effectively.

It is important to remember that for multimodality to really work in the classroom, it takes more than good intentions or a personal choice. Teachers also need support from their institutions, enough time to plan their lessons properly, and space to reflect on their teaching. So, the gap between what teachers would like to do and what they are actually doing points to a bigger need: more professional development, inclusive teaching policies that recognize different learning styles, and a shift toward teaching methods that truly focus on students and how they learn best.

Limitations of the study

Permission management for conducting the research: The process of obtaining the necessary permissions took longer than expected, as it required the approval of both the administration and individual teachers to record certain videos. Additionally, informed consent had to be obtained from both teachers and students for conducting focus groups, interviews, and surveys.

Recording device: The lack of access to a suitable recording device was a limitation as it hindered the completion of all necessary recordings for the study.

About collection methods: During the data collection process, there were challenges with internet connectivity that affected the effective administration of the survey. Furthermore, in the focus groups, some previously informed students were unable to attend, resulting in the need to select alternative participants on the same day.

Limitations in finding supporting literature: One of the biggest limitations of this study was the search for supporting documents or research directly related to it. Most studies on multimodal, body, and kinesthetic language are found in the fields of psychology or physical education. While some research focuses on teaching, it is often related to subjects other than English and primarily targets children rather than adults. As a result, building a solid foundation to support this study was a challenging task due to the scarcity of similar or directly connected research.

5.4. Summary

This study investigates how teachers employ multimodal strategies, specifically kinesthetics and paralinguistic features, to enhance English teaching, and explores students' perceptions of these methods. The research aims to provide a comprehensive understanding of how these strategies are used in practice, their impact on learning outcomes, and their effectiveness in engaging adult learners. Using an interpretivist philosophy and a qualitative, phenomenological approach, the study longitudinally collected data through structured interviews with five experienced teachers, surveys of fifty students, focus groups, and classroom observations using a specific rubric. Thematic analysis was employed to identify recurring patterns and themes in the qualitative data, offering deeper insights into both the practical application and perceived benefits of multimodal teaching strategies in English language education. Limitations included challenges related to collection methods, access to recording devices and the small sample size of adult English teachers.

5.5. Practical Recommendations

Recommendation 1: Creating multimodal training for teachers

It is important to foster and develop training courses where educators reflect on and improve the way they communicate within the classroom, which is beyond just verbal communication. Many teachers command a certain level of attention using gestures, facial expressions, and changes in tone without being completely aware of how their nonverbal communication affects the students' attention, understanding, and motivation.

Teacher training on multimodality should be clear, practical, and designed to help teachers reach specific goals. Those programs should instruct on the purposeful use and control of tone, rhythm, eye contact, facial expressions, body language, movement or even mime. Learning to implement these aspects in an effective way will allow educators to explain concepts more clearly, engaging students better and fostering stronger relationships.

This kind of training will also help teachers better understand how their students experience their lessons. A small action, like a smile or an appropriate pause, can greatly influence how students feel and their attendance in class. When teachers are taught to use their bodies and voices as teaching aids, lessons can be tailored to different learning preferences, which enables a more inclusive, dynamic, and nurturing atmosphere.

Therefore, the development of such training is not only focused on enhancing specific techniques within the classroom, but rather helping teachers become more centered, self-assured, imaginative and aware in the processes of teaching, humanizing the educational practice for all the participants.

Recommendation 2: Promoting the ongoing use of technology and interactive learning in the classroom

It is recommended to regularly include digital tools that support multisensory learning like interactive platforms, videos, simulators, games, audio recordings, and dynamic presentations. These tools should not be seen as optional extras, but rather as an essential part of the learning experience, especially in longer lessons or with adult learners who need variety and constant stimulation to stay focused and motivated.

Many participants in the study mention that these kinds of tools are among their favorite strategies. They say that using videos, games, or online activities makes the class more enjoyable and helps them stay focused, especially during long sessions. These tools add variety to the lesson and make the learning process feel more relaxed and engaging. Students feel more motivated when they have the chance to interact with content in different ways, not just by reading or listening, but also by watching, playing, or taking part in fun, hands-on tasks. Digital resources give them the opportunity to connect theory with practice in a way that feels meaningful, dynamic, and far from the routine of traditional classes.

Recommendation 3: Including multimodality as a key element in the curriculum planning

One of the most important suggestions is the inclusion of multimodality as a key component of English teaching in curriculum planning. This involves not only encouraging the use of gestures, voice, movement, visuals, and interactive elements, but also guiding

teachers on how to organize their lessons in a clear and purposeful way that supports these goals.

Multimodal strategies should be seen as essential parts of teaching, not just something extra or used once in a while. They help teachers reach clear goals and connect with students who learn in different ways. It is also helpful when teachers have complete lesson materials that match the students' grade, level, and interests.

Incorporating multimodality into everyday teaching makes learning more interesting, inclusive, and engaging for students. The language classroom becomes more than just a place to memorize rules or complete exercises. It turns into a space where students truly connect with what they are learning, they don't just understand the language, they also feel it, experience it, and see it in action through different forms.

Recommendation 4: Continuous assessment and constructive feedback.

It is recommended that the language department establish clear and consistent mechanisms for monitoring and providing feedback on the use of multimodal strategies in the classroom. This could include peer observations, self-assessment tools, and periodic meetings where teachers share their experiences and reflect on their practices.

By creating spaces for observation and ongoing evaluation, it becomes possible to identify successful approaches that enhance student engagement and learning outcomes, as well as areas where further support or training may be needed. These processes should not be perceived as control measures, but rather as opportunities for professional growth and collaborative learning.

Moreover, encouraging feedback among colleagues fosters an environment where innovation is welcomed and teachers feel supported in experimenting with new techniques. This ongoing dialogue promotes a deeper understanding of how multimodal teaching can be adapted to meet the diverse needs of students, particularly in the context of English as a Foreign Language.

Recommendation 5: Future research should explore students' perceptions more broadly.

It is recommended that future research involve a larger and more diverse group of students in order to better understand their perceptions of multimodal language use in the classroom. Including both positive and negative experiences would allow for a more balanced and realistic view of how multimodal strategies are received by learners.

This broader perspective could contribute to the development of a simple yet useful guide that helps identify students' preferences, difficulties, and expectations regarding multimodal teaching. Such a guide could serve as a reference for educators aiming to apply these strategies more consciously and effectively.

Understanding learners' views is essential to adjust teaching methods in ways that respond to their real needs and learning styles. A deeper exploration of student feedback would support the creation of more inclusive and engaging English language learning environments, where multimodality becomes a meaningful tool rather than just an instructional trend.

Recommendation 6: It is recommended that future research consider including a comparison group or using quantitative measures before and after the intervention to strengthen the evidence.

While this study focused mainly on understanding the experiences and perceptions of teachers and students through qualitative methods, adding a comparison group or using pre- and post-tests could help future studies show more clearly how multimodal strategies impact learning. These types of measurements would make it easier to see any changes or improvements over time, providing more solid evidence of the effectiveness of these teaching methods. Combining both qualitative and quantitative approaches could give a fuller, richer understanding of how using different modes of communication helps students in their language learning process.

Disclosure

During the development of this study, artificial intelligence tools such as ChatGPT were used to support the organization, coherence, and clarity of some parts of the written report, as well as to assist in the wording of research instruments (surveys and interviews). These tools were used solely as language and writing support. They did not generate original content or influence the analysis and interpretation of data. All decisions were made by the researcher, maintaining ethical responsibility and academic integrity throughout the process.

APPENDIX

6. Appendix

Appendix 1:

CHECKLIST FOR TEACHERS

Use of Paralinguistic and Kinesthetic Strategies in English Teaching

Instructions: Mark with an 'X' the option that best describes how often you implement the following strategies in your English classes. Consider how the provided examples might apply.

Strategies	Never	Sometimes	Almost Always	Always
Paralinguistic				
1. I vary my tone of voice to emphasize keywords or important concepts (e.g., raising my tone when saying, "It's great news!" to express enthusiasm).				
3. I modify the speed of my speech to explain complex concepts or maintain pace (e.g., speaking more slowly when explaining a complex grammar rule).				
3. I vary the pitch of my voice to convey different meanings, such as using a rising pitch for questions or excitement and a falling pitch for statements or calmness.				
4. I use non-verbal sounds (laughs, sighs, etc.) to express emotions and reinforce the message (e.g., exaggerating a sigh to show frustration in a dramatization).				
5. I accompany my speech with facial expressions and eye contact to reinforce the message (e.g., smiling and making eye contact while praising a student).				

6 . I pause strategically to emphasize key points allowing students to comprehend the information before moving on.				
Kinesthetic				
1. I use hand movements to illustrate linguistic concepts, such as showing directions to teach prepositions of place (e.g., using my hands to show "up" and "down").				
2. I perform mime activities to help students understand concepts more clearly (e.g., acting as if I am "running" to teach the verb "run").				
3. I adopt open postures and use body expressions to convey confidence and enthusiasm, creating a positive environment in the classroom (e.g., maintaining an upright posture and using expansive gestures during a group activity).				
4. I move closer to students or groups to increase focus or engage more directly with them.				
5. I promote group activities that require physical movement or kinesthetic interaction among my students.				
6. I consider using digital tools (such as interactive whiteboards or videos) that involve gestures or movements to help reinforce learning in my classes.				

Appendix 2:

STUDENTS SURVEY

Estrategias Kinestésicas y Paralingüísticas en la Enseñanza del Inglés

Instrucciones: Marca la opción que mejor describa los aspectos que consideras importantes para aprender inglés y que prefieres que el profesor(a) utilice durante las clases.

Estrategias Paralingüísticas (Tono de Voz y Expresiones Faciales)

1. Que el profesor(a) varíe su tono de voz para enfatizar palabras clave o conceptos importantes es para usted...

(ej.: levantar la voz al decir algo que le causó sorpresa para demostrar su entusiasmo)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

2. Que el profesor(a) modifique la velocidad de su discurso para explicar conceptos difíciles o mantener el ritmo es para usted...

(ej.: hablar más despacio cuando explica cómo usar los tiempos verbales o un tema nuevo)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

3. Que el profesor(a) utilice sonidos no verbales (risas, suspiros, etc.) para expresar emociones y reforzar el mensaje de su explicación es para usted...

(ej.: hacer un sonido de sorpresa para reaccionar a una respuesta inesperada de un estudiante)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

4. Que el profesor(a) acompañe su discurso con expresiones faciales y contacto visual para reforzar el mensaje es para usted...

(ej.: fruncir el ceño para mostrar preocupación al explicar un error común)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

Estrategias Kinestésicas (Movimientos Corporales)

1. Que el profesor(a) utilice movimientos de las manos para ilustrar algunos conceptos es para usted...

(ej.: mover las manos en forma de círculo para enseñar palabras relacionadas con el tiempo, como "día" y "noche")

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

2. Que el profesor(a) realice actividades de mímica para ayudar a los estudiantes a entender conceptos de una manera más clara es para usted...

(ej.: hacer como si estuviera "comiendo" para enseñar vocabulario relacionado con alimentos)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

3. Que el profesor(a) emplee posturas abiertas y utilice expresiones corporales para transmitir confianza y entusiasmo es para usted...

(ej.: pararse erguido y usar movimientos amplios con los brazos al explicar un tema nuevo)

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

**4. ¿Qué aspectos crees que tienen el mayor impacto en tu aprendizaje del inglés?
(Marca hasta tres opciones)**

- ☐ Que el profesor(a) varíe su tono de voz para enfatizar palabras clave o conceptos
- ☐ Que el profesor(a) modifique la velocidad del discurso para explicar vocabulario
- ☐ Que el profesor(a) utilice sonidos no verbales para expresar emociones y reforzar el mensaje
- ☐ Que el profesor(a) acompañe su discurso con expresiones faciales y contacto visual
- ☐ Que el profesor(a) utilice movimientos de las manos para ilustrar conceptos clave
- ☐ Que el profesor(a) realice actividades de mímica para clarificar y ejemplificar conceptos
- ☐ Que el profesor(a) adopte posturas abiertas y expresiones corporales para transmitir su mensaje

5. Que el profesor(a) utilice videos o herramientas interactivas que impliquen gestos y movimientos es para usted... ☐

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

6. Que el profesor(a) promueva actividades grupales que requieran movimiento físico o interacción kinestésica es para usted...

- ☐ 1 - Poco importante
- ☐ 2 - Ligeramente importante
- ☐ 3 - Moderadamente importante
- ☐ 4 - Muy importante
- ☐ 5 - Extremadamente importante

7. ¿Puedes proporcionar un ejemplo específico de cómo alguna de las estrategias mencionadas ha mejorado tu aprendizaje del inglés en clase?

Appendix 3:

Grupos focales

Estrategias Visuales y Multimedia

Muchos de ustedes mencionaron que el uso de videos y música en clase les ayuda a mejorar su habilidad de listening.

- ¿Cómo creen que estos recursos multimedia facilitan la comprensión del inglés
- ¿Pueden compartir un momento específico en que un video o una canción les haya ayudado a entender mejor un tema?

Juegos y Dinámicas de Grupo

Algunos de ustedes comentaron que los juegos y las dinámicas hacen más fácil la retención de conceptos.

- ¿Qué tipo de juegos o actividades encuentran más útiles?
- ¿Por qué creen que estas actividades ayudan a memorizar vocabulario o mejorar la comprensión de los temas?

Uso del Tono de Voz y Velocidad

Varios de ustedes mencionaron que el uso de un tono de voz variado, ya sea más alto o más bajo, les ayuda a recordar conceptos.

- ¿Cómo creen que la variación del tono de voz facilita el aprendizaje?
- ¿Pueden dar un ejemplo de un momento en que este tipo de estrategia fue útil en clase?

Expresión Corporal y Gestos

Algunos estudiantes mencionaron que las expresiones faciales y los gestos del profesor les ayudan a comprender mejor ciertos temas.

- ¿Cómo les ayuda ver los gestos o las expresiones faciales del profesor para entender vocabulario o conceptos complejos?
- ¿Tienen algún ejemplo que quieran compartir?

Mímica y Descripción de Conceptos

Un estudiante mencionó que cuando el profesor hace mímica para enseñar una palabra, le ayuda a comprender mejor.

- ¿Cómo les parece este tipo de estrategia?
- ¿Tienen algún ejemplo de un momento en que la mímica o el uso de gestos les ayudó a entender un concepto nuevo?

Velocidad y Pausas en la Explicación

Algunos de ustedes mencionaron que la variación en la velocidad del habla, especialmente cuando el profesor habla más despacio o hace pausas, mejora su comprensión

- ¿Cómo impactan estas pausas en su aprendizaje?
- ¿Han notado alguna diferencia cuando el profesor adapta la velocidad de su discurso?

Uso de Actividades Interactivas y Juegos Online

Muchos estudiantes dijeron que los juegos interactivos o en línea les ayudan a aprender de manera más dinámica.

- ¿Qué tipo de juegos o actividades interactivas prefieren en clase y por qué?
- ¿Cómo creen que estos juegos refuerzan su aprendizaje?

Confianza y Expresión Corporal del Profesor

Algunos mencionaron que la postura abierta y la actitud del profesor generan más confianza para participar en clase.

- ¿Cómo creen que la actitud del profesor influye en su disposición para hablar en inglés?
- ¿El lenguaje corporal del profesor les hace sentir más cómodos para hacer preguntas?

Impacto de las Estrategias Kinestésicas en el Aprendizaje

Algunos estudiantes señalaron que las actividades de movimiento o interacción física, como los juegos de grupo, son útiles para aprender inglés.

- ¿Cómo creen que estas actividades impactan en su aprendizaje?
- ¿Pueden compartir algún momento en que una actividad de este tipo les ayudó a comprender mejor una lección?

Importancia de las Herramientas Digitales

Muchos de ustedes dijeron que el uso de herramientas digitales que involucren movimientos o gestos es importante.

- ¿Qué herramientas digitales han encontrado más útiles?
- ¿Cómo creen que el uso de estas herramientas mejora su comprensión o práctica del inglés?

Comodidad para Preguntar y Participar en Clase

Algunos de ustedes mencionaron que sienten más comodidad para hacer preguntas cuando el profesor adopta posturas abiertas.

- ¿Qué otras acciones o comportamientos del profesor los hacen sentir más cómodos para participar activamente en clase?

Appendix 4:

Rúbrica de observación			
Aspectos Observados	Observado	Momento/Situación	Comentarios
Paralingüísticos			
1. El profesor(a) varía el tono de voz para enfatizar palabras clave o conceptos importantes (e.g., "¡Qué buena noticia!" para mostrar entusiasmo).	[] Sí [] No		

2. El profesor(a) modifica la velocidad del habla para explicar conceptos difíciles o mantener el ritmo (e.g., hablar más despacio al explicar una regla gramatical compleja).	☐ Sí ☐ No		
3. El profesor (a) varía el tono de su voz para transmitir diferentes significados, utilizando un tono ascendente para preguntas o expresiones de emoción y un tono descendente para afirmaciones o calma.	☐ Sí ☐ No		
4. El profesor(a) utiliza sonidos no verbales (risas, suspiros, etc.) para expresar emociones y reforzar el mensaje (e.g., suspirar exageradamente para mostrar frustración en una dramatización).	☐ Sí ☐ No		
5. El profesor(a) acompaña el discurso con expresiones faciales y contacto visual para reforzar el mensaje (e.g., sonreír y hacer contacto visual al elogiar a un estudiante).	☐ Sí ☐ No		
6.El profesor(a) pausa estratégicamente para enfatizar puntos clave, permitiendo a los estudiantes comprender la información antes de continuar.	☐ Sí ☐ No		
Otros:			

Kinestésicos			
1. El profesor(a) utiliza movimientos de las manos para ilustrar conceptos lingüísticos (e.g., usar las manos para mostrar "arriba" y "abajo" al enseñar preposiciones de lugar).	☐ Sí ☐ No		
2. El profesor(a) realiza actividades de mímica para ayudar a los estudiantes a entender conceptos más claramente (e.g., actuar como si estuviera "corriendo" para enseñar el verbo "correr").	☐ Sí ☐ No		
3. El profesor(a) adopta posturas abiertas y usa expresiones corporales para transmitir confianza y entusiasmo (e.g., mantener una postura erguida y usar gestos explícitos durante una actividad grupal).	☐ Sí ☐ No		
4. El profesor (a) se acerca a los estudiantes o grupos para aumentar el enfoque o interactuar más directamente con ellos.	☐ Sí ☐ No		
5.El profesor(a) promueve actividades grupales que requieren movimiento físico o interacción kinestésica entre los estudiantes.	☐ Sí ☐ No		
6. El profesor (a) utiliza herramientas digitales (como pizarras interactivas o videos) que impliquen gestos o	☐ Sí ☐ No		

movimientos para ayudar a reforzar el aprendizaje en sus clases.			
Otros: 			

Appendix 5:

TEACHERS' INTERVIEW

Paralinguistic Strategies

Tone of Voice: I noticed that you marked varying your tone of voice as something you implement often.

1. Could you give an example of how you adjust your tone to emphasize key concepts during your lessons?
2. What impact do you feel this has on your students' understanding or engagement?"

Speed of Speech: You mentioned that you sometimes modify the speed of your speech to explain complex concepts.

3. When do you find this strategy most useful, and how do you determine the right speed for your students to comprehend the material?

Pitch of Voice:

4. How do you use pitch variation in your classroom to convey different meanings?
5. Could you share a specific example where you used a rising or falling pitch to change the message?

Non-Verbal Sounds: You indicated that you occasionally use non-verbal sounds (such as laughs or sighs) to express emotions.

6. How do these sounds help reinforce the message, and can you provide an example where they played a significant role in conveying emotion?

Facial Expressions and Eye Contact:

7. How do facial expressions and eye contact contribute to reinforcing your verbal message?
8. Can you think of a time when your expression or eye contact helped clarify something for a student?

Strategic Pausing: You mentioned that you use pauses strategically in your lessons.

9. How do you decide when to pause, and what effect do you think this has on your students' ability to process and understand the information?

Kinesthetic Strategies

Hand Movements: You sometimes use hand movements to illustrate concepts like prepositions of place.

10. Can you describe a lesson where hand gestures helped your students understand a complex idea better?

Mime Activities: You marked mime activities as something you sometimes use, but they're not very common in your classes.

11. Could you share an example of a mime activity that worked well for teaching a specific concept? How do you think it benefits your students' learning?

Open Postures and Body Expressions: You mentioned adopting open postures to convey confidence and enthusiasm.

12. Could you tell me about a situation where your body language helped create a positive and engaging environment?

Proximity and Movement: Moving closer to students can be an effective way to engage them.

13. How do you decide when to move closer to your students, and how do you think this impacts the classroom dynamic?

Group Activities with Physical Movement: You indicated that you occasionally promote group activities that involve physical movement.

14. Can you describe a group activity that required kinesthetic interaction? What did you observe about student engagement during these activities?

Digital Tools Involving Movement: You've marked that you use digital tools that involve gestures or movements.

15. Could you provide an example of a lesson where you integrated digital tools with kinesthetic strategies? How did it support the learning process?

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