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Diploma research of the educational qualification level “Bachelor degree”
“THE IMPACT OF TEACHER PRESENCE ON STUDENT ENGAGEMENT”

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ABSTRACT

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This Qualification Paper investigates the critical role of teacher presence in enhancing student engagement in the English classroom. The study aims to examine the pedagogical power of teacher presence, specifically its potential to convert contemporary classrooms into places where students actively participate and have meaningful educational interactions. The research encompasses a review of the literature on the importance of teacher presence in classroom management, clarifying the terms of teacher presence and student involvement, and distinguishing between the concepts of Teacher Presence and Teaching Presence. The study investigates the relationship between teacher presence and student involvement, with a focus on body language, voice modulation, and facial expressions. Furthermore, a comparison of teacher presence in face-to-face and online classes is conducted. The study's key research approaches are theoretical analysis, systematization of scientific data, observation, and questionnaires. The findings emphasize the importance of a strong teacher presence, particularly in light of the ongoing war in Ukraine and the introduction of blended learning, to maintain stability and successful learning. This study has practical implications for English teaching practices in Ukrainian schools. It provides insightful information about how teachers can improve student engagement and create a positive learning environment by being present in the classroom.

Key words: teacher presence, student engagement, English classroom, nonverbal communication, blended learning, classroom management, Ukraine.

АНОТАЦІЯ

Костюк І. О. Вплив присутності вчителя на залученість учнів – Дипломна робота на правах рукопису.

Наукова робота на здобуття ступеня “Бакалавр” за спеціальністю 014 “Середня освіта (Мова і література)”. – Рівне, РДГУ. – 2024.

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Ця кваліфікаційна робота досліджує критичну роль присутності вчителя у підвищенні активності учнів на уроці англійської мови. Дослідження має на меті детально дослідити педагогічну силу присутності вчителя, зокрема її потенціал для перетворення сучасних класів на місця, де учні беруть активну участь у навчанні та мають значущу освітню взаємодію. Дослідження включає в себе огляд літератури про важливість присутності вчителя в управлінні класом, уточнення термінів “присутність вчителя” та “залученість учнів”, а також розмежування таких понять, як “присутність вчителя” та “викладацька присутність”. У цьому дослідженні вивчається тісний взаємозв'язок між присутністю вчителя та залученням учнів, з акцентом на такі аспекти, як мова тіла, модуляція голосу та міміка. Крім того, проводиться порівняння впливу присутності вчителя на залученість учнів у традиційних та онлайн-класах. Основними дослідницькими підходами цього дослідження є теоретичний аналіз, систематизація наукових даних, спостереження та анкетування. Отримані результати підкреслюють важливість сильної присутності вчителів, особливо у світлі триваючої війни в Україні та запровадження змішаного навчання в школах, для підтримки стабільності та успішного навчання. Це дослідження має практичне значення для практики викладання англійської мови в сучасних українських школах. Воно надає глибоку інформацію про те, як вчителі можуть підвищити залученість учнів та створити позитивне навчальне середовище, будучи присутніми в класі.

Ключові слова: присутність вчителя, залучення учнів, урок англійської мови, невербальна комунікація, змішане навчання, управління класом, Україна.

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INTRODUCTION

Relevance of the topic. The modern rapidly evolving landscape of education is characterized by technological advancements and diverse learning modalities, but the significance of teacher presence remains undeniably prominent. The dynamic between teachers and students holds paramount significance in fostering an engaging and enriching learning environment. The interaction between teachers and students extends beyond the mere transmission of knowledge; it encompasses emotional support, guidance, and inspiration, shaping the educational journey profoundly. The issue of teacher presence was thoroughly explored by C. R. Rodgers, & M. B. Raider-Roth; John Dewey; L. Rourke & H. Kanuka; Craig L. Bouvier, V. P. Richmond, J. S. Gorham & J. C. McCroskey; J. F. Andersen; H. W. Anggraini & Zuraida.

Therefore, understanding the impact of teacher presence on student engagement becomes imperative for educators, administrators, and policymakers alike. By clarifying the mechanisms through which teacher presence affects student engagement we contribute to the refinement of teaching methods and the enhancement of educational outcomes. Moreover, the ongoing war in Ukraine has understandably cast a long shadow over the lives of young people, impacting their emotional well-being and capacity to focus in educational settings. In this challenging context, cultivating a strong teacher presence is of crucial importance to fostering a sense of stability and enabling effective learning to take place. In addition, blended learning, which is now used in Ukrainian schools, emphasises the role of the teacher not only in the classroom but also in the online environment. As classrooms transition into virtual spaces and digital platforms become integral to educational delivery, the dynamics of teacher-student interactions transform. In this context, exploring how teacher presence manifests in both traditional and online learning environments becomes essential to discern its nuanced impact on student engagement.

To date, the study of the influence of the presence of the teacher on the involvement of students is not properly scientifically reflected in the literature. The scientists L. Rourke and H. Kanuka; J. F. Andersen and J. S. Gorham; M. Glassman and J. M. Kang; P. A. Kirschner, G. Erkens and A. P. Rovai; I. Kuznetcova, Tzu-Jung Lin, and M. Glassman;

Jonathan J. Velez and Jamie Cano; H. Zhang, L. Lin, Y. Zhan and Y. Ren investigated the impact of teacher presence on the learning process and the degree of student engagement. They suggest that when teachers are actively present and engaged in the learning process, students are more likely to feel motivated, involved, and committed to their studies.

D. B. Givens; A. Maley; M. C. Fonseca Mora; Clara Galan; K. Shah; Anette Boye Koch; Richard K. Morton; James M. Henderer; J. Nicholson-Goodman; R. S. Feldman, J. Green & J. E. D. Collins; R. Pekrun & H. W. Marsh; G. M. Walton & G. L. Cohen; Z. Dörnyei & D. T. Griffie; B. Avalos; C. W. Wei & N. S. Chen; M. Wang, Z. Chen, Y. Shi, Z. Wang & C. Xiang; K. E. Wilson, M. Martinez, C. Mills, S. D'Mello, D. Smilek and E. F. Risko; A. Chenoweth, R. Day A. Chum and S. Lupescu; R. F. Kizilcec, K. Papadopoulos and L. Sritanyaratana; L. Van Lier; K. Ellis; R. Gower and S. Walters; and M. N. Butt indicate the importance of proper use of nonverbal communication of the teacher to the students.

The activation of processes in educational activities can be found in such scientists as V. Sukhomlynskyi, O. Budnyk, K. Fomin, I. A. Ziaziun, L. V. Kramushchenko, I. F. Kryvonos, O. G. Sameshchenko, V. A. Semychenko, N. M. Tarasevich. However, Ukrainian scientific literature on this topic is limited, which opens up opportunities for further research and development in this area.

The object of the study is the dynamic relationships between the presence of the English teacher and the level of engagement demonstrated by the students in the educational setting.

The subject of the study is the non-verbal factors affecting the involvement of students in the educational process depending on the presence of the teacher. This includes the analysis of such aspects as the impact of teacher presence on engagement and participation in the classroom and the influence of non-verbal communication in teacher presence on student engagement.

The study aims to present, based on a review of the literature, the analysis of the pedagogical power of teacher presence, clarifying its potential to transform contemporary

English classrooms into arenas of lively participation and profound educational encounters for every student.

Following the aim of the research work we have the following *objectives for the paper*:

- to review the literature on the significance of teacher presence in managing the classroom environment;
- to clarify the concept of teacher presence and student engagement
- to identify the difference between Teacher Presence and Teaching Presence;
- to investigate the relationship between teacher presence and student engagement in the English classroom;
- to examine the importance of body language, voice, and facial expressions in conveying teacher presence and authority in the English classroom;
- to analyse observation data of the teacher presence of English teachers in different classroom settings

The research methods. The study utilized a variety of theoretical and empirical methods, including theoretical analysis and systematization of scientific data, observation and questionnaires.

The novelty of the paper is based on the fact that not enough attention is paid to teacher presence in the methodology of teaching the English language by Ukrainian teachers.

The practical value of the paper is that the materials of the work can be applied in the practice of teaching English Methodology and the English Language as a separate subject.

The approbation of the research results: the main provisions of the thesis were presented at the meetings of the Department of English Language Practice and Teaching Methods of Rivne State University of the Humanities, at the scientific and practical conference of teachers, staff and students of Rivne State University of the Humanities (16-17 May 2024) and the V All-Ukrainian Scientific and Practical Conference of Higher Education Applicants and Young Scientists ‘Actual Problems of Modern Foreign Philology’ (20 May 2024). The content and results of the research are reflected in the publication “The Impact of Teacher Presence on Student Engagement”.

The paper consists of contents, an introduction, two chapters, conclusions, a summary, references, and appendixes. The introduction includes the topic of the paper, its aim and subject area, the specific topic of the paper, objectives, appropriate methods used, the practical value of the paper, and the novelty of the paper.

Chapter 1 serves as the theoretical foundation for understanding the concept of teacher presence in the English classroom. It explores the role of teacher presence in classroom management and its impact on student engagement and participation. It examines specific components of teacher presence, such as body language, voice modulation, and facial expressions, and their impact on student responsiveness and involvement in the learning process.

Chapter 2 focuses on evaluating the role of English teacher presence in student engagement through a more practical lens. Additionally, the chapter conducts a comparative analysis of teacher presence in face-to-face and online classes.

CHAPTER 1. TEACHER PRESENCE IN ENGLISH CLASSROOM

1.1. Impact of Teacher presence on Engagement and Participation in the classroom

In this section, we will review the literature on the significance of teacher presence in managing the classroom environment, define the following definitions of “teacher presence”, “student engagement” and “teaching presence” and identify the differences between teacher presence and teaching presence. Then, we will observe the relationship between teacher presence and student engagement and explore what impact teacher presence has on student engagement and participation in the classroom.

The issue of teacher presence was explored by C. R. Rodgers, & M. B. Raider-Roth; John Dewey; L. Rourke & H. Kanuka; Craig L. Bouvier, V. P. Richmond, J. S. Gorham & J. C. McCroskey; J. F. Andersen; H. W. Anggraini & Zuraida.

Commenting on the origin of teacher presence, C. R. Rodgers & M. B. Raider-Roth argue: “Returning to the Latin roots of ‘attend’ and ‘perceive’ we find the kernel of the essence of presence. The Latin root of attend, *attendere*, is ‘to stretch toward’. Definitions include: ‘to listen or pay close attention to; to accompany; to remain ready to serve’. The Latin root of perceive, *percipere*, is ‘to seize wholly, to see all the way through’, and definitions include: ‘to become aware of directly through the senses, especially to see or hear; to take notice of; observe, detect’; ‘to become aware of in one’s mind; achieve an understanding of’. The image of an alert mind, ready to ‘seize wholly’, in concert with a compassionate heart that stretches toward, ready to serve, captures much of what we mean by presence” [25, p. 267]. John Dewey, in “How we think” used the adjective ‘alive’. The teacher, he wrote, must “give full time and attention to observation and interpretation of the pupils’ intellectual reactions. [She] must be alive to all forms of bodily expression of mental condition...as well as sensitive to the meaning of all expression in words” [25, p. 268].

Craig L. Bouvier’s definition seems interesting to us, which sounds as following: “teacher presence is a teacher engaging her students as much as her subjects; it is a teacher teaching in the classroom and then extending that teaching into the halls, the lunchroom,

and the playground. Teacher presence is a teacher with the desire to engage students with her expertise and her life. To be present is not just being in a space at a certain time; it is much more” [10, p.14]. As stated by H. W. Anggraini & Zuraida, teacher presence can be defined as “meaningful communication that shapes, assists, and guides cognitive and social processes. Teacher presence fosters cooperation, community cohesion, and public discourse. It relies on forums and chats and encourages personal communication between the instructor and students in order to facilitate a dialogue with students and among learners.” There are three aspects of teacher presence which are:

a) teacher’s personality that includes leadership qualities, communication style, personal and public feedback methods as well as the way feedback is given;

b) social characteristics refer to how much teachers are involved in forums and public discussions, work towards promoting dialogue between learners, moderate public debate, motivate learners to interact among themselves, play a part in social leadership in a learning community;

c) teaching style that relates to how teachers behave including their facial expressions and leadership skills shown when they engage in online teaching and learning environments [7, p. 260].

During my research, we found out that the notion of teacher presence intersects very closely with the notion of nonverbal or teacher immediacy. The perception of nonverbal immediacy as fundamental element in human relations is seen as a manner of conveying warmth, closeness, and sense of belonging by V. P. Richmond, J. S. Gorham & J. C. McCroskey. Nonverbal immediacy is a closeness-induced behavioural signal which is implied in the definition by J. F. Andersen [29, p. 77]. According to Richmond et al., the idea behind nonverbal immediacy is that nonverbal teacher behavior causes excitement, favor, pleasure, and dominance. Such emotions stem from acts like eye contact, body posture, gestures, physical proximity, and personal touch [29, p. 77]. In our study, the following definition plays a crucial role, which states that the concept of teacher presence is a combination of the idea of teacher immediacy, as stated by Andersen and Gorham, and the

more distance-oriented concept of social presence. Teacher immediacy involves verbal and nonverbal forms of communication to students made by the teacher like words and more critical physical behaviours such as body movement, eye contact and facial expression and so on [20, p. 2]. A key element of our research is the understanding of the opinion that teacher presence can broadly be defined as being able to use your personality and body to command attention. Of course, teachers are not actors and developing more presence is not about trying to transform yourself into a Hollywood star. But, as public speakers and communicators, they will be more successful if pupils find their lessons memorable and they have good interpersonal skills [16]. Another point of view is presented by L. Rourke & H. Kanuka, who stated that problems created by a lack of teachers' physical presence and attempts to ameliorate this deficiency in an online context have been referred to as teacher presence [20, p. 2].

In our work, we base on the following term by Rourke and Kanuka: "The concept of teacher presence is a combination of the idea of teacher immediacy and the more distance-oriented concept of social presence. Teacher immediacy involves verbal and nonverbal forms of communication to students made by the teacher like words and more critically physical behaviours such as body movement, eye contact and facial expression and so on" [20, p. 2].

In conclusion, effective management of the classroom environment depends to a great extent on teacher presence as this has a profound impact on the engagement and participation of students in it. Being deeply rooted in such qualities as full attentiveness and perceptiveness defines the notion of teacher presence, thus implying a mind that is always awake, earnestly concerned and responsive. Key aspects of teacher presence include a teacher's personality, social characteristics, and teaching style. These include leadership qualities, communication styles, feedback methods, public engagements and eye contact, body posture, and facial expressions. Nonverbal immediacy denotes an interpersonal behavior that persuades a sense of affection or belongingness through non-verbal cues. This concept is closely linked with non-verbal immediacy, how a person comes off as warm,

close and accepted through non-verbal means. Teacher presence combines the ideas of teacher immediacy and social presence, involving both verbal and non-verbal communication to command attention and create a memorable learning experience. It relies on a teacher's ability to communicate effectively, both verbally and nonverbally, to create a supportive and interactive learning environment. This presence fosters a sense of community, encourages student interaction, and enhances the overall educational experience.

As part of our work, it is also important for us to define what student engagement is. The issue of student engagement was discussed by J. D. Willms; F. M. Newmann, G. G. Wehlage, & S. D. Lamborn; G. D. Kuh and S. L. Christenson, A. L. Reschly, J. J. Appleton, S. Berman-Young, D. Spanjers & P. Varro; P. Schlechty; E. Chapman; A. Fletcher; J. D. Finn; W. B. Schaufeli, M. Salanova, V. González-Romá, and A. B. Bakker; S. R. Jimerson, E. Campos and J. L. Greif; J. D. Sharkey, Y. Sukkyung & K. Schnoebelen; D. J. Shernoff and J. Schmidt.

To start with, we need to know what is engagement itself. We can find its definition in the table “Examples of variations in terms and definitions of engagement” in the work of Oqab Alrashidi, Huy P. Phan, and Bing H. Ngu. Here, different researchers, such as Audas & Willms; Skinner, Kindermann, & Furrer; Skinner, Wellborn, & Connell; Willms; Newmann, Wehlage, & Lamborn; Wehlage, Rutter, Smith, Lesko, & Fernandez; Kuh; Schaufeli, Salanova, Gonzalez-Rom, & Bakker; Christenson, Reschly, Appleton, Berman-Young, Spanjers & Varro have offered various terms and coverage of engagement [6, p. 42]. To better understand the essence of the table, we will take a closer look at these definitions. For instance, Audas & Willms; Skinner, Kindermann, & Furrer; Skinner, Wellborn, & Connell offered a term such as engagement, Willms – student engagement at school, Newmann, Wehlage, & Lamborn – student engagement in academic work, Wehlage, Rutter, Smith, Lesko, & Fernandez – educational engagement, Schaufeli, Salanova, Gonzalez-Rom, & Bakker – study engagement, Kuh and Christenson, Reschly, Appleton, Berman-Young, Spanjers & Varro – student engagement.

Audas & Willms identified engagement as: “The extent to which a student participates in academic- and non-academic-related activities as well as identifies with and values the goals of studying.” For Skinner, Kindermann, & Furrer engagement means: “The quality of students’ participation or connection with the schooling endeavour and hence with activities, values, people, goals, and place that comprise it.” Skinner, Wellborn, & Connell state that engagement is: “A student’s initiation of effort, action, and persistence in schoolwork as well as his ambient emotional states during learning activities” [6, p. 42].

Student engagement at school is defined by Willms as: “The extent to which a student values school-related outcomes and identifies with and participates in academic and non-academic school activities” [6, p. 42]. The term student engagement in academic work is used by Newmann, Wehlage, & Lamborn to refer to: “Students’ psychological effort and investment toward learning, understanding, or mastering the skills, crafts, or knowledge that the schoolwork is intended to promote.” Wehlage, Rutter, Smith, Lesko, & Fernandez identified educational engagement as: “The psychological investment needed to master and understand skills and knowledge explicitly taught in educational institutions.” Schaufeli, Salanova, Gonzalez-Rom, & Bakker stated that study engagement is: “A fulfilling and positive study-related state of mind that is characterised by absorption, vigor, and dedication” [6, p. 42].

Kuh said that student engagement is: “The energy and time a student devotes to educational sound activities outside and inside classrooms, and practices and policies that educational institutions use to encourage the student to participate in these activities.” A further definition of student engagement is given by Christenson, Reschly, Appleton, Berman-Young, Spanjers & Varro who describe it as: “Students’ investment in and commitment to learning, belonging and identification at school, and participation in the institution environment and initiation of activities to achieve an outcome” [6, p. 42].

Although these definitions differ, there are common threads in the way these terms are defined by different researchers. As stated by O. Alrashidi, H. P. Phan & B. H. Ngu, the definitions put forth by Audas and Willms, Skinner, Kindermann, & Furrer, Skinner,

Wellborn, & Connell, and Willms focus on the students' involvement in school as well as school related activities and the sense of belonging to the same. Newmann et al. and Wehlage et al. linked engagement to psychological commitment of learners. The definition given by Kuh on the other hand related engagement with vitality. Schaufeli et al. however based their argument for students' motivational mindset on dedication, vigor, and absorption. Christenson et al., on the other hand, have delineated a broad understanding of the concept which incorporates elements found in previous definitions while also underscoring student involvement, dedication, engagement, and association with educational institutions as well as extracurricular pursuits.

Continuing talking about engagement, Appleton et al., Baron & Corbin, Fredricks et al., Phan & Ngu and Sharma & Bhaumik stated that engagement is a complex term that emphasises students' various patterns in motivation, cognition, and behavior [6, p. 41]. Appleton asserts that engagement is pivotal for understanding dropout rates and promoting school completion. He defines it as graduating from high school with the necessary academic and social skills for post-secondary education or employment. However, many students lack sufficient engagement with school [22, p. 110]. Barton emphasizes the importance of acquiring a suitable skill set upon completing school, particularly as job opportunities for lower-skilled individuals dwindle [22, p. 111]. Christenson et al. highlights the risks associated with not completing high school, such as a higher likelihood of incarceration and reliance on social services [22, p. 111].

P. Schlechty states that students are engaged when “they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work” [31]. E. Chapman points out that student engagement is frequently used to, “depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class” [31]. On the other hand, the term is now commonly used to refer to students being actively involved in shaping their educational experience, which can encompass everything from helping design the

curriculum to contributing to classroom dynamics and shaping the overall school culture, as A. Fletcher claims [31].

Hryhorii Skovoroda believes that the basis of knowledge of the truth is the presence of interest, the desire to learn new things. This interest should be aroused in children by the teacher, because “without desire, everything is difficult, even the easiest things.” Mutual love should be established between the teacher and the student, the primary basis of which is the love of the teacher [2, p. 165].

In our paper, we refer to the following term of student engagement that was mentioned in The Glossary of Education Reform: “Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” This definition encapsulates the essence of student engagement as a multidimensional construct that is essential for educational success [14].

Just as its definition, student academic engagement entails variation in dimensions and components. Various scholars define and conceptualize student academic engagement in different ways and this has led to disputes within the academic fraternity. For instance, Finn outlined participation and identification in his approach while Schaufeli et al. talked about vigor, absorption, and dedication. Jimerson et al. point out that affective, behavioral, and cognitive engagement are very significant whereas Willms divides it into behavioral and psychological engagement. The model established by Schaufeli et al. has been employed widely in practical and theoretical studies to demonstrate that student academic engagement has many aspects. According to Sharkey et al., academic literature often presents student engagement as a meta-construct with dimensions like behavioral, academic, psychological, and cognitive aspects. On the other hand, Shernoff and Schmidt argue that while behavioral, academic and psychological engagement could be associated with good social outcomes, they might not improve learning for all students since some paradoxes exist between engagement and achievement [6, p.43].

Finally, while a myriad of terms and definitions have been proffered, student engagement is a multifaceted and complex concept that takes into account different aspects that are behavioral, cognitive, emotional, and psychological. It has distinct meanings for different scholars, hence its broad and nuanced nature. Active involvement in both academic/nonacademic activities, psychological involvement, and motivation are some of the common points across definitions which underline the significance of students' participation in academic and non-academic activities. Researchers emphasize various aspects of student engagement, including participation and connection with school activities, the psychological investment required for mastering academic skills, and engagement as a positive, fulfilling state of mind characterized by vigor and dedication. Additionally, some definitions highlight the importance of students' time and energy devoted to educational activities, as well as their involvement, commitment, and identification with their educational environment. These diverse perspectives reflect the multifaceted nature of student engagement, encompassing behavioral, cognitive, emotional, and psychological dimensions. Furthermore, student engagement is important because it dramatically affects the outcomes of education since higher engagement makes students drop-out fewer, do better in class, and enhance social skills.

Due to the global challenges brought on by the pandemic and the continued war in Ukraine, online learning has become a vital tool in situations where traditional in-person teaching is not possible. As a result, there is a growing interest in examining the role of educators in the online setting. The concept of “teaching presence” has become increasingly important in current academic discussions, highlighting the importance of teachers' active involvement and impact in online learning environments.

So now we will explore the difference between teacher and teaching presence in more detail. The issue of teaching presence was discussed by T. Anderson, L. Rourke, D. R. Garrison, & W. Archer; P. Shea & K. Swan; C. Rodgers & M. Raider-Roth; F. Pawan, K. Wiechart, A. Warren & J. Park; Selcan Kilis and Zahide Yildirim; S. Ko & S. Rossen. The difference between teacher presence and teaching presence was examined by J. Acuña-

Solano. The scientific sources that explain the difference between these two terms are not sufficient to reflect this contrast, so to show it in full, we have taken the definitions of the term teacher presence, which was replaced by instructor presence in the works of the following people: J. C. Richardson, E. Besser, A. Koehler, J. Lim, & M. Strait; F. D. Kassinger; R. Pallof and K. Pratt; J. L. Lear, J. C. Isernhagen, B. A. LaCost, & J. W. King.

To truly understand the theory behind this research on teaching presence, it's crucial to address a common misconception found in the literature. Many mistakenly use 'teacher presence' and 'teaching presence' as if they are the same thing, but they actually represent two distinct concepts [9, p. 70]. A large amount of the literature often used for 'teacher presence' is in the Community of Inquiry literature which began as such with several papers around 2000 according to Garrison, Anderson, and Archer. Nevertheless, the Community of Inquiry framework talks about 'teaching' presence but not 'teacher' presence which involves both student-led instruction as well as instructional design and subject organization [11]. According to Anderson, Rourke, Garrison, & Archer "teaching presence includes design and organization, facilitation of discourse, and direct instruction". Anderson et al. argue that "design and organization refers to the activities that teachers participate in to create and arrange a course or learning environment, such as curriculum development, instructional method design or selection, time management, effective medium utilization, and so on. Facilitating discourse refers to teachers facilitating learners' activities as they agree or dispute and seek consensus. Teachers encourage conversation by encouraging, appreciating, or praising students' contributions, creating a good learning environment, attracting participants, stimulating discussions, and evaluating the process's effectiveness. Direct instruction is when instructors give topic or questions, validate learning by assessment and exploratory feedback, diagnose misconceptions, and so on" [17, p. 180]. According to the research by Garrison, Anderson and Archer, there are three elements which are crucial prerequisites for a successful higher educational experience and those are social presence, cognitive presence and teaching presence. Among these three elements, teaching presence is seen as a binding element in creating a community of inquiry for educational purposes.

Moreover, according to P. Shea & K. Swan, teaching presence is also defined as the core role of online instructors. [35, p. 121]

According to Acuña-Solano, teacher presence in a course is essential for effective instruction. This includes being available and engaging with students to deliver content, offer guidance, and facilitate learning activities. However, simply having teacher presence may not always result in students being deeply engaged or critically reflecting on the material. Acuña-Solano argues that the concept of teaching presence is wide-ranging, covering more than just giving instructions. It also involves building relationships with students, forming connections, and encouraging meaningful exchanges. This includes setting up a learning-friendly atmosphere, leading discussions, offering feedback, and creating tasks that encourage active participation and a better grasp of the material [5].

Teaching presence, according to Rodgers & Raider-Roth and further explained by Pawan et al., involves three main elements: connecting with oneself, connecting with students, and connecting with the subject matter and teaching methods. This comprehensive approach recognizes the significance of the instructor's active involvement, comprehension of students' viewpoints, and proficiency in the subject [5].

In education, having an active role in guiding students' thinking and learning is essential for promoting critical thinking and cognitive growth. Teaching presence involves more than just giving instructions; it also involves promoting deeper reflection, encouraging collaboration, and applying knowledge in practical situations. The Practical Inquiry Model (PIM) developed by Garrison, Anderson, and Archer outlines a process that facilitates this kind of deep engagement through stages like triggering, exploration, integration, and resolution [5].

Some scholars use the term 'instructor presence' instead of 'teaching presence', and 'instructor's presence' instead of 'teacher presence'. Sheridan and Kelly stated that the terms 'instructor presence' and 'teaching presence' are commonly used interchangeably in academic writings [9, p. 70]. Richardson, Besser, Koehler, Lim, & Strait state that in academic writings, the concept of 'instructor presence' is often mentioned, typically

denoting the actions and engagement of teachers within the educational setting [9, p. 70]. Instructor presence, as defined by Kassinger, encompasses the instructor's interaction and communication style, along with how often they contribute to class discussions and communications [9, p. 70]. Pallof and Pratt also highlight the importance of instructors regularly posting on discussion boards, promptly responding to emails and assignments, and setting a positive example for online communication and interactions [9, p. 70]. According to J. L. Lear, J. C. Isernhagen, B. A. LaCost, & J. W. King, instructor presence refers to how an instructor is physically positioned, socially and pedagogically [9, p. 71]. Instructor's presence, on the other hand, is more about observable instructional behaviors and actions. Richardson et al. defines an instructor's presence as the specific actions and behaviors that make the instructor come across as a real person. This is usually seen in the live part of courses, during implementation, rather than during the course design process [9, p.71].

In our research, a qualitative study by Selcan Kilis and Zahide Yildirim seems to be important. It described how the concept of teaching presence is explored through three key categories: design and organization, facilitating discourse, and direct instruction. The results show a strong or moderately high level of teaching presence among students, which noticeably improved as the course progressed. Students showed the most interest in discussing the design and organization of the course in their posts, demonstrating their involvement with the course structure and progression. They praised the course's well-thought-out design, noting how it enhanced their learning journey [17, p. 187]. Ko & Rossen suggest, that teaching presence can and preferably should be established well before the teacher interacts with students, specifically during the course design phase - the initial step of teaching presence, with facilitating discourse and direct instruction following suit. It is crucial to recognize that instructor presence and teaching presence are not inherently linked [9, p. 71].

Now, we will observe the relationship between teacher presence and student engagement and explore what impact teacher presence has on student engagement and participation in the classroom. The issue of the impact of teacher presence on student

engagement was examined by L. Rourke and H. Kanuka; J. F. Andersen and J. S. Gorham; M. Glassman and J. M. Kang; P. A. Kirschner, G. Erkens and A. P. Rovai; I. Kuznetcova, Tzu-Jung Lin, and M. Glassman; Jonathan J. Velez and Jamie Cano; H. Zhang, L. Lin, Y. Zhan and Y. Ren.

Researchers like Rourke and Kanuka have discussed the importance of teacher presence in online education, particularly in addressing challenges posed by the lack of physical cues. They introduced the concept of teacher presence as a combination of teacher immediacy and social presence [20, p. 2]. Other scholars, such as Andersen and Gorham, have also looked into teacher immediacy, emphasizing the significance of verbal and physical cues in teacher-student interactions [20, p. 2]. Glassman and Kang have further analyzed the effects of limited teacher presence in online education, pointing out its potential impact on student engagement and interest in the long run [20, p. 3]. Researchers like Kirschner and Erkens and Rovai have suggested various strategies to enhance teacher involvement in online classes. These strategies typically revolve around platform design, course structure, and teacher training [20, p. 3].

Andersen studied how nonverbal immediacy affects affective learning and inferred that “The more immediate a person is, the more likely he/she is to communicate at a close distance, smile, engage in eye contact, use direct body orientation, use overall body movement and gestures, touch others, relax, and be vocally expressive” [29, p. 77].

According to research conducted by Jonathan J. Velez and Jamie Cano, teachers should always make positive and supportive movements and looks. Smiling, vocal expressiveness, and a relaxed body position are some of the immediacy nonverbal behaviors that make learners take part in the lesson. When beginning or prospective teachers recognize and learn how to use such behaviors, it may help build better relationships between them as well as students’ motivational levels [29, p. 77].

I. Kuznetcova, Tzu-Jung Lin, and M. Glassman’s research differs from our idea, but there is still a place for it. They researched to compare the differences between employing Second Life (SL) for lecture-related activities among students and not using it. They were under the same curriculum where there was provision for lecture instruction as well as

assignments through blogs but differed in the mode of teaching. The analysis of the blog posts and network dynamics of students revealed that, by the 12th post, the experimental group using SL had a more connected network. The enhanced interaction as well as student independence was evidenced in the absence of the teacher [20, p. 7-19].

Zhang et al. studied how teacher presence, as perceived by students, affects different ways of engaging. They found that there is a connection between effective teacher presence and higher levels of engagement, particularly in constructive and interactive activities. Students who had instructors that communicated provided timely feedback, and emphasized building a sense of community were more inclined to do more than just passively consume information. They were more likely to actively participate in discussions and create their own learning materials [33, p. 890-898]. This result conflicts with I. Kuznetcova, Tzu-Jung Lin, M. Glassman's previously mentioned study which found that the teacher's presence at first encouraged more interaction but ultimately led to less student independence, especially in the control group [20, p. 7-19].

Summarizing this section, our research uncovers the key aspects of successful education: having dedicated teachers, engaged students, and impactful teaching methods, particularly in virtual classrooms. Scientists agree that teacher presence is all about forming emotional, intellectual, and physical connections with students to create a nurturing setting for learning. Student engagement involves actively participating and emotionally investing in the learning process. As for the difference between teacher presence and teaching presence, we have discovered that teacher presence focuses on delivering content, while teaching presence is crucial for creating engaging learning experiences, encouraging active participation, and fostering deeper understanding. The term "teaching presence" is very relevant and popular nowadays due to the proliferation of online learning in the current environment. Understanding and cultivating these presences are pivotal in creating engaging online learning environments, and empowering students to succeed. The connection between a teacher's involvement in the process and a student's involvement in it is difficult to comprehend. There are some studies that indicate that an effective teacher's involvement enhances engagement. However, some other studies reveal possible disadvantages of too

much presence, especially in digital lessons. Some scholars discovered that whilst at the starting point it promoted collaboration among users, later it blocked student's self-realization. On the other hand, others emphasized how committed teachers can positively influence student engagement. Juggling presence and independence creates an environment that encourages active involvement in learning.

1.2. Influence of Nonverbal Communication in Teacher Presence on Student Engagement

In this section, we will look at the impact of non-verbal communication tools such as body language, tone of voice, facial expressions, and eye contact on student engagement.

The issue of nonverbal communication was discussed by D. B. Givens; A. Maley; M. C. Fonseca Mora; Clara Galan; K. Shah; Anette Boye Koch; Richard K. Morton; James M. Henderer; J. Nicholson-Goodman; V. Sukhomlynskyi; R. S. Feldman, J. Green & J. E. D. Collins; R. Pekrun & H. W. Marsh; G. M. Walton & G. L. Cohen; Z. Dörnyei & D. T. Griffie; B. Avalos; C. W. Wei & N. S. Chen; M. Wang, Z. Chen, Y. Shi, Z. Wang & C. Xiang; K. E. Wilson, M. Martinez, C. Mills, S. D'Mello, D. Smilek and E. F. Risko; A. Chenoweth, R. Day A. Chum and S. Lupescu; R. F. Kizilcec, K. Papadopoulos and L. Sritanyaratana; L. Van Lier; K. Ellis; R. Gower and S. Walters; M. N. Butt; O. Budnyk and K. Fomin.

To begin with, it's important to understand the essence of communication, especially since teachers directly interact with students during lessons. As nonverbal communication is a crucial component of the communication system, understanding the full scope of communication is essential.

Communication is the process of how communicators convey information or a message to his or her communicators and create a common meaning with each other. There are various ways we communicate, and multiple methods can be used simultaneously. Communication categories include spoken, nonverbal, and written communication. Studies indicate that a significant percentage of human communication is nonverbal. Nonverbal communication plays a crucial role in enhancing, clarifying, and supplementing verbal communication. Nonverbal cues can provide extra information and meaning beyond spoken communication. There are various forms of nonverbal communication such as facial

expressions, gestures, body language, and others. One common form of nonverbal communication is the tone of voice or paralinguistics. The tone of voice plays a crucial role in human communication and can significantly influence teaching and relationships between teachers and students. In a classroom setting, teachers' tone of voice can affect students' perceptions in different ways. This aspect is intriguing and worth further exploration [23, p. 53].

Since we are focusing our attention in our work on nonverbal communication, it's important to find out what is the definition of nonverbal communication. The following definition is presented in "The Nonverbal Dictionary of Gestures, Signs and Body Language Cues" by Givens: "The process of sending and receiving wordless messages using facial expressions, gaze, gestures, postures, and tones of voice. Also included are grooming habits, body positioning in space, and consumer product design [...]. Nonverbal cues include all expressive signs, signals, and cues [...] which are used to send and receive messages apart from manual sign language and speech" [13].

V. Sukhomlynskyi also emphasized that nonverbal communication skills have great potential. In his firm opinion, a teacher should not only avoid hurting a child by what he or she says but also through his or her facial expressions, gestures, or even looks. V. Sukhomlynskyi constantly reminded us that when you want to make some disciplinary remarks towards one of your students it is better if you touch gently their shoulder and support the student with a look [3, p. 14-15].

As for the role of the voice, it is said in scientific sources that one of the main ways we use to give people language input is through voice and our voice can be a means by which we introduce ourselves. Should we feel tired, excited about something, disgusted about something, or interested, this is directly communicated to the learners who are then influenced positively or negatively. Our communication in our classrooms usually starts by how we talk including our tone of voice. In this vein, Maley affirms that "quite simply we are our voices. Our voiceprints are every bit as distinctive as, and a great deal more public than, our fingerprints... Others judge us by them. It is through our voices that we tell others who – and how – we are" [8, p. 6]. A University of Essex and a University of Reading study

posits that teachers who have voices that are more tough-sounding and less kind have a difficult time motivating their students. In hundreds of 10-16-year-olds sampled by the research, instead of fostering cooperation, a commanding voice led to increased rebellion and poor health. Students were less likely to express themselves, particularly about issues like bullying, when faced with a harsh tone. In contrast, a proficient tone cultivates a deeper bond between students and teachers and fosters collaboration in this regard [24].

Teacher discourse has been noted for its exaggerated melodic contours which mimic how caregivers speak. The melody of the voice is important. Fonseca speaks about melody, and she notes some reasons for these melodic differences and discusses the different functions of tone in teacher talk. According to Fonseca some of its functions include getting students' attention, presenting language models, giving instructions clearly, encouraging students to take part actively, and organizing the speech [8, p. 7-8].

In terms of the influence of the voice, Galan seems to be interesting, with his thoughts that teachers can utilize their voice tone effectively as a teaching tool in various ways. He notes that one important strategy is to use inflection and vocal variety to convey excitement and passion for the subject matter. Galan argues that teachers should also maintain a variety of tonal expressions to keep their messages engaging. He writes that these techniques can be applied during lessons or when communicating important messages to students outside the classroom through Voice Clips. Galan observes that when sharing information verbally, it's essential to communicate clearly and to the point, and even if you have a lot of content to cover, avoid rushing through your words. He states that speaking too quickly can confuse students. Galan reminds us to take our time and remember to pause for emphasis on important points. He argues that pauses can also help transition between topics or allow space for student participation. Galan writes that it's important to experiment with different volumes to highlight different activities, so lowering your voice can draw students' attention, making them feel like they are being let in on a secret. He points out that this technique can create a sense of intrigue and quiet the class, prompting them to listen closely for important announcements. Galan offers to enhance your content by incorporating various sounds in addition to your voice. In his study, he suggests that music, character voices, or

natural sounds can make listening more engaging. Galan maintains that using a warm, genuine voice can motivate students struggling with new concepts. He proposes to provide reassurance to those lacking support at home. Galan suggests that in moments of excitement, a calm, reassuring voice can help restore order. He reminds us to show appreciation for children and groups who work well together. Galan observes that your facial expressions, tone, and pitch play a significant role in communication [23, p. 60-61].

As for the voice, Shah sounds in unison with Galan and states that teachers rely heavily on their voices, not only to convey information but also to express emotions that can affect student learning [23, p. 61]. Koch also spoke about the role of the voice for emotions, that they are connected and he said that teachers' use of voice is crucial as it conveys attitudes and emotions that are often overlooked in early childhood classroom studies. When teachers assume various roles with children, they vary their pitch, melody, and volume. This demonstrates the distinct paralinguistic features in teachers' voices that can impact children's emotions and perceptions. Therefore, educators should take into account these auditory elements of teachers' voices when designing and assessing educational activities [23, p. 62]. Morton discovered that voice problems and habits can hinder a teacher's effectiveness. Some teachers may have voices that don't match their appearance. Teachers at various levels need to consider factors beyond just volume and pace [23, p. 61].

What is important for our research and for learning in the English language class is that according to a study by Handerer, the way a teacher speaks can affect students' academic success in the classroom. Specifically, the tone of voice, including warmth, anger, and anxiety, can influence how students perceive their teacher and their relationship with them. When teachers effectively communicate material with clarity and warmth, students are more likely to be engaged and motivated to learn. This highlights the importance of the teacher's tone of voice in fostering a positive learning environment [23, p. 61]. The role of the voice is still very important in the context of our work for classroom learning and so according to Nicholson, when a teacher demonstrates a medium-range voice tone, they need to have a firm and clear voice. They don't need to be loud, but rather for all students in the class to be

able to hear them clearly, whether they are in the front or the back. On the other hand, a high-range voice tone would involve being loud and possibly irritating to some [23, p. 62].

Overall, the teacher's voice is essential for maintaining the classroom atmosphere as well as influencing students' academic achievement. Studies show that a kind, understanding vocal delivery encourages teamwork, partnership, and active involvement in class activities; on the contrary, an unfavorable one can make learners resist or be indifferent. In classroom interaction, melodic contours in teacher discourse serve distinct purposes similar to caregiver speech, with some of them being: to attract attention, give instructions, and promote active participation. For an effective tonal variation in voice, there should be an element of enthusiasm thus showing some interest in what one is discussing hence provoking others' participation through clarity in communication but with authority by ensuring continuity through different tones. Voice issues, though, could limit teachers' impact. This shows that these are important factors other than the rate or volume alone that should be considered. In the long run, teachers need to learn how they can use their voices appropriately to facilitate a good learning setting, which may in turn encourage pupils as well as lead to excellent academic performance.

Now we will take a look at the concept of body language because it plays a crucial role in education. Feldman et al. hold the view that it helps in creating a positive classroom environment and improving communication between students and teachers. They believe that instructors who are mindful of their nonverbal cues can enhance student engagement and motivation, as well as facilitate more effective communication, ultimately leading to better learning outcomes as is thought by Pekrun et al. [19, p. 275]. Walton & Cohen reported that the way we move and express ourselves can help build a strong sense of community among students in the classroom. Using nonverbal cues effectively, teachers can create a supportive and connected environment for their students, ultimately leading to improved academic performance [19, p. 276]. Continuing to talk about the positive impact of body language on communication and understanding between teachers and students, Dörnyei & Griffee's opinion is important that a teacher's use of positive body language, like smiling and making eye contact, can create a welcoming and open environment for students,

fostering trust and connection. Similarly, students who exhibit positive body language, such as sitting attentively and maintaining eye contact, demonstrate their engagement and interest in the lesson [19, p. 278]. According to the work of I. A. Ziaziun, L. V. Kramushchenko, I. F. Kryvonos, O. G. Sameshchenko, V. A. Semychenko, and N. M. Tarasevich, a good, expressive posture expresses inner dignity. A straight gait and composure indicate a teacher's confidence in their abilities. At the same time, hunched over, head down, and sluggish hands indicate a person's inner weakness and lack of self-confidence [1, p. 60]. Adding to the advantages of using body language in education, Avalos states that it enhances classroom management and discipline. When teachers incorporate positive body language like good posture and eye contact, they exude authority and control, reducing the likelihood of disruptive behavior. Likewise, Wei & Chen presented an interesting opinion, which sounds similar to Wang et al's., [19, p. 278] that students can also demonstrate attentiveness and respect towards their teachers by employing positive body language such as nodding and maintaining eye contact [19, p. 278]. Body language plays a crucial role in enhancing the learning experience of students. Studies by Pekrun & Marsh have found that teachers who incorporate positive body language, like maintaining eye contact and using gestures, can boost student engagement and motivation [19, p. 278].

During the global COVID-19 pandemic and ongoing war in Ukraine, video lectures have become more popular in school education than ever before. In the video lectures where instructors are present, they express varying degrees of eye gaze, facial expressions, gestures, and paralinguistic speech characteristics. Some instructors smile, use pointing gestures to direct students' attention, and speak with rhythm. On the other hand, some instructors show no facial expressions, do not use gestures, and speak in a monotone voice. The former group of instructors exhibits expressive nonverbal behaviors, while the latter group exhibits nonexpressive nonverbal behaviors. Nonverbal expressiveness refers to the different levels of nonverbal behaviors that communicate animation, enthusiasm, interest, and overall expressiveness. Wang et al. stated that instructors who exhibit expressive nonverbal behaviors are seen as warm, intimate, and approachable, while those with

nonexpressive nonverbal behaviors are perceived as cold, distant, and unapproachable [30, p. 3-9].

The way instructors express themselves without words can have a big impact on how students feel, how motivated they are, and how interested they are in learning. Students who have instructors who use expressive body language and facial expressions tend to have more positive feelings about their learning experiences. However, according to Wilson et al., just because students like their instructor doesn't always mean they are learning effectively. Previous research on educational videos that include instructors has shown that students prefer videos with instructors over videos with just text or audio. Students also believe they focus better and pay more attention when watching videos with instructors present [30, p. 2].

Now we will find out the role of facial expressions. Our facial expressions say more than our mouths in a dialogue. They help people to know each other better in conveying their feelings, moods, and other aspects of a message [8, p. 8]. A mere recognition smile to a student from a teacher can at times achieve much as regards eliciting or prolonging interactions and responses. Without a non-verbal cue like even a slight nod of the head, "well done," might not carry along [20, p. 2]. In addition to other forms of body language, facial expressions could serve as a powerful yet less threatening form of error correction. Research studies conducted by Chenoweth et al. have shown that negative responses to learners' errors may stop them from participating in other language activities if they feel embarrassed [8, p. 8].

However, research findings indicate that having instructors shown in videos did not necessarily lead to an improvement in learners' comprehension test scores. Learners tended to focus more on the instructor rather than the actual material being presented. Moreover, according to Kizilcec et al., studies have demonstrated that visual cues and physical movements from instructors can also divert learners' attention away from the content, which can hinder the processing of the material. It was found that instructors' expressive nonverbal behaviors, as opposed to nonexpressive ones, tend to have a greater impact due to their increased motor characteristics [30, p. 2].

To confirm the opinion about the importance of facial expressions, important to us are the studies of Wang et al. who conducted 2 experiments aimed at exploring how teachers' expressive nonverbal behavior affects the learning process, contentment levels, and outcomes among pupils. During the first experiment, pupils received teaching programs from either cheerful or gloomy teachers in the form of movies. Despite similar levels of familiarity with the topic, those under a teacher who smiled felt that they had had better lessons than before and were more satisfied. These results were supported by a second experiment, which highlighted how important teachers' body language is for the way learners remain happy during classes [30, p. 3-9]. And there is also Van Lier who talks about the importance of facial expressions for correcting mistakes and according to him, correction by others is more likely to lead to negative affective reactions than if they recognized it and corrected it. This suggests that facial expressions can serve as a good sign for learners to point out mistakes that could be fixed [8, p. 8]. The significance of teachers showing concern for their students according to Ellis can be seen in one way or another through facial expression and she observes that that is one way it is done; thus too through facial expression, love of the subject matter which is a fundamental requirement if the learner is to be interested can also be communicated [8, p. 8].

In contrast, not looking at the student will instantly disprove the teacher. Lack of eye contact, however, can signal that the teacher is not in control of the situation. As Gower and Walters note, "A teacher who never looks students in the eye seems to lack confidence and gives the students a sense of insecurity". In addition to the other benefits of frequent and sensitive eye contact with students, such as monitoring comprehension and engagement or determining aspects of classroom management, it can make students feel accepted [8, p. 8].

The conclusions drawn by M. N. Butt in his research are important to us because they are highly correlated with our research. We will dwell on his conclusions in more detail. The author came to the following conclusions that confirm that facial expression is an important tool for teaching and learning, it can make teaching more efficient and engaging. He claims that non-verbal communication skills among students in a class help improve the perception besides supporting teachers' efforts aimed at enhancing educational achievements. He

agrees that teachers' facial expressions, such as smiling or showing anger, are important aids for students in understanding messages for changing their behavior regarding the learning requirements in teaching and learning settings. Butt points out that the teaching-learning process is more effective with eye contact because it keeps pupils' attention in class through an alert gaze at one's eyes during teaching activities. He noted that teachers can easily motivate students by making eye contact with them, and pass messages of appreciation, and admiration to them. In his work, he said that making eye contact with students increases their attention level and understanding. He says that the relevance of body movements during class instruction became apparent from the replies of the survey participants who advocated for their import in the course of teaching and learning. In his research, he believes that a teacher's proper handling of hands, shoulders, and head was a form of interpreting the lesson's content pupils were taught thereby offering more data. Butt points out that for the learners, the teacher's bodily expressions assisted in creating a good learning atmosphere. He indicates that changes in the loudness of teachers' voices enabled the learners to be taught poems better and also gave an insight into the movement of poetry. Butt researched that when the teachers were correct in their use of inflexion and tone during the speech, they could make sure that the students understood better. He says that for the students to learn well, there is a need for teachers to maintain a certain distance from them while within the learning environment to enable effective communication among students in class that enhances good understanding among them. In his work, it is said that teachers created a friendly atmosphere for their pupils through maintaining appropriate separation distance. Test results showed that non-verbal communication made a big difference in students' learning outcomes. Butt points out that this treatment led to an enhancement in students' learning process as well as the understanding they obtained being evident from what they learned. He claims that non-verbal communication leads to better academic success among girls and boys [26, p. 21-22].

O. Budnyk, K. Fomin, analysing the content of the teacher's nonverbal technique, emphasise that the teacher's ability to use nonverbal communication techniques "optimises

the system of teacher's influence on students, creates conditions for a favourable, creative atmosphere of joint activity" [3, p. 16].

To sum up, nonverbal communication is a very powerful tool in the classroom. It determines how involved students get with the material, their motivation to learn, and their overall academic success. Students are encouraged to participate by their teacher using a tone that is friendly and full of enthusiasm, thereby building trust with them and making them want to study. If the way things are said out loud is clear and changes from one moment to another then it will be easy for children to understand what is being said, as well as stay interested. For everyone to be able to hear each word carefully then an exact loudness is important to give by the teacher. Smiling is good as it creates a welcoming environment and is a way of giving recognition. Facial expressions may also be appropriately used in correcting mistakes by giving hints without discouraging students. Concerned expressions show care and understanding for students. When a teacher gazes into the eyes of every student in her or his class, it helps the teacher make every student feel included and is also a way for the teacher to know if every student has understood whatever has been taught in class. A good posture and gestures can enhance understanding. They can be used to emphasize key points as well as serve as aids in better communicating various ideas during presentations. Movement within the classroom tends to create the interaction between teachers and their students hence resulting in dynamic learning environments.

CHAPTER 2. EVALUATING THE ROLE OF ENGLISH TEACHER PRESENCE ON STUDENTS' ENGAGEMENT

2.1. The Analysis of the State of Research Problem

In this part, we will consider a brief theory of our work, the integration of non-verbal communication in Ukrainian schools, its current limitations, experiences of non-verbal communication in classrooms, and its impact on student engagement and lesson effectiveness based on my observations during pedagogical practice.

As we have studied in the theoretical part, successful classroom management heavily relies on the teacher's presence, which greatly impacts student participation and involvement. Teacher presence involves being attentive, perceptive, and responsive using both nonverbal cues to create a supportive and interactive learning atmosphere. It includes aspects, like the teacher's personality, social traits, and teaching approach evident through leadership skills, communication style, feedback mechanisms, and non-verbal signals. Non-verbal cues such as eye contact, body language, facial expressions, and gestures are vital in establishing a nurturing environment that encourages student engagement, motivation, and academic achievement. Student engagement is a concept encompassing actions as well as cognitive, emotional, and psychological aspects. It necessitates involvement in learning activities along with investment in the educational process to foster a sense of community crucial for positive learning outcomes. Studies highlight that increased student engagement reduces dropout rates, better academic performance levels and improved social interactions. Ultimately non-verbal communication serves as a tool in the classroom affecting students' level of interest in the material being taught and their academic success. A warm and enthusiastic demeanor, variation in tone, appropriate use of facial expressions, maintaining eye contact, and dynamic movements within the classroom all contribute to building rapport, with students and sustaining their attention. Creating engaging learning environments in virtual classrooms relies heavily on grasping and nurturing teacher presence and student engagement.

Ukrainian educative centers have integrated non-verbal communication into their systems though it's not broad enough. The existing modules major on some key non-verbal

signs being facial expressions, body movement as well as hand gestures that can students are advised on how they impact communication thus giving a deeper understanding of “wordless” emotions or purposes. They become aware of how to properly interpret these signals and therefore can understand what is implied during interactions. Aside from their regular duties, teachers participate in workshops where they get to learn about how important non-verbal communication is. These are meant to help them know what their students mean when they use non-verbal cues as well as improve upon their communication skills through the same method hence making teaching an easy task since students can understand their body language cues easily. Educators are helped in identifying student engagement, confusion, or distress signals so that they can give more suitable and helpful answers through this kind of training. There's still an increasing recognition of the urge to enlarge the concentration on non-verbal communication in the two students as well as teacher training programs regardless of these efforts. It would be advantageous to have a wider, more detailed discussion on topics such as cultural deviations in nonverbal and other means of communication, how digital communication has changed signals not done verbally plus incorporating these skills into conflict resolutions among others to resolve interpersonal disputes among peers. This way, Ukrainian schools can better prepare pupils and instructors to understand how different contexts for human interaction can be puzzling.

Teacher's non-verbal communication is under-investigated in Ukrainian scholarly works. Only a few works touch on this one of the crucial parts of the learning process. This low number of research proves a big disconnect between what makes up teachers' body gestures during lessons and how these impact interactions between them and pupils or students' involvement in studies as a whole. Given the crucial role that non-verbal communication plays in the educational environment, this lack of extensive research is noteworthy. Non-verbal signals, such as body language, facial expressions, eye contact, and gestures, are fundamental to effective teaching and learning. They are necessary for successful teaching as well as learning processes since they may reinforce spoken information; enable receivers to understand messages better; and regulate behavior within classrooms just like aiding in the promotion of an all-embracing environment that is

supportive to every participant. Effective non-verbal communication research has been largely unaddressed. Nonverbal communication should be examined in terms of its diversity across various subjects, age groups, and cultural contexts within Ukraine. Besides, a more widespread inquiry on the same may suggest ways of perfecting the preparation of teachers. Being able to recognize these subtle aspects of non-verbal communication is critical when developing such training since it will allow educators to decipher them accurately while using them in discussions with pupils. Consequently, it would foster student understanding, better control of behavior patterns among learners as well as more interactive classes. In Ukraine, there is a need to address these research gaps to enhance educational practices. This can be achieved if scholars and educators concentrate on teachers' non-verbal communication when conducting research which would enable them to create approaches that would improve both teaching efficiency and student achievement.

During the methodology course, attention is given to the topic of non-verbal communication, though it may not be as extensive as it could be. Nevertheless, the course content has sections that teach educators ways through which non-verbal aspects could influence interactions between individuals within classrooms for instance body language, facial expressions, and gestures. The knowledge foundation that would enable lecturers to ameliorate their communication with learners and hence create a responsive and caring classroom environment during instructions is established in the methodology course that was taught. Nevertheless, this approach may be more beneficial when expanded.

As a pupil and student, I noticed that not all teachers actively used non-verbal communication during their lessons. While some teachers used body language, facial expressions, and gestures effectively to enhance their teaching, many others seemed to rely mainly on verbal communication alone. Those teachers who used nonverbal communication often created a more engaging and dynamic classroom atmosphere. For example, enthusiastic gestures and expressive facial expressions of the teacher can make the lesson more interesting and easier to understand. Eye contact and body language can help build rapport with students, making them more engaged in the lesson. On the other hand, teachers who neglected nonverbal communication lost these benefits. Their lessons sometimes

seemed less interactive and more monotonous, resulting in less student engagement and participation.

During my pedagogical practice, I observed lessons in the Lyceum №15 where a total of 5 teachers conducted lessons. Out of the 5 English teachers that I observed perform, non-verbal communication was evident majorly with only two. They made good use of body language, facial expressions, and gestures hence improving interaction between them and their pupils. Teachers who practiced non-verbal communication produced a better learning environment because they made their classes more engaging and livelier, more interactive than passive. They used gestures or facial expressions to explain ideas in lessons or stress on what were they thinking during discussions as well as keep learners focused on those subjects that might have been forgotten otherwise. It was their frequent eye contact during teaching as they felt it kept students engaged and included in what was happening in the classrooms. Alternatively, the other three English teachers depended mainly on speech patterns absent of non-verbal hints. These teachers who depended on verbal communication, often had boring and less captivating content. This problem was due to the absence of non-verbal signs. These teachers missed opportunities to reinforce their verbal messages and connect with their students on a more personal level. To contribute to better comprehension among students, more involvement, and a happier learning environment, improving the non-verbal communication skills of teachers is important. Consequently, educational organizations must realize the worthiness of the skills and offer teachers facilities and teaching on effective non-verbal communication.

In conclusion, teacher presence has a substantial impact on classroom management and student involvement, which includes attentiveness, responsiveness, and the use of nonverbal clues. Nonverbal communication is crucial for establishing rapport and sustaining student attention. Effective use of facial expressions, eye contact, and dynamic gestures leads to a positive classroom environment, which is necessary for student involvement on cognitive, emotional, and psychological levels. Increased involvement leads to better academic performance, lower dropout rates, and more positive social relationships. Nonverbal communication is used at Ukrainian educational institutions, but only in limited

quantities. Teachers attend training to increase their understanding and use of nonverbal cues, allowing them to better interpret student signals of involvement or discomfort. Despite these efforts, there is a need for more comprehensive and extensive training, including cultural differences in nonverbal communication and its significance in dispute resolution. There has been little research on nonverbal communication in Ukrainian schools, indicating a need to better understand its impact on teacher-student interactions and student engagement. Nonverbal cues are critical to effective teaching and learning because they reinforce spoken information, regulate classroom conduct, and foster a supportive environment. During pedagogical practice, I noticed that not all teachers were actively using nonverbal communication. Those that did developed a more interactive and vibrant classroom environment. In one school, just two out of five English teachers employed body language, facial expressions, and gestures to improve student connection and engagement. The remaining three teachers relied mostly on verbal communication, resulting in less participatory and repetitive courses.

2.2. Conducting the Experiment

In this section, we will look at how the impact of teacher presence changed when switching from offline to online lessons, and explore in detail the classroom profile and questionnaires we used in our research. We prepared 5 questionnaires, including one questionnaire to be filled in by me as a lesson observer, 2 questionnaires for the teacher, and 2 for the students.

Building upon the theoretical review conducted, our research endeavors to delve into the practical application of the comprehensive knowledge acquired during pedagogical practice within the educational setting of the Lyceum № 15. This investigation is based on our thorough review of the literature, which highlighted the importance of teacher presence, communication methods, and nonverbal cues in student involvement and academic achievements. By using various theories and research findings, our study aims to connect theoretical concepts with real-world practices by immersing ourselves in the Lyceum № 15 learning environment. By carefully watching and gathering data, we aim to understand the subtleties of how teachers at the Lyceum № 15 express their presence. This involves

studying their body language, facial cues, vocal tones, and teaching methods to assess how they influence student involvement, interest, and educational outcomes.

Initially, I intended to observe the nuances of face-to-face teaching, but fate intervened and I had to adjust my approach - it so happened that the classroom I was assigned to during my practice was quarantined, which gave me an interesting chance to explore the physical connection between teachers despite their non-physical presence on the Internet. In the time before quarantine, I was lucky enough to take part in 10 lessons physically where I got fully submerged into my teacher's classroom settings. It was during such moments that we got to see the hidden teaching aspects unveiled during the interaction between instructors and learners in a particular learning environment. It was during the 10 online classes that I took note of the changes in teacher presence on various occasions, adjusting my ways of teaching to suit the cyber world. Bringing together my experiences from face-to-face and online contexts aims to reveal the fine distinction that contributes to teacher presence dynamics within the modern educational setting. This study serves to broaden my knowledge in pedagogy showing its capability to withstand unexpected stresses. In the classroom setting that I observed, there was a diverse cohort of 5th grade students, that included 15 children, comprising 9 girls and 6 boys.

Let's take a closer look at the class profile of the class that I observed.

Class: 5-A

Number of children: Boys: 6 Girls: 9

Age of children: 11-12

They started learning English in the 2nd grade

Level: A1

Number of English lessons per week: 5

Number of teachers they have had so far: 2

Coursebook: Wider World 1. Student's book.

Coursebooks they have used so far: Islands 4 Pupil's Book. Pearson

Supplementary materials used concurrently with the textbook: Islands 4 Activity Book

Is the classroom a room set aside for English lessons? Yes

Usual seating arrangement: Pair Pods

Any other relevant information: SEN 1 (behavioral disability)

If to look at each student in more detail, I carefully studied each of them and compiled their characteristics. Keeping them anonymous, I will refer to the girls as G and the boys as B. G1 is a student who has an auditory learning style whose average mark is 10 and exhibits a strong willingness to learn which is very evident. G1's interest in technology and computers has led to her being quick to grasp new concepts, cooperative during learning activities, supportive of classmates as well as perseverant as she tries to overcome various obstacles. Despite all these qualities, she lacks fluency in speech delivery and pronouncing words correctly has remained an uphill task for her all along. This support would entail offering more opportunities for speech practice such as speaking sessions while focusing on the correct use of sounds at the same time. G2 is a visual learner with an average grade of 8. She enjoys reading novels of fiction, shows artistic creativity during art activities, and expresses ideas effectively through writing. G2, enthusiastic and eager to learn, finds writing difficulties, and requests for grammar support. She receives writing workshops and grammar review meetings to encourage her. G3 is an average student with an average mark of 8 and has an auditory learning style. She enjoys participating in group activities and talks, loves learning new words, and actively participates in school activities/discussions and she's empathetic to her classmates. However, she easily loses focus in lessons. To address her issue, teachers provide much-individualized attention in class and identify ways to improve her concentration. B1 prefers kinesthetic learning and has an average mark of 5. He enjoys hands-on activities and experiments and shows perseverance in completing tasks but struggles with hyperactivity. It is difficult for him to do the same thing for a long time and he often misbehaves in the classroom. Much of the teacher's attention goes to him. B2 is a

kinesthetic learner with an average mark of 7. He excels in physical education activities, enjoys role-playing and drama, shows creativity in storytelling, and actively participates in group projects. B2 faces challenges with listening comprehension and requires more exposure to spoken English. Listening comprehension exercises and audio resources are provided to help him. G4 exhibits an average grade of 8 and is a visual learner. She is deeply interested in arts and loves solving puzzles and visual challenges. However, G4 has a problem with listening comprehension and needs more exposure to spoken English. G4 can always use listening comprehension exercises and audio resources to improve her listening skills. B3 is an auditory learner with an average mark of 7, enjoys storytelling activities, and shows high listening skills. However, because he is shy, he is not able to participate in speaking. To ease this, classmates and teachers always encourage his discussion in small groups. B4, who is skilled in auditory learning and has an average grade of 7, portrays a mighty skill in listening. He can creatively solve problems and is collaborative as well as supportive of his classmates. Also, he demonstrates leadership skills in group activities. B4 requires personalized guidance and graphic organizers for writing. G5 is a kinesthetic learner who possesses an average grade above 10 points. In all aspects her performance is outstanding. She actively participates in extracurricular activities, demonstrates clear leadership skills, and performs very diligently as well as being quite organized when it comes to completing assignments. No weaknesses have been reported for G5. G6 is an auditory learner with an average mark of 9, possesses remarkable critical thinking capabilities, and takes pleasure in solving problems. In addition, she loves to join class debates as well as showing originality in writing. However, writing mechanics and punctuation are G6's weak areas that require some work on it. Grammar and punctuation exercises and peer editing sessions are provided to help her. G7 has an auditory learning style and an average mark of 10. She does well on tests and has good analytical skills. She is a curiosity in discovering new subjects she perseveres on challenges in class work. G7 has some difficulties when it comes to examination time management. Time management strategies and practice tests are available to support G7. G8 is a visual learner who has an average grade of 9. She displays good vocabulary progress, loves taking part in debates and

conversations, and presents strong listening skills while supporting and collaborating with peers. Listening comprehension exercises and audio resources are provided to help her. B5 has an auditory learning style and an average grade of 11. B5 writes creatively and demonstrates strong analytical capabilities as he interacts cooperatively with peers. Academic challenges do not break him yet he can't express himself well while putting down his thoughts in a written form. Facilities like writing workshops or guides are there to help out B5. B6 is a visual learner with an average mark of 7. He enjoys group activities and collaborative projects, shows his leadership attributes during group discussions as well, and is said to be social and helpful to classmates. Irregular verb forms are to be practiced more for B6. Verb conjugation drills and irregular verb practice exercises are there to support him. G9 has a kinesthetic learning style with an average score of 10, has a good comprehension of written materials, actively participates in class discussions, demonstrates creativity when carrying out written tasks, and is cooperative and respectful of classmates. She sometimes faces difficulties when reading complex text. To help her several approaches are suggested such as careful reading and dividing the text into parts.

Within this group, I discerned varying levels of academic prowess, with 5 students classified as strong performers, 7 as average, and 3 as struggling. Of those students who were found to be having difficulties with their studies, each one had different problems that warranted attention and understanding. To start with, there was a boy (B1) with a hyperactivity problem, whose excessive energy made concentrating on his studies difficult. Also, another boy (B4) needed the teacher's additional help because he found his way into the complexities of the curriculum difficult without any personalized guidance. Lastly, there was a girl (G3) who easily lost focus in lessons.

Moving on to my review of the teacher's offline lessons, I developed a questionnaire (see *Appendix 1*) that I filled out throughout 10 lessons. It consists of 19 questions. After studying it in detail, I provided an overview of these lessons. Answering the 1 and 2 questions from *Appendix 1*, there was a friendly environment in the classroom where each student was part of the topic being taught. Providing an answer to question 3, I rate the

clarity and articulateness of the teacher's instructions at 5 points. The teacher spoke clearly and calmly, ensuring that all students heard and understood her directions. In response to question 4, even when one could feel the authority and confidence in her voice, it was still calm so as not to scare off or threaten students who wanted to learn. Besides, the teacher's voice was full of enthusiasm and passion about the subject which instilled in the lesson so much energy and exhilaration. In either setting out directions or clarifying ideas or prompting discussions, every time they spoke, there was a real sense that they were assisting students to learn and develop. Nevertheless, when answering question 5, the teacher raised her voice 2-4 times because of the bad behavior of the hyperactive boy.

Another impressive quality was the teacher's ability to keep eye contact with every student. Giving answers to questions 6 and 7, the teacher effectively used eye contact more than 10 times during the lesson to engage and motivate students. This displayed true concern in every learner's engagement and comprehension, developing a feeling of inclusion and motivation amongst students in the class. Furthermore, the teacher's confident stance and commanding manner also helped to enhance the good learning atmosphere. This way standing erectly and boldly made sure that there was a leader touch during teaching moments. Answering questions 8 and 9, rather than sit still or keep to one place near the board or in front of the class she moved monitoring the students' work. The teacher was seen throughout the classroom which emphasized how reachable and friendly she could be and it encouraged students to take an active part in class. Unlike other teachers who restrict themselves to their desks, she did not stick to one place only but preferred moving around the classroom space with a clear purpose. Her deliberate motion made it possible for her to identify with learners from all directions in the chamber so that there was no person left out. She moved around the class 2-4 times so that she could get involved with every student on a personal level whenever necessary in terms of helping, guiding or encouraging them. Requesting questions 10, the teacher often paid special attention to the weaker students: she explained topics, gave answers to tasks or even asked them again to make sure they understood everything. Addressing question 11, the teacher interacted individually with students 5-10 times, to provide help or feedback. This made sure that every individual was

catered for through out the entire room by walking through it. As she moved around the class, she would speak to each student thereby giving them help and hope when in need. Whether she was clarifying a hard concept, giving helpful ideas on a project or just wanting to know how much one understands, she ensured that she took into account what each student needed individually.

Answering questions 12 and 13, the instructor often made use of several types of hand and body movements in the communication process to enhance it, to highlight important elements and at the same time to entertain students through action. Such gestures made it easier for kids to understand and be more interested in the lesson. Answering question 14, the teacher 5-10 times employed movements to represent abstract or complex ideas visually. Regarding question 15, the teacher used emphatic hand gestures to emphasize key information more than 10 times. To make a significant point or sum up a main point she raised a finger or extended an open palm to demonstrate that point. For illustration, while elaborating on the main idea of the paragraph, she pointed upwards using her index finger hence signifying the concept's crucial nature. During a vocabulary lesson, she pointed at one word on the board or one key sentence in a text during a reading exercise. By doing this she ensured that learners' minds focused only on what was necessary which in return helped them to follow easily. When it came to grammar, she used her hands to illustrate punctuation marks or sentence structures, thus making them less abstract. To prompt student participation, the teacher also used gestures. When the teacher extended an open hand or made an inviting gesture, she indicated that it was okay to ask questions or add comments. This made the class more inclusive and interactive such that students could feel free to share their thoughts and ideas. The teacher showed her passion and inclination to the topic by her moves. Wide gestures or mimicking actions related to the lesson content, made the class more lively, dynamic and engaging. This ardor could not but influence students in a way that they were forced to take part in it. During story session, the teacher used dramatic gestures that made scenes in the story look real and interesting for pupils. Gestures were also utilized to effectively regulate classroom behavior. A simple hand raise could signify

the requirement for silence, or a delicate wave could indicate that pupils should form groups or go on to another activity.

In terms of facial expressions, an extensive range was used by the teacher to convey enthusiasm, curiosity, as well as concern hence making content more interesting. She would get very excited whenever introducing fresh topics which would get pupils' attention hooked to learning sessions. Because of this, learners kept being more interested while at the same time, being eager to satisfy their curiosity hence boosting their quest for knowledge. Students were left with no choice other than being involved only by her widespread looks and real smile which were aimed at engaging them in the lesson. In the interpretation of her facial expressions, answering question 19, she used nodding and keeping eye contact as long as students talked 5-10 times. It was clear from this that she put a premium on what the students would say and she was truly participating in the discussion. When one of her pupils had posed some queries or proffered their opinions on certain issues before her, the teacher's face reflected attentiveness and encouragement, often accompanied by a slight tilt of the head or an encouraging smile. The teacher's facial expressions were in sync with the emotional tone of the lesson. Answering questions 16, 17, and 18, there was an effective use of a serious look when explaining a critical event and a playful smile in discussing fun information both for 2-4 times which helped convey the right mood as well as set up the background of things. For instance, whenever she covered gloomy topics—war or social injustices—her facial expression usually became even graver: the brows might frown down and eyes assume thoughtful mien enlarging the importance of the issue. In contrast, during light-hearted or arousing activities, a teacher's face exhibited happiness and interest. Such playful looks always invited other participants into their shared joy which in turn enhanced their involvement in what they were undertaking.

Next, we provided observation of online classes of the same teacher and the same class. In comparison with face-to-face classes, the teacher faced numerous obstacles to effectively engage students in the online classroom. Understanding the limitations of virtual communication, the teacher consciously adjusted her body language to maintain a sense of presence. She used gestures and facial expressions to convey enthusiasm and interest,

compensating for the lack of physical proximity. Despite the digital divide, the teacher made a deliberate effort to establish virtual eye contact with the students. She positioned the camera at eye level and maintained a direct gaze into the lens, fostering a sense of connection and understanding with each student. However, this was not as impactful as in offline classrooms, as the teacher cannot monitor both eye contact and student icons at the same time. Instead of face-to-face interaction, the teacher simulated physical interaction through the strategic use of multimedia tools. These included interactive whiteboards, virtual hand-raising, and digital tools to create dynamic learning environments that mimicked physical classroom interaction. However, this was not very effective for weaker students, especially for the hyperactive boy who needed physical movement.

From what I have observed in the lessons given by the teacher in traditional and online classrooms, the stronger and average students always showed the same levels of intensity and involvement irrespective of how they studied these things. This phenomenon can be attributed to the familiarity and comfort these students developed with the teacher over time. Having interacted with the teacher extensively in the traditional classroom setting, they grew accustomed to her teaching style and established a rapport that transcended physical space. Therefore, when they shifted to online classes, their response was almost the same because they still had the same amount of interaction they were used to. However, the dynamics changed when one takes into consideration its influence on more struggling learners especially those with hyperactivity issues among others. The teacher's physical availability was very meaningful to such students because it gave them the much-needed orientation required for an education career, aid in managing their lives or even tackling problematic issues, they may have. Nonetheless, without face-to-face contact, transitioning to distance learning through the Internet presented grave challenges to them as they grappled with different aspects regarding online content delivery and interactivity. Weaker students faced unique challenges when learning online, such as: maintaining focus, navigating digital platforms, and receiving personalized support. These challenges were further aggravated by the absence of face-to-face contact with the teacher since it prevented them from benefiting from immediate teacher intervention and help. Weaker students suffer more from internet

class insufficiency besides preventing them from fully engaging through curriculum or participating actively in school activities. They could not manage due to lacking self-motivation and flexibility which were common among the stronger ones.

It was also important for us to survey the teacher, to see how much she values her presence in offline classes and whether she understands the importance of this aspect. According to the questionnaire in *Appendix 3*, the teacher believes that gestures significantly boost learning and learner engagement, judging by her concurrence with the effectiveness of using gestures to enhance understanding and keep the student interested. The teacher feels that when she remains seated all through the lessons, students are likely to get bored and lose motivation. She insists that moving within the class is essential for maintaining the concentration and involvement of the students. A high-pitched voice may impede comprehension by students, as well as a low or monotonous voice. On the other hand, speaking rapidly is often seen to present difficulties for many learners since they never seem to have enough time for proper comprehension of what they are studying. The teacher does not know if students look at her facial expressions when she enters the room, but she understands the importance of proper use of facial expressions. She believes that, by smiling, students become interested in taking active roles during lessons. She does not think that displaying anger has a positive effect on students during the lesson. The teacher believes that her presence in a classroom affects the concentration of students very strongly. Eye contact is, especially, considered a cue for students to get ready to get involved in class discussions and an indication of what she thinks about them. It is considered necessary for her to keep a good distance so that students can feel comfortable with her in class and remain engaged in the lesson. The teacher also agrees that insufficient distance can hinder students' understanding of the lesson. Immediate feedback during class discussions is regarded as an essential catalyst for encouraging involvement and hence underscores the importance of swift interaction and engagement. In general, the questionnaire shows that the teacher values different parts of non-verbal communication. Among these are gestures, movements, voice modulation, facial expressions, eye contact, and distance as well. The instructor knows how to make a comfortable atmosphere in class where studies can be improved.

Also, we have made the same questionnaire for the teacher, but in terms of online classes (see *Appendix 5*). The teacher firmly agrees that using gestures or visual clues improves student learning, demonstrating an understanding of the use of nonverbal communication in online education. The teacher is unsure whether being seated during the online lecture will cause student ennui, since in online classes it is enough to see the teacher's face, and not necessarily her full height and posture. Therefore, there is no need to move all the time. She believes that using a high pitch in their voice during online sessions can impair student understanding, demonstrating awareness of how vocal delivery affects comprehension. Similarly, the teacher acknowledges that having a monotone tone online can make it harder for pupils to absorb, demonstrating an appreciation of the significance of vocal diversity. She agrees that using a quiet or calm voice online can help pupils focus better on their assignments, acknowledging the importance of voice tone in student concentration. The teacher acknowledges that speaking at a high or too rapid tempo online does not provide students enough time to properly comprehend the subject matter, exhibiting awareness of pacing in online instruction. The teacher fully agrees that pupils notice her facial expressions during online sessions, acknowledging the significance of nonverbal cues in communication. The teacher strongly agrees that smiling during the session encourages students to actively participate in online lessons, demonstrating an appreciation of the favorable impact of teacher demeanor on student engagement. The teacher disagrees that expressing rage online may increase students' interest in the course and make them feel at ease, demonstrating knowledge of the potentially detrimental impact of negative emotions on the learning environment. The teacher firmly agrees that their presence in online courses determines how much time students can devote to their studies, emphasizing the value of teacher presence in facilitating student focus. The teacher disagrees that online, eye contact serves as a signal for students to be ready to participate in class discussions. Online, it is not entirely clear who exactly the teacher is looking at, so eye contact has less value online than in offline classes. The teacher is undecided whether through eye contact via webcam, students can gauge whether she has a positive or negative attitude towards them, since the picture may not be clear, bright, or dark, depending on the camera and display settings. The

teacher strongly agrees that keeping a correct distance between the teacher and the pupils via the webcam contributes to a comfortable learning environment, demonstrating an understanding of spatial dynamics in online education. Similarly, the teacher agrees that insufficient distance from the webcam impairs students' comprehension of the topic, emphasizing the necessity of clear visibility in online training. The teacher acknowledges that movement during online courses, such as using virtual whiteboards or digital gestures, aids in student focus, demonstrating an understanding of the importance of interactive features in online education. The teacher firmly agrees that providing immediate responses via chat or voice during online conversations fosters student participation and demonstrates an understanding of the value of timely feedback in online learning environments.

Overall, in both offline and online environments, the teacher acknowledges the value of nonverbal communication, particularly gestures, facial expressions, and voice modulation, in improving student learning and engagement. While the teacher emphasizes the importance of movement in offline classes to keep students focused, she admits that constant movement may not be necessary in online classes when students can see her face. The teacher understands the effect of voice tone and tempo on student comprehension and focus in both offline and online sessions. Both offline and online, the teacher recognizes the importance of facial expressions, particularly smiling, in encouraging student participation and fostering a happy learning environment. The teacher understands the significance of her presence in both offline and online courses and its impact on student focus and engagement. While eye contact is valued in offline lectures as an indication of student engagement, its importance in online classes is called into question due to camera visibility limits. Maintaining a suitable distance from students, whether in person or via webcam, is regarded as critical for fostering a pleasant learning atmosphere and improving student comprehension. The teacher recognizes the need for immediate feedback and engagement in both offline and online settings and understands their function in promoting student participation and learning.

However, my and the teacher's reviews are not quite enough to assess the fullness of the teacher's presence, so I developed a survey for students. After surveying students on the

assessment of teacher presence in offline classes (see *Appendix 2*), we collected the necessary data. According to it, most students (11) agree that using hand gestures helps them understand lessons better. 3 are unsure, and 1 disagrees. 12 students find the teacher's movement enjoyable during lessons. The rest are either unsure or neutral. 11 students get bored when the teacher sits the whole time. 2 are undecided, and 2 disagree. Most students (13) agree the teacher's body language helps with understanding and engaging with stories. 1 is undecided and 1 disagrees. So, we can see that a majority of students agreed that the teacher's body language (hand gestures, movement, moving around the class) helps them understand and engage with the lesson.

As for the voice, all students find a high-pitched voice makes learning difficult. Similar to a high-pitched voice, everyone finds a low monotone voice difficult to understand. All students agree a soft voice helps them concentrate. 15 students struggle to understand fast-talking teachers. Both very high and very low pitches were seen as problematic for comprehension. However, a soft voice was seen as promoting concentration. A large majority found it difficult to understand fast-paced lectures.

If to talk about facial expressions, most students (11) pay attention to the teacher's facial expressions. 4 are undecided. All students agree a teacher's smile motivates them to learn. All students disagree that a teacher's anger motivates them to learn. Most students (12) find the teacher's gaze helps them focus. 2 are undecided, and 1 disagrees. Most students (11) feel ready for questions when the teacher makes eye contact. 4 are undecided. 10 students can tell the teacher's feelings from eye contact. 4 are undecided, and 1 disagrees. According to a survey, students seem to pay attention to facial expressions. Positive expressions like smiles create a more engaging environment. However, anger is not motivating. Maintaining eye contact is also seen as helpful. Taking into account distance, all students prefer a comfortable distance from the teacher. The whole class finds it difficult to learn if the teacher stands too close.

To compare the impact of the teacher's presence on student engagement in the traditional and online classroom, I developed a questionnaire where children rated the teacher's presence in the online classroom. According to the results of the questionnaire (see

Appendix 4), 6 students believe that visual aids or gestures make it easier for them to understand what is being taught, however, eight are undecided. Only one student disagrees, hence the general inclination to accept visual aids and signs. 7 students prefer lessons more when the teacher incorporates motion by using hands or body. Also, 7 students are unsure. There is 1 student who does not support this statement, suggesting a moderate preference for dynamic teaching styles. However, 4 learners dislike monotonous instructors. Similarly, 4 others cannot choose a side while 7 more have mixed reactions towards the same. Body language and facial expressions improve understanding and involvement for 10 students, another 2 are unsure, but 3 say they disagree. A total of 9 learners cannot follow a conversation when pitched high. However, 2 remain unsure while 4 students disagree, indicating that a high-pitched voice can be problematic. 12 pupils find a low tone or monotonous voice hard to get. There are only 2 students who remain undecided. 1 student disputes this by pointing out that to understand, there must be modulation in the teacher's tone. There is complete unanimity in all 15 of them that a soft voice makes them pay attention. It is really hard to understand things when teachers talk too fast, according to all 15 students, hinting that they feel that teachers should speak slower. 11 students pay attention to the teacher's facial expressions. Only 3 students are undecided. Just one student disagrees. 8 students are influenced by the smile on the teacher's face. 6 students are not sure. 1 student disagrees. 15 students are demotivated by the teacher's anger, indicating that negative expressions are counterproductive. 7 students realize that the teacher's look and facial expressions can help them focus. 7 other students are in doubt of this. 1 student disagrees. 2 students are ready for interaction when the teacher makes eye contact. 3 students are undecided. 10 students do not find webcam eye contact effective, suggesting it's less impactful in an online setting. The teacher's emotional status can be read from her eyes by 5 students. The remaining 8 students are uncertain. A proper distance maintained by a teacher makes 10 students prefer it since this gives them comfort and concentration. 5 students are undecided, suggesting general comfort with proper framing on camera. But there are those 10 who dislike it when a teacher sits too close to the camera. 5 students are undecided.

In general, the survey results show that most students value visuals, appropriate body language, positive facial expressions, and moderate voice tones. Being too close to the camera and displaying angry looks are common factors that lead to poor engagement or being non-responsive during conversations. Online students' system also benefits greatly when their instructors vary the pitch of their speech while moving around periodically because they are able to focus better on what is being taught

After making a percentage calculation, we found the following results. Talking about offline classes (see *Appendix 6*), 73.33% of respondents think hand gestures are positive. 20% of respondents evaluate hand gestures as neutral, implying that they are not highly influential yet do not perceive them negatively. Hand gestures are seen negatively by 6.67% of respondents, indicating that they can interfere with information perception. 80% of respondents support teacher mobility. 20% of respondents had a neutral view of the teacher movement, implying that they do not think it is highly influential but do not see it negatively. None of the respondents have an unfavorable perception of teacher movement. 13.33% of respondents have a positive opinion of the teacher sitting during class, 13.33% of respondents – neutral, and 73.33% of respondents consider that the teacher's sitting is a barrier to communication. Body language is positively perceived by 86.67% of respondents, showing that it has a significant impact on communication and engagement. 6.67% of respondents had a neutral attitude about it. Body language is perceived negatively by 6.67% of respondents, which suggests that it interferes with information perception. A high-pitched and low monotonous voice is seen adversely by 100% of respondents, while a soft voice is perceived positively by the same percentage. Fast speech is perceived negatively by 100% of respondents, indicating that it impedes learning of the information being taught. 73.33% of respondents believe that proper facial expressions are favorable. 26.67% of respondents had a neutral attitude about facial expressions. None of the respondents saw facial expressions negatively, demonstrating that they are not harmful to communication or engagement. 100% of respondents rate the teacher's smile positively and the teacher's rage negatively. 73.33% of respondents think eye contact is positive. 26.67% of respondents have an indifferent attitude about eye contact. None of the respondents rated it negatively. 100%

of respondents believe that maintaining a comfortable distance is beneficial for communication and engagement.

As for online classes (see *Appendix 7*), 40% of responders see visual assistance or gestures positively, and 53.33% - neutral, indicating that they are not highly influential yet do not view them adversely. 6.67% of respondents have a negative opinion of visual aids or gestures, which suggests that they do not aid in information perception. 46.67% of respondents view teacher movement positively, implying that it is useful for online participation. 46.67% of respondents have a neutral attitude. 6.67% of respondents think instructor movement is bad for online instruction. 46.67% of respondents perceive the teacher sitting during online lessons positively, indicating they find it conducive to online instruction. 26.67% of respondents have a neutral stance on the teacher sitting. 26.67% of respondents perceive the teacher sitting negatively, suggesting they believe it has a detrimental effect on online instruction. 66.67% of respondents perceive body language positively, indicating they believe it plays a significant role in online instruction. 13.33% of respondents have a neutral perspective on body language, suggesting they may not find it particularly influential but also don't view it negatively. 20% of respondents perceive body language negatively, indicating they believe it has a detrimental effect on online instruction. 26.67% of respondents perceive a high-pitched voice positively, possibly because the speakers on their devices do not work well. 13.33% of respondents have a neutral stance on a high-pitched voice. 60% of respondents perceive a high-pitched voice negatively, indicating they believe it impairs online instruction. 6.67% of respondents rate a low monotone voice positively, indicating that it is useful in online training. 13.33% of respondents take a neutral stance toward a low monotone voice. 80% of respondents dislike a low monotonous voice, indicating that it impairs online instruction. 100% of respondents think a quiet voice is positive while quick speech is negative. 46.67% of respondents rate facial expressions positively, indicating that they are useful in online training. 46.67% of respondents hold a neutral stance. 6.67% of respondents think facial expressions are unfavorable. 53.33% of respondents rate the teacher's smile positively, 40% - neutrally, and 6.67% - negatively. The teacher's frown is perceived negatively by 100% of respondents.

13.33% of respondents rate eye contact positively, 20% - neutrally, and 66.67% -negatively, indicating that it is ineffective in online learning. Maintaining proper distance is perceived positively by 66.67% of respondents, neutrally by 33.33%, and negatively by none.

So let's take a look at how students' perceptions of teacher presence in online classrooms have changed. Hand gestures are viewed more positively in offline classes (73.33%) than in online classes (40%), representing a 33.33% difference. Furthermore, there is a 33.33% difference in neutrality toward visual aids between online and offline environments (53.33% vs. 20%). Teacher mobility is more appreciated in offline classes, with 80% of respondents rating it positively, compared to 46.67% in online sessions, a 33.33% difference. Neutrality is higher in online classes (46.67%) than offline (20%), with a 26.67% difference. The perception of the teacher sitting throughout class is more negative in offline classes (73.33%) than in online sessions (26.67%), representing a 46.66% difference. Body language is perceived more positively in offline classes (86.67%) than in online classes (66.67%), representing a 20% difference. However, negative attitudes about body language are stronger in online classes (20%) than offline (6.67%), accounting for a 13.33% difference. High-pitched and low monotonous voices are despised in both situations but are tolerated less in offline classes (100% vs. 60%), a 40% difference. A calm voice is generally regarded positively in both offline and online lectures. Fast speech is universally criticized in both circumstances. Facial expressions are perceived more positively in offline classes (73.33%) than in online classes (46.67%), a difference of 26.66%. There is also a 20% difference in neutrality toward facial expressions between online (46.67%) and offline (26.67%). The teacher's smile is regarded positively by all respondents (100% in offline classrooms), but only 53.33% in online classes, representing a 46.67% difference. Teacher's anger is universally viewed unfavorably in both offline and online classrooms. Eye contact is perceived more positively in offline classes (73.33%) than in online classes, where only 13.33% regard it positively and 66.67% negatively. Maintaining a comfortable distance is evaluated positively in both environments, with online classrooms being significantly more neutral.

According to the statistics supplied, students' perceptions of teacher presence vary dramatically between offline and online classrooms. To summarize, students perceive hand gestures and visual assistance more positively in offline lectures than in online classes. The significant discrepancies indicate that these parts perform less effectively in a virtual context. Offline classes place a greater emphasis on mobility than online classes. Teachers' limited ability to move around in online contexts is likely to reduce the dynamic and engaging character of their participation. Teachers who sit throughout the lesson are perceived negatively in offline environments. This implies that students anticipate more physical contact and movement from teachers in offline settings. Body language is perceived more positively in offline classes than online. The virtual environment may limit the visibility and effectiveness of body language, reducing students' participation. High-pitched and repetitive voices are universally hated, but the distaste is especially high in offline classes. A quiet voice, on the other hand, is regarded positively in both settings, whereas rapid speaking is universally condemned. Facial expressions including smiling are perceived more positively in offline contexts. The ability to effectively observe and interpret these expressions appears to be impaired in online classes, influencing students' perceptions. Eye contact is far more valued in offline classes. The difficulty of making eye contact online has an impact on students' perceptions of their relationship with the instructor. Maintaining a comfortable distance is rated positively in both environments, while online classes are more neutral, perhaps due to the intrinsic physical separation. Overall, students in offline classrooms perceive instructor presence to be more successful in terms of hand gestures, movement, body language, facial emotions, and eye contact. The online environment presents difficulty in successfully communicating these features, resulting in less engaging and dynamic interaction. While certain characteristics, such as a calm voice and maintaining a comfortable distance, are valued in both contexts, the physical constraints of online classrooms influence the overall experience of instructor presence.

Overall, we observed a teacher in both in-person and online courses, examining their body language, facial expressions, and teaching approaches to determine how these influenced student participation and interest. The teacher employed gestures, facial

expressions, and voice variation to keep students interested and engaged in traditional classroom situations. Unfortunately, virtual communication limits made these nonverbal clues less effective online. In a physical classroom, the teacher's freedom to walk around the room facilitated connection with pupils and allowed them to track progress. This actual presence was especially beneficial for struggling pupils who benefited from immediate attention. Online environments limit movement, making participation difficult for some pupils. Students unanimously believed that the teacher's presence was more powerful in person. Hand gestures, body language, facial expressions, eye contact, and teacher movement all helped to create a more dynamic and interesting learning environment in the traditional classroom. Online classrooms attempted to mimic these features. The online world created numerous obstacles. Students found it more difficult to stay concentrate than in a regular classroom setting. Weaker students, in particular, had difficulty accessing online platforms, which limited their capacity to participate fully. Furthermore, the lack of face-to-face interaction made it impossible for teachers to provide rapid help and feedback, particularly to those who required it the most. Our findings show that instructor presence has a considerable impact on student engagement, with a higher effect in offline classroom settings. While online learning offers advantages like flexibility and accessibility, it struggles to replicate the positive aspects of physical presence that contribute to a dynamic and engaging learning environment, particularly for struggling students.

CONCLUSIONS

Therefore, after analyzing theoretical and practical material, we can conclude that teacher presence is crucial for effective classroom management, significantly influencing student involvement and participation. Teacher presence is described by attributes such as full attentiveness and perceptiveness, which imply a mind that is constantly awake, earnestly interested, and responsive. Personality, social features, and teaching style are important parts of a teacher's presence. These include leadership skills, communication techniques, feedback methods, public engagements, eye contact, body posture, and facial expressions. Nonverbal immediacy, a critical component of teacher presence, refers to activities that express warmth, intimacy, and acceptance via nonverbal indicators. This principle is essential for building a helpful and participatory learning environment. Teacher presence blends the concepts of instructor immediacy with a social presence, employing both verbal and non-verbal communication to command attention and produce memorable educational experiences.

Student engagement is a complex notion that includes behavioral, cognitive, emotional, and psychological elements. The definition of student engagement varies, but common elements include active participation in academic and non-academic activities, psychological investment, and motivation. Researchers emphasize the value of participation, involvement in school activities, and the psychological commitment required to develop academic abilities. Engagement is sometimes regarded as a positive, gratifying state marked by zeal and enthusiasm. Higher student engagement is associated with improved academic performance, lower dropout rates, and stronger social skills. Our findings underscore crucial components of successful education: dedicated teachers, engaged students, and effective teaching methods, particularly in virtual classrooms. Teacher presence is about connecting with children on an emotional, intellectual, and physical level, thereby providing a supportive learning environment. Student engagement entails active participation and emotional interest in the learning experience. We differentiate between teacher presence, which refers to the teacher's visibility and engagement in the learning environment and includes being available and engaging with

students to deliver content, provide guidance, and facilitate learning activities, and teaching presence, which includes design and organization, discourse facilitation, and direct instruction. Scholars emphasize that teaching presence integrates social and cognitive presence, laying the groundwork for a meaningful educational experience, particularly in online education. Furthermore, some experts think that teaching presence means connecting with oneself, students, and the subject matter, hence improving the teaching and learning experience. However, the relationship between teacher involvement and student engagement is complex. Some research shows that good teacher involvement increases engagement, while others imply that excessive presence, particularly in digital sessions, can impede student self-realization. Balancing presence and independence is essential for encouraging active participation in learning.

Non-verbal communication is an extremely effective strategy in the classroom. It influences student engagement, willingness to learn, and overall academic success. Teachers who speak in a warm, enthusiastic tone foster trust and encourage students to learn. Clear, varied communication helps pupils understand and stay engaged. Proper loudness ensures that all words are heard. Smiling promotes a pleasant environment and acknowledges pupils' efforts. Facial expressions can gently correct mistakes, and eye contact engages all students and assesses their comprehension. Good posture and gestures improve comprehension and highlight important information. Movement in the classroom encourages engagement and creates dynamic learning environments. Teacher presence has a tremendous impact on classroom management and student engagement through attentiveness, responsiveness, and nonverbal clues. The effective use of facial expressions, eye contact, and dynamic gestures fosters the favorable environment required for cognitive, emotional, and psychological student engagement. Increased involvement improves academic performance, reduces dropout rates, and fosters more favorable social interactions.

Non-verbal communication is employed sparingly in Ukrainian educational establishments. Teachers receive training to increase their comprehension and application of nonverbal cues, which aids them in interpreting student signals of engagement or

discomfort. More complete training is required, including understanding cultural differences in nonverbal communication and its importance in conflict resolution. There has been little research on non-verbal communication in Ukrainian schools, emphasizing a need to learn more about its impact on teacher-student interactions and student engagement. Nonverbal cues are important because they reinforce spoken information, govern classroom behavior, and provide a positive environment. During pedagogical practice, it was discovered that not all teachers actively used nonverbal communication. Those that did produced more engaged and lively classroom settings. In one school, only two of the five English professors employed body language, facial expressions, and gestures to promote student connection and engagement, while the other three focused mostly on verbal communication, resulting in less interactive and repetitious courses.

In both in-person and online courses, observations revealed that teachers used gestures, facial expressions, and voice variety to keep students engaged in traditional classroom situations. The restrictions of online communication reduced the effectiveness of these nonverbal clues. In physical classrooms, teachers' ability to roam about aided connection and progress tracking, particularly for challenging pupils who received instant attention. Some pupils found it challenging to participate in online environments due to limitations on movement. Students agreed that the teacher's presence was more compelling in person, with hand gestures, body language, facial expressions, eye contact, and movement creating a dynamic and engaging atmosphere. Online classrooms attempted to emulate these qualities but encountered difficulties. Pupils had difficulty concentrating online, and weaker pupils battled with platform access, limiting participation. The lack of face-to-face interaction hampered timely assistance and feedback, especially for those in need.

Our findings indicate that instructor presence significantly influences student engagement, especially in offline classroom settings. While online learning provides benefits such as flexibility and accessibility, it fails to duplicate the good qualities of physical presence that contribute to a dynamic and engaging learning environment, especially for struggling students.

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APPENDIXES

Appendix 1

Questionnaire for an observer of offline lessons

- 1. How would you describe the classroom environment created by the teacher?**
 - Friendly
 - Neutral
 - Unfriendly
- 2. Did the teacher make each student feel included in the lesson?**
 - Yes
 - No
 - Sometimes
- 3. How would you rate the clarity and articulateness of the teacher's instructions?**
 - 1 (Very Unclear)
 - 2
 - 3
 - 4 (Very Clear)
- 4. How would you describe the teacher's tone of voice during the class?**
 - Calm and Authoritative
 - Enthusiastic and Passionate
 - Monotonous
- 5. How many times did the teacher raise her voice to emphasize a point or gain attention during the class?**
 - More than 10 times
 - 5-10 times
 - 2-4 times
 - 1 time
 - Never
- 6. How effectively did the teacher's use of eye contact engage and motivate students?**
 - Very effectively
 - Effectively
 - Not effectively
- 7. How many times did the teacher make direct eye contact with individual students during the lesson?**
 - More than 10 times
 - 5-10 times
 - 2-4 times
 - 1 time
 - Never
- 8. Did the teacher move around the classroom to engage with students?**
 - Yes
 - No
 - Occasionally
- 9. How many times did the teacher move around the classroom during the lesson?**
 - More than 10 times
 - 5-10 times
 - 2-4 times
 - 1 time
 - Never
- 10. How often did the teacher provide individual attention to students, especially the weaker ones?**
 - Often
 - Sometimes
 - Rarely

- Never
- 11. How many times did the teacher interact individually with students to provide help or feedback?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never
- 12. Did the teacher use gestures to regulate classroom behavior effectively?**
- Yes
- No
- Sometimes
- 13. How often did the teacher use hand and body movements to enhance communication?**
- Very Often
- Often
- Sometimes
- Rarely
- Never
- 14. How many times did the teacher use gestures to illustrate abstract or complex ideas?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never
- 15. How many times did the teacher use hand gestures to emphasize key points during the lesson?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never
- 16. How effectively did the teacher's facial expressions align with the emotional tone of the lesson (e.g., serious for critical events, playful for fun activities)?**
- Very effectively
- Effectively
- Somewhat effectively
- Not effectively
- 17. How many times did the teacher use a serious facial expression to explain a critical event or concept?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never
- 18. How many times did the teacher use a playful smile or look to discuss light-hearted or engaging information?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never
- 19. How many times did the teacher's facial expressions, such as smiling or nodding, encourage student participation?**
- More than 10 times
- 5-10 times
- 2-4 times
- 1 time
- Never

Questionnaire for students to access teacher presence in face-to-face classes

Agree (A), Un-Decided (UD), Disagree (D)

		A	UD	D
1.	I grasp the lesson better when the teacher uses her hands to clarify further.			
2.	The process of teaching and learning is more enjoyable when the teacher moves their hands, shoulders, and head during a lesson.			
3.	I feel bored and unmotivated when my teacher sits in the chair during all lesson.			
4.	The movements of the teacher's body serve as a means through which I am able to comprehend and get more involved in the stories told by the teacher.			
5.	The teacher's high pitch makes it difficult to understand what is being taught and learnt.			
6.	Low pitch as well as tone from the teacher also makes lesson comprehension hard.			
7.	The soft teacher's voice makes me concentrate on the lesson.			
8.	When the teacher speaks very fast and quick, I find it hard to comprehend the material.			
9.	When a teacher walks into the class, I always look at their facial expressions.			
10.	Smile on teacher's face motivates me to take interest in the studies.			
11.	Anger on teacher's face motivates me to take interest in the studies.			
12.	I notice that teacher's looks during lessons help me concentrate.			
13.	When the teacher makes eye contact with me, I am always ready for a question from the teacher.			
14.	I can tell what teacher feels about me during lesson by just looking into her eyes.			
15.	When my teacher keeps proper distance from me in the class that I feel comfortable with the lesson being handled.			
16.	When a teacher does not keep proper distance away from me in the classroom, I feel uncomfortable and have difficulty understanding the teaching.			

Questionnaire for teacher to assess teacher presence in face-to-face classes

Agree (A), Un-Decided (UD), Disagree (D)

		A	UD	D
1.	Students learn better when I use gestures.			
2.	Remaining seated throughout the lesson causes boredom and lack of motivation among students.			
3.	Highly effective in engaging students is the use of gestures.			
4.	To the understanding of students, high pitch in my voice acts as an obstacle.			
5.	Using a low pitch or monotonous voice makes it difficult for students to understand			
6.	It is difficult for students when I speak at a high speed or too fast because this does not allow them time to fully understand the subject matter .			
7.	When I walk into the room, students usually look at my face expressions.			
8.	When I smile, students find themselves inclined towards participating in lessons actively.			
9.	When I am angry, students will be interested in my lesson and will feel comfortable.			
10.	The presence of me in the lessons influences how much students can concentrate on their studies.			
11.	For students, eye contact is a signal that they need to be ready to participate in class discussions.			
12.	Through eye contact, students can know whether I have a positive or negative attitude towards them.			
13.	Proper distance should be kept between teacher and pupils so that they feel at ease and become involved in the lesson.			
14.	Less than enough distance prevents students from understanding what is being taught.			
15.	My movement around the classroom during lessons helps to maintain student focus.			
16.	Providing immediate feedback during class discussions encourages student involvement.			

Questionnaire for students to access teacher presence in online classes

Agree (A), Un-Decided (UD), Disagree (D)

		A	UD	D
1.	I grasp the lesson better when the teacher uses visual aids or gestures to clarify further.			
2.	The process of teaching and learning is more enjoyable when the teacher incorporates movement through gestures and body language during online lessons.			
3.	I feel bored and unmotivated when my teacher remains static on camera throughout the lesson.			
4.	The teacher's use of body language and facial expressions enhances my comprehension and engagement with the content.			
5.	The teacher's high pitch through online audio makes it difficult to understand what is being taught.			
6.	Similarly, a low pitch or monotone tone during online lessons also makes comprehension challenging.			
7.	A soft tone of voice from the teacher helps me concentrate during online lessons.			
8.	When the teacher speaks very quickly online, I find it hard to comprehend the material.			
9.	When the teacher appears on camera, I pay attention to their facial expressions.			
10.	A smile on the teacher's face during online lessons motivates me to take interest in the studies.			
11.	Conversely, expressions of anger on the teacher's face during online lessons motivate me to take interest in the studies.			
12.	I notice that the teacher's appearance and expressions during online lessons help me concentrate.			
13.	When the teacher makes eye contact with me through the webcam, I am always ready for interaction or questions.			
14.	I can discern the teacher's feelings or attitude towards me during online lessons by observing their eyes.			
15.	When the teacher maintains an appropriate distance from the camera during online lessons, I feel more comfortable and focused.			
16.	Conversely, when the teacher is too close to the camera during online lessons, I feel uncomfortable and have difficulty understanding the teaching.			

Questionnaire for teacher to assess teacher presence in online classes

Agree (A), Un-Decided (UD), Disagree (D)

		A	UD	D
1.	Students learn better when I use gestures or visual cues during online lessons.			
2.	Remaining seated throughout the online lesson leads to student boredom and lack of motivation.			
3.	High pitch in my voice during online sessions hinders student understanding.			
4.	Similarly, using a low-pitch or monotonous tone online makes it difficult for students to comprehend.			
5.	A quiet or calm voice online can help students focus better on their tasks.			
6.	Speaking at a high speed or too fast online does not allow students enough time to fully grasp the subject matter.			
7.	When I appear on camera for online classes, students tend to observe my facial expressions.			
8.	Students are more inclined to actively participate in online lessons when I smile during the session.			
9.	Displaying anger online may pique student interest in the lesson and will make them feel comfortable.			
10.	My presence in online lessons influences how much students can concentrate on their studies.			
11.	Online, eye contact serves as a signal for students to be ready to participate in class discussions.			
12.	Through eye contact via webcam, students can gauge whether I have a positive or negative attitude towards them.			
13.	Maintaining proper distance through the webcam between teacher and students helps create a comfortable learning environment.			
14.	Insufficient distance through the webcam impedes students' understanding of the material.			
15.	Movement during online lessons, such as using virtual whiteboards or digital gestures, helps maintain student focus.			
16.	Providing immediate feedback through chat or audio during online discussions encourages student involvement.			

Survey analysis for offline lessons

	Aspect	Impact		
		Positive	Neutral	Negative
1.	Hand Gestures	73.33%	20%	6.67%
2.	Teacher's Movement	80%	20%	0
3.	Teacher Sitting	13.33%	13.33%	73.33%
4.	Body Language	86.67%	6.67%	6.67%
5.	High-Pitched Voice	0	0	100%
6.	Low Monotone Voice	0	0	100%
7.	Soft Voice	100%	0	0
8.	Fast Talking	0	0	100%
9.	Facial Expressions	73.33%	26.67%	0
10.	Teacher's Smile	100%	0	0
11.	Teacher's Anger	0	0	100%
12.	Eye Contact	73.33%	26.67%	0
13.	Comfortable Distance	100%	0	0

Survey analysis for online lessons

	Aspect	Impact		
		Positive	Neutral	Negative
1.	Visual Aids or Gestures	40%	53.33%	6.67%
2.	Teacher's Movement	46.67%	46.67%	6.67%
3.	Teacher Sitting	46.67%	26.67%	26.67%
4.	Body Language	66.67%	13.33%	20%
5.	High-Pitched Voice	26.67%	13.33%	60%
6.	Low Monotone Voice	6.67%	13.33%	80%
7.	Soft Voice	100%	0	0
8.	Fast Talking	0	0	100%
9.	Facial Expressions	46.67%	46.67%	6.67%
10.	Teacher's Smile	53.33%	40%	6.67%
11.	Teacher's Anger	0	0	100%
12.	Eye Contact	13.33%	20%	66.67%
13.	Proper Distance	66.67%	33.33%	0