

THE IMPACT OF TEACHER IMMEDIACY ON COGNITIVE AND AFFECTIVE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE AMONG LEARNERS WITH DIFFERENT LEARNING STYLES

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Abstract. Effective communication between teachers and learners plays a pivotal role in language education. Among various communication strategies, **teacher immediacy** has emerged as a significant factor influencing both **affective** and **cognitive learning** outcomes. This theoretical review examines existing literature on teacher immediacy, including its verbal and non-verbal dimensions, and explores its implications for language teaching. The article concludes with recommendations for educators to enhance their interpersonal interactions in the classroom.

Keywords: *teacher immediacy, affective learning, cognitive learning, learning styles, verbal immediacy, non-verbal immediacy*

Annotatsiya. O'qituvchilar va til o'rganuvchilar o'rtasidagi samarali muloqot til o'qitish ta'limida muhim rol o'ynaydi. Turli xil muloqot strategiyalari orasida o'qituvchining tezkorligi ham ta'sirchan, ham kognitiv ta'lim natijalariga ta'sir qiluvchi muhim omil sifatida paydo bo'ldi. Ushbu nazariy sharh o'qituvchining bevositaligi bo'yicha mavjud adabiyotlarni, jumladan, uning og'zaki va og'zaki bo'lmagan shakllarini ko'rib chiqadi va uning til o'qitishdagi ko'rsatkichlarini o'rganadi. Maqola o'qituvchilarga sinfda shaxslararo o'zaro munosabatlarni yaxshilash bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar: *o'qituvchining tezkorligi, ta'sirchan ta'lim, kognitiv ta'lim, o'rganish uslublari, og'zaki bevositalik, og'zaki bo'lmagan bevositalik*

Аннотация. Эффективное общение между преподавателями и учащимися играет ключевую роль в языковом образовании. Среди различных коммуникативных стратегий оперативность учителя стала важным фактором, влияющим как на аффективные, так и на когнитивные результаты обучения. В этом теоретическом обзоре рассматривается существующая литература по непосредственности действий учителя, включая ее вербальные и невербальные аспекты, а также исследуются ее последствия для преподавания языка. Статья завершается рекомендациями педагогам по улучшению межличностного взаимодействия в классе.

Ключевые слова: *непосредственность учителя, аффективное обучение, когнитивное обучение, стили обучения, вербальная непосредственность, невербальная непосредственность.*

Introduction. Teachers are central figures in any educational system, and their communication with learners significantly impacts the language learning process. As expert educators, teachers not only impart information but also create a conducive environment for optimal learning outcomes. Among the factors associated with academic achievement, social interactions between learners and teachers consistently yield positive effects. [Effective communication skills are essential for teachers, as they employ verbal, non-verbal, and written modalities to engage students.](#)

Teacher Immediacy: A Key Factor

Teacher immediacy refers to the degree of closeness and warmth displayed by teachers toward their students. It encompasses both verbal and non-verbal behaviors that foster positive relationships in the classroom. Teacher immediacy contributes to positive teacher-student relationships, enhances learning engagement, and recognizes individual learning styles. Let’s delve into the dimensions of teacher immediacy and their impact on learners:

I. Verbal Immediacy

- **Verbal immediacy** involves using language that conveys warmth, approachability, and interest in students’ well-being.
- Teachers who employ verbal immediacy techniques, such as addressing students by name, providing timely feedback, and using inclusive pronouns (e.g., “we” instead of “I”), enhance affective learning.
- Learners perceive such teachers as approachable and caring, leading to increased motivation and engagement.

II. Non-Verbal Immediacy

- **Non-verbal immediacy** encompasses gestures, eye contact, proximity, and body language.
- Teachers who maintain eye contact, move around the classroom, and exhibit positive facial expressions create a welcoming atmosphere.
- Learners interpret these cues as signs of teacher approachability and interest, positively influencing cognitive learning.

Implications for Language Education.

1. **Enhanced Learning Engagement:** Teachers should consciously employ both verbal and non-verbal immediacy cues to foster positive interactions with learners. When students feel connected to their teachers, they are more likely to actively participate in class discussions and tasks. In a study conducted by Hussain, Ahmad, and Naseer¹, researchers investigated the impact of incorporating teacher immediacy, facilitated by technology, on online students’ participation, academic achievement, and knowledge retention. Here’s what they found: The experimental group reported significantly higher levels of engagement, motivation, participation, academic achievement, and knowledge retention compared to the control group. Teacher immediacy emerged as an essential factor in online learning environments, positively affecting overall student performance.

2. **Individual Learning Styles:** Recognizing that learners have diverse learning styles, teachers can adapt their immediacy behaviors accordingly. Some students thrive on verbal interactions, while others respond better to non-verbal cues. Tailoring immediacy strategies to individual preferences enhances overall learning experiences. Let's consider a classroom scenario where a teacher is introducing a new topic on the water cycle. To accommodate different learning styles, the teacher can incorporate various instructional methods:

- **For visual learners:** The teacher can use diagrams, charts, and animations to visually represent the stages of the water cycle, showing how water evaporates, condenses, and precipitates.

- **For auditory learners:** The teacher can explain the water cycle verbally, using descriptive language and providing spoken explanations of each stage. Additionally, the teacher can facilitate class discussions where students can ask questions and engage in dialogue about the topic.

- **For reading/writing learners:** The teacher can provide written materials such as handouts, textbooks, and online resources for students to read and study independently. Additionally, students can be assigned writing tasks such as summarizing key concepts or writing a reflection on the water cycle.

- **For kinesthetic learners:** The teacher can incorporate hands-on activities such as creating a model of the water cycle using materials like clay or paper, conducting experiments with water to demonstrate evaporation and condensation, or participating in a role-playing activity where students act out different stages of the water cycle.

By incorporating a variety of instructional methods that cater to different learning styles, the teacher can create a more inclusive and engaging learning environment where all students have the opportunity to succeed and thrive.

3. **Feedback and Encouragement:** Regular feedback and encouragement contribute to affective learning. Teachers should provide constructive feedback promptly and celebrate students' progress. A supportive environment boosts motivation and self-efficacy. Effective feedback is specific, timely, and constructive, focusing on both strengths and areas for improvement. When delivered with teacher immediacy, feedback becomes more personalized and meaningful, fostering a sense of connection and accountability between teachers and students.

- **Verbal Feedback:** Teachers can offer verbal feedback during class discussions, one-on-one meetings, or through audio recordings. Using language that is clear, supportive, and encouraging helps students understand their strengths and areas for growth while feeling valued and respected.

- **Written Feedback:** Written feedback can be provided on assignments, quizzes, or essays. Teachers can use comments, annotations, or rubrics to provide detailed feedback on student work, highlighting areas of success and offering suggestions for improvement. Written feedback allows students to review and reflect on their performance at their own pace, contributing to deeper learning.

- **Peer Feedback:** Encouraging peer feedback can also enhance learning and collaboration. By providing opportunities for students to give and receive feedback from their peers, teachers promote active engagement and critical thinking skills while fostering a sense of community and support among students.

Conclusion

Teacher immediacy significantly influences both affective and cognitive learning in language education. By fostering positive teacher-student relationships, educators create an environment conducive to effective learning. "The Impact of Teacher Immediacy on Cognitive and Affective Learning of English as a Foreign Language among Learners with Different Learning Styles" examines how teacher immediacy, encompassing verbal and non-verbal behaviors, influences both cognitive and affective learning outcomes in English as a Foreign Language (EFL) classrooms. Through personalized feedback, teachers enhance student engagement and comprehension, catering to diverse learning styles. Verbal immediacy fosters rapport through clear, supportive language, while non-verbal immediacy, such as eye contact and gestures, promotes a sense of closeness and approachability. This approach strengthens the teacher-student relationship, bolstering students' confidence, motivation, and overall language acquisition, regardless of their learning styles.

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