



CROSS-CULTURAL NON-VERBAL COMMUNICATION BIAS IN K-12 MULTICULTURAL CLASSROOMS: INSTRUCTIONAL MECHANISMS, MEASUREMENTS, AND STRATEGIES

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Article Info	Abstract
Article history: Received 17-02-2026 Revised 24-02-2026 Accepted 13-02-2026 Published 28-03-2026 How to cite: Moa, B., Setyosari, P., & Kurniawan, C. (2026). Cross-Cultural Non-Verbal Communication Bias In K-12 Multicultural Classrooms: Instructional Mechanisms, Measurements, And Strategies. <i>Journal of Facilitating Learning and Improving Performance</i>, 1(1), 91–104. © The Author(s)  This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License	Globalization and international migration have made K–12 classrooms increasingly multicultural, so teachers are required to have adaptive communication sensitivity. This study aims to examine the mechanisms of cross-cultural non-verbal communication bias, analyze the measurement instruments used, and identify culturally responsive instructional strategies to reduce these biases. The researcher used the Systematic Literature Review (SLR) method with PRISMA guidelines and selected articles from the Scopus, Google Scholar, Web of Science, ERIC, ScienceDirect, and SpringerLink databases in the period 2015–2026. The results of the selection produced 26 journals and 2 books that met the inclusion criteria. The analysis shows that non-verbal communication bias arises through differences in interpretation of eye contact, gestures, proximal, paralanguage, haptics, and silent behavior influenced by enculturation and cultural norms. The measurement instruments used included the Intercultural Sensitivity Scale (ISS), cultural-free non-verbal assessment, classroom observation, and multimodal video analysis. Effective culturally responsive instructional strategies include culturally responsive teaching, intercultural competency training, reflective forums, the use of immersive technology, and the development of teachers' non-verbal communication competencies. This study concludes that non-verbal communication bias is a significant challenge in multicultural learning, but can be minimized through the integration of systematic and sustainable instructional strategies. Keywords: <i>Non-verbal Communication Bias; K-12 Multicultural Classrooms; Measurement Instruments; Culturally Responsive Instructional Strategies.</i>

INTRODUCTION

Globalization has brought significant changes to the number and background of students in schools in various countries. Increased international migration has brought students with diverse cultures to the modern classroom. Dynamic social mobility expands educational opportunities for different groups of people. Inclusive education policies encourage the engagement of students of different ethnicities and languages, so that contemporary classrooms display cultural heterogeneity that includes values, norms, and communication patterns. This condition makes schools an arena for complex multicultural interaction, where teachers are required to have adaptive interpersonal communication skills. The success of education depends on pedagogical sensitivity to cultural differences (Aulia et al., 2025).

Non-verbal communication plays an important role in learning interactions. Teachers and students use facial expressions, eye contact, gestures, posture, voice intonation, and silent behavior to build the quality of pedagogical communication (Muhammad, 2022). Teachers' non-verbal signals function to show attention, reinforce material, regulate the flow of interactions, and create a supportive classroom climate. Most face-to-face messages are delivered through non-verbal elements, so the success of learning depends on the teacher's ability to interpret the behavior appropriately. Students' perceptions of social acceptance, empathy, and academic support are also formed through non-verbal interactions. The interpretation of non-verbal expressions is heavily influenced by cultural norms. Gestures, eye contact, or still patterns can be interpreted differently by students from diverse cultural backgrounds. Eye contact is considered openness in the West, but in Asia it can be interpreted as disrespectful. Silence in class is often perceived as a lack of participation, even though in certain cultures it is a form of respect or reflection (Utami et al., 2025). These differences in interpretation make teacher-student interactions vulnerable to stereotypes and biased academic assessments.

Non-verbal communication bias arises when teachers assess students' behavior according to their own cultural perspective. This bias often occurs in eye contact, gestures, silent patterns, and emotional expressions. Research shows that minority students often receive negative interpretations that impact academic expectations and learning engagement. Bias is also associated with implicit bias and cultural stereotypes, so teachers unconsciously treat students differently based on cultural or language identities. This condition causes marginalization, communication anxiety, and reduces students' psychological safety (Wang et al., 2025). The study of cross-cultural communication is indeed evolving, but research on non-verbal bias in multicultural classrooms is still fragmented. Various studies used classroom observation, video analysis, discourse, and instruments such as the Intercultural Sensitivity Scale (Pratolo, 2019). The development of digital technology is driving multimodal analysis to identify non-verbal patterns that are difficult to observe conventionally. However, there is no comprehensive synthesis that maps the mechanisms of bias, dominant instruments, and their validity in the context of K12 education (Yang, 2025). Methodological variations and cultural contexts make results difficult to compare systematically. Therefore, a systematic literature review with PRISMA guidelines is needed to develop a more complete conceptual framework.

The increasing complexity of interactions in multicultural classrooms demands instructional strategies that minimize non-verbal bias and create an inclusive learning atmosphere. Approaches such as culturally responsive teaching, inclusive pedagogy, intercultural competency training, and social-emotional learning are considered important because they not only focus on academic achievement, but also build fair interpersonal relationships. Research shows that culturally responsive teaching can increase student involvement, belonging, and psychological safety for minority groups. Intercultural competency training helps teachers recognize implicit biases in interpreting non-verbal behaviors, so that stereotypes can be reduced. Teachers are required to understand how students from different cultural backgrounds express concern, respect, participation, and emotions through non-verbal behavior (Pratolo, 2019). This sensitivity to expression is an important part of inclusive pedagogy, because misinterpretation can damage the quality of the teacher-student relationship.

Although the study of cross-cultural communication and multicultural pedagogy continues to evolve, specific research on non-verbal bias in multicultural classrooms is still limited. Since most previous studies have emphasized more on verbal communication, intercultural competence, or general diversity issues, the non-verbal dimension as a source of pedagogical bias has been less paid attention (Azizah et al., 2023). Existing research also focuses more on the context of higher or professional education, so that non-verbal interactions between teachers and students in primary and secondary education still leave an empirical gap (Pratolo, 2019). This condition makes it difficult to identify dominant forms of bias as well as effective instructional strategies to reduce them. A comprehensive understanding of non-verbal bias is essential for teachers to support inclusive and equitable learning. Based on these gaps, this study uses the Systematic Literature Review (SLR) method with PRISMA guidelines to identify the mechanisms of cross-cultural non-verbal communication bias in K12 grades, analyze measurement approaches and instruments, and examine culturally responsive instructional strategies that have the potential to reduce bias in multicultural learning interactions (Wahyuni et al., 2025).

METHODS

This study uses the Systematic Literature Review (SLR) method with PRISMA guidelines to select and synthesize studies on non-verbal communication bias in K-12 multicultural classrooms. This method allows researchers to systematically review the literature so that they can map bias mechanisms, measurement instruments, and culturally responsive learning strategies. The review process includes the identification, screening, eligibility, and inclusion stages. The researcher searched articles through international databases such as Scopus, Google scholar, Open Knowledge Maps, Web of Science, ERIC, ScienceDirect, and SpringerLink in the 2015–2026 publication range using keywords related to cross-cultural communication and multicultural learning. The selected articles are in the form of international journals and national journals as well as books. The study analyzes the mechanisms of bias, measurement methods, and culturally responsive instructional strategies, then presents the results of a narrative synthesis to map research trends, study gaps, and pedagogical implications of inclusive learning.

RESULTS

Based on the systematic study with PRISMA guidelines, the identification process was carried out through searching for articles in various reputable databases. From the initial stage, 52 journals and 6 books were obtained. After the implementation of the exclusion criteria, the number shrunk to 35 journals and 3 books that entered the screening stage. From the results of the abstract screening, 10 journals were excluded and 2 were not used, leaving 27 journals and 3 books for the eligibility stage. At this stage, 1 journal and 1 book are eliminated because they are classified as paid. An in-depth analysis eventually resulted in 26 journals and 2 books that are worthy of use in a systematic review. This process shows the importance of strict selection so that the sources used are relevant, valid, and in accordance with the research objectives. Thus, the final results provide a solid basis for compiling a comprehensive academic synthesis as well as supporting the accuracy of the research findings. Here is to provide a more complete picture of the research that has been successfully collected.

Tabel 1. List of articles on cross-cultural non-verbal communication bias in grades K-12

No.	Author's Name	Title	Result
1	Jinky De Jesus-Reyes	A Critical Pedagogy Analysis of Literature Teachers' Perspectives on The Integration of Multicultural Literature in Higher Education	The integration of multicultural literature in college promotes inclusivity, empathy, cultural awareness, and critical thinking. Literature teachers use Socratic discussions, role plays, technology, and interactive activities, despite facing limited resources, language barriers, cultural sensitivity, and lack of institutional support.
2	Sry Wahyuni, Misnawaty Usman, Ita Sarmita Samad, dan Muawwal Al As'ary.	An Analysis of Teachers' Nonverbal Communication In EFL Classroom Interaction	EFL teachers utilize nonverbal communication in the form of gestures, facial expressions, eye contact, movement, touch, and distance. Dominant hand and head gestures to clarify concepts, give appreciation, and manage the class. Facial expressions and eye contact increase engagement, while touch and distance are used selectively in multicultural contexts.
3	Julia F. Christensen, Klaus Frieler, Meghedi Vartanian, Shahrzad Khorsandi, Fahima Farahi, Sina H. N. Yazdi, Susana Bravo Serra, dan Vincent Walsh.	An enculturation-induced joy bias for emotion recognition in full-body-movement	The process of enculturation affects the way an individual recognizes emotions through body movements. Participants who were enculturated with Iranian culture interpreted classical dance as an expression of joy, albeit with different intentions. Western participants categorized emotions, according to linguistic tradition. These findings support the theory of emotion construction, asserting that the perception of emotion is shaped by cultural experiences and social norms.
4	Tantry Widiyanarti, Caesa Apriana	<i>Analisis Perbedaan Pola Komunikasi Verbal dan Non-</i>	Verbal and nonverbal communication have different characteristics among

	Fadianti, Fikri Yunandar, Fitri Septia Ningsih, Jul Fadli Aji, dan Miftahu Syifa.	<i>Verbal dalam Interaksi Antar Budaya.</i>	cultures. Gestures, eye contact, and proxemics are often interpreted differently, leading to misunderstandings in cross-cultural interactions. Research emphasizes the importance of understanding cultural context to reduce stereotypes and prejudices and build inclusive and harmonious interactions. Higher cultural awareness helps individuals improve communication skills while creating a democratic learning and social environment.
5	Meredith P. Franco, Jessika H. Bottiani, dan Catherine P. Bradshaw.	Assessing Teachers' Culturally Responsive Classroom Practice in PK-12 Schools: A Systematic Review of Teacher-, Student-, and Observer-Report Measures	The need for a multi-informant approach involving teachers, students, and observers so that the measurement results are more accurate and comprehensive. The CRP has proven to be important for improving educational equity, but existing quantitative instruments still need to be further developed to support the sustainable professional development of teachers.
6	Yang Dandan dan Chen Jun.	Body Language Difference in Meaning in Cross-cultural Communication	Body language has different meanings across cultures. A smile is interpreted as a sign of shame in Japan, but happy in the West. Understanding cultural context is important to prevent misunderstandings, reduce stereotypes, and build inclusive and harmonious communication in cross-cultural interactions.
7	Yan Bing Zhang dan Howard Giles.	Communication Accommodation Theory	Communication Accommodation Theory (CAT) describes the adjustment of communication styles in social interactions. Convergence occurs when individuals adjust styles to build solidarity, while divergence asserts different identities. The success of accommodation depends on the perception of the interlocutor, which can strengthen the relationship or increase prejudice.
8	Driellen Vieira, Bambang Ismanto, dan Ade Iriani.	Cross Cultural Communication Strategies for Teaching Teams in PKBM Junggel Salatiga, Indonesia	Cross-cultural communication strategies such as training, reflective forums, and open communication are effective in creating an inclusive environment. Challenges in the form of differences in communication styles, cultural shocks, and nonverbal interpretations were overcome by language adaptation, message clarification, and social activities, supported by cultural sensitivity training.

9	Eric B. Shiraev dan David A. Levy.	Cross-Cultural Psychology: Critical Thinking and Contemporary Applications	Cultural variables influence human behavior, emotions, motivation, and social interaction. The importance of critical thinking to analyze cross-cultural psychological data and avoid cognitive biases and stereotypes. The book also demonstrates the cross-cultural application of psychology in education, counseling, and health, supporting more inclusive understanding and practice.
10	Fredrica V. Higgs dan Patrick M. O'Shea.	Cross-Cultural Learning to Promote Global Citizenship Using Immersive Technology: A Systematic Literature Review	Immersive technologies such as VR, AR, and MR can improve cultural competence, cultural intelligence, and global mindset through interactive simulations. This technology builds cross-cultural empathy more effectively than traditional methods, despite facing limited access, digital literacy, and ethical issues.
11	Saima Usmani dan Amal Abdullah Almashham.	Cross-Cultural Pragmatics: Analysing Speech Acts in Different Cultures	Speech acts such as requests, apologies, and compliments vary across cultures. Western culture tends to be direct for efficiency, while Eastern culture is more indirect for maintaining social harmony. Cultural norms influence politeness, so what is considered polite in one culture can be different in another. These findings emphasize the importance of pragmatic intercultural competencies for foreign language learners to be able to navigate social nuances and avoid cross-cultural communication failures.
12	Sartika Andi Patau	<i>Eksplorasi Hambatan Komunikasi dalam Pembelajaran di Sekolah Multikultural.</i>	Communication barriers arise from language differences, cultural values, and teachers' pedagogical unpreparedness in responding to class diversity. The lack of institutional support exacerbates teachers' difficulties.
13	Cuiyun Wang, Norlizah C. H., Mokhtar Muhamad, dan Shuran Zhang.	Empowering STEM educators in cross-cultural higher education contexts: professional development strategies for sustainable workforce readiness	STEM teachers in international programs face obstacles in the form of language differences and pedagogical unpreparedness in managing classroom diversity. Teachers need culture-based professional development strategies to improve intercultural competence and instructional adaptability. The study recommends the implementation of bilingual project-based learning as a solution to bridge differences in educational philosophy and local needs. Effective professional development not only transfers technical skills, but also transforms teachers' identities to be able

			to teach inclusively in a multicultural environment.
14	Lucinda C. West.	Evaluating the Intercultural Sensitivity Scale with Counselors in International Schools	ISS scores correlated positively with multicultural counseling competencies. The factor of foreign experience expands intercultural perspectives through social confirmation, self-monitoring, and perspective taking. Ongoing training is necessary to increase cultural awareness and professional effectiveness.
15	Oksana Chaika (Čajka).	Foreign Language Teaching: Content of Poly- And Multicultural Education	Foreign language education must integrate poly- and multicultural values to form adaptive personalities in diverse societies. Foreign language teachers need to have tolerance, empathy, and cultural reflection. Teaching content must include social norms as well as a global perspective so that students are able to communicate effectively in a multicultural environment.
16	Ridma Meltareza dan Maudy Rizkiana Poedjadi.	<i>Hambatan Komunikasi Antar Budaya dalam Proyek Pengajaran Siswa Thailand dan Pengajar Indonesia.</i>	Communication barriers arise from differences in ethics, accents, nonverbal norms, and hierarchical perceptions in the classroom. Volunteers had encountered significant challenge in comprehending. Thai intonation and how to deliver criticism. Adaptation strategies in the form of intercultural training, translation technology, and empathic communication help create inclusive and effective learning.
17	Dhika Indahsari Kurnia dan Heru Mugiarto.	<i>Hubungan Identitas Etnis dan Kesadaran Budaya dengan Kecenderungan Perilaku Sopan Santun pada Siswa Kelas X SMK Mataram Semarang.</i>	Ethnic identity and cultural awareness have a significant effect on students' polite behavior.
18	Bambang W. Pratolo.	Integrating Body Language into Classroom Interaction: The Key to Achieving Effective English Language Teaching	93% of communication occurs non-verbal, so teachers need to understand cross-cultural body language to make classroom interactions more effective. Failure to read non-verbal cues can hinder learning and lead to misunderstandings. Teachers with cross-cultural experience are better able to clarify instruction, build student engagement, and use body language as a classroom management instrument to organize attention without always relying on verbal commands.
19	Paola Ruiz-Bernardo, Aida Sanahuja Ribés, Lucía Sánchez-	Intercultural sensitivity and measurement instruments: A systematic review of the literature	The Intercultural Sensitivity Scale (ISS) by Chen & Starosta (2000) remains predominantly used globally. The majority of research focuses on students

	Tarazaga, dan Rosa Mateu-Pérez.		and educators with a quantitative approach to evaluate the effectiveness of intercultural training. The study emphasizes the need for local validation to make the instrument more accurate in different cultural contexts, including Asia and post-Soviet countries.
20	Muhamad Uyun	<i>Kepekaan Interkultural Sebagai Kecakapan Calon Guru Disertai Dengan Faktor Kontekstual Dalam Mewujudkan Prinsip Pendidikan Multikultural.</i>	Prospective teachers at UIN Raden Fatah Palembang and IAIN Curup have high intercultural sensitivity based on a survey of 1,800 respondents. Key factors include cross-cultural interaction, respect for differences, confidence, attention to communication, and enjoyment of interaction. The findings affirm the readiness to educate multicultural students and the need to integrate multicultural education in the curriculum.
21	Wiki Angga Wiksana, Erik Setiawan, dan Ashabul Yamin Ashga	<i>Komunikasi non-Verbal Santri Luar Negeri Pada Komunikasi Lintas Budaya di Pondok Pesantren (Makna Komunikasi Non-Verbal Santri Luar Negeri Asal Malaysia Pada Komunikasi Lintas Budaya di Pondok Modern Darussalam Gontor).</i>	This study uses constructivism and phenomenological paradigms to understand the experience of Malaysian students at Pondok Modern Darussalam Gontor. Non-verbal communication is interpreted as a means of recognizing the character and culture of friends, building brotherhood, and fostering empathy. Adjustments to gestures and speaking styles help reduce uncertainty and facilitate cross-cultural interactions.
22	H. U. Hashim dan B. Hamdani.	More than words: Investigating the challenges in interpreting figurative expressions across languages	This study analyzes the difficulties of Malaysian students in translating English–Malay proverbs through contrastive analysis and reflective writing. The main barriers include cultural attachment, mismatch of meaning, grammar, and figurative ambiguity. Symbols without cultural equivalents often mislead interpretation. Nevertheless, contrastive analysis enhances students' intercultural awareness and metalinguistic insights.
23	Laura Saunders dan Melissa Wong.	Multiple Means of Engagement: Connecting with Students Across Modalities through Choice, Flexibility and Authentic Assessment	Providing choice and flexibility allows students to demonstrate understanding according to their learning style. UDL is modality agnostic, so it can be applied in both face-to-face and online learning. Authentic assessments maintain engagement by connecting the material to the real world, while collaborative strategies build an inclusive environment through students' teachers' interactive discussions.

24	Aswaruddin, Aina Ul Mardiyah Ray, Irma Tussa'diyah Hasibuan, dan Sylvi Marsella Diastami.	<i>Peran Komunikasi Lintas Budaya Dalam Meningkatkan Kualitas Pendidikan.</i>	This study shows that effective cross-cultural communication increases awareness and appreciation of cultural diversity in schools.
25	Shijun Xiao, Hong Chen, dan Bo Hu.	Technology-supported cross-cultural learning effectiveness: a multilevel meta-analysis	TSCCL had a significant positive impact with a large effect size ($g = 1.15$), especially in improving students' cross-cultural knowledge, skills, and attitudes. The effectiveness of TSCCL was influenced by moderator variables such as the type of technology, the duration of the intervention, and the background of the learners. The use of digital technologies, including collaborative platforms and virtual reality, facilitates authentic intercultural interactions, thereby reducing communication anxiety and strengthening intercultural understanding.
26	Gilmer Javier Ordóñez Procel, Katherine Alexandra López López, Manuel Alejandro Poma Tacuri, dan Pablo Israel Correa Criollo.	The Influence of Cultural Context on English Teaching	Language and culture are inseparable, so learning English should include an understanding of social norms, values, and traditions. Cultural integration in the curriculum helps students develop intercultural communicative competencies to interact effectively in a global context. As a lingua franca, English is required to accommodate various world cultural contexts so that students are ready to become competent global citizens.
27	Talia Gómez Yepes, Edgardo Etchezahar, Miguel Ángel Albalá Genol, dan Antonio Maldonado Rico.	Validation of the intercultural sensitivity scale in the Spanish context	The original five-factor structure of the ISS (engagement, respect, confidence, enjoyment and attention in interactions) demonstrates high reliability with an Alpha Cronbach of 0.87. There is a positive correlation between intercultural sensitivity and openness of experience and emotional intelligence, as well as a negative correlation with authoritarian attitudes. The Spanish adapted version of ISS is valid and effective for measuring the affective dimension of intercultural communication competencies in the context of multicultural education.
28	Ping Yang	Why Do TESOL Teachers Need to Develop Intercultural Communication Competence?	The development of INCC is crucial for TESOL teachers to manage multicultural classrooms effectively. TESOL teachers are required to show leadership in cultural sensitivity so that students from diverse backgrounds feel welcome and supported. Nonverbally competent

teachers are able to improve the quality of interactions and create an inclusive classroom environment.

DISCUSSION

Mechanism of Bias in Non-Verbal Communication Across Cultures in Grade K12

Teachers and students in multicultural classrooms interpret non-verbal communication based on cultural experiences formed through the process of enculturation. Christensen et al. (2024) explain that cultural experiences from an early age shape patterns of emotional interpretation, while Shiraev & Levy (2024) assert that individuals use cultural schemas to assess social behavior. This condition causes teachers to potentially interpret students' expressions using dominant cultural standards so that minority students are often considered less confident or less competent, even though their behavior reflects cultural politeness values. Non-verbal communication bias also arises through misattribution to silent behavior, eye contact, and interpersonal space use, show that high and low context cultures have differences in gesture use and physical distance. In Asian cultures, avoiding eye contact is seen as a form of respect, whereas in the West it is often considered a lack of engagement. Widiyanarti et al. (2024) added that non-verbal communication is not universal, so it is easy to cause miscommunication. In addition, implicit teacher bias and school institutional structure reinforce pedagogical inequities that have an impact on communication anxiety, low classroom engagement, and weakened sense of belonging of minority students (Vieira et al., 2025).

Approaches and Instruments for Measuring Cross-Cultural Non-Verbal Communication Bias in Grade K12

Measurement of non-verbal communication bias requires a valid and culturally context-sensitive instrument in multicultural education. West (2009) developed the Intercultural Sensitivity Scale (ISS) to assess an individual's ability to understand and respond to cultural differences, while Ruiz-Bernardo et al. (2024) showed that the validity of ISS can differ in each cultural context. Uyun (2022) found that prospective teacher students in Indonesia have a high level of intercultural sensitivity, so ISS is relevant to be used to identify potential non-verbal communication bias in K-12 classrooms. In addition to psychometric instruments, the study also used micro-observations to analyze gestures, facial expressions, and eye contact in teacher-student interactions (Wahyuni et al., 2025). Meltareza & Poedjadi (2024) found that direct observation in Thailand showed differences in the interpretation of eye contact between teachers and students. Hassett et al. (2023) emphasized that observation needs to be combined with video analysis so that the details of non-verbal communication can be analyzed more accurately. The integration of video analysis and psychometric instruments resulted in a more comprehensive measurement of cross-cultural non-verbal communication bias patterns (Yepes et al., 2023).

Culturally Responsive Instructional Strategies to Reduce Bias

The strategy to reduce non-verbal communication bias in multicultural education focuses on developing teachers' Intercultural Nonverbal Communication Competence

(INCC) in understanding the variations in students' cultural expressions. Yang (2025) emphasized that cross-cultural communication training helps teachers adjust communication styles to be more inclusive, while Uyun (2022) explains that intercultural sensitivity develops through structured cross-cultural interactions. That intercultural competence includes knowledge, skills, and attitudes that need to be integrated in learning practices. Teachers with these competencies are better able to build emotional connections, increase learning engagement, and strengthen the sense of belonging of students from various cultural backgrounds. A critical pedagogical approach also helps teachers recognize implicit biases that arise through gestures, eye contact, or voice intonation in classroom interactions (Jesus-Reyes, 2024). Vieira et al. (2025) show that reflective forums between teachers can encourage more dialogical and equitable communication practices. In addition, culturally responsive strategies utilize visual media, inclusive classroom settings, and immersive technologies such as VR to enhance cross-cultural non-verbal sensitivity (Wulandari et al., 2024; Higgs & O'Shea, 2025). With consistent implementation, the strategy is able to create more equitable, empathetic, and bias-free learning in a multicultural K-12 environment.

CONCLUSION

Based on a systematic review with PRISMA guidelines, this study confirms that non-verbal communication bias in K12 multicultural classrooms is a complex phenomenon that arises from differences in interpretation of body cues, facial expressions, eye contact, proxemics, voice intonation, and silent behavior. Bias is formed because teachers often use dominant cultural standards in assessing student behavior, resulting in stereotypes, pedagogical miscommunication, unequal academic expectations, and marginalization of minority groups. Bias measurement approaches are still diverse, ranging from classroom observation, discourse analysis, to the use of instruments such as the Intercultural Sensitivity Scale and cultural-free non-verbal assessments. Instructional strategies such as culturally responsive teaching, intercultural competency training, reflective practices, and social-emotional learning have been shown to increase teachers' sensitivity to the variation of students' non-verbal expressions and create more inclusive learning interactions. However, research limitations arise as most of the literature focuses on Western contexts and higher education, so generalizations to primary and secondary schools in the Global South region are still limited. Bias measurement instruments are also susceptible to subjectivity and have not been validated across cultures. Therefore, further research is recommended to develop more contextual empirical studies, involving diverse cultural backgrounds, using a technology-based multimodal approach, and testing the effectiveness of culturally responsive instructional strategies through longitudinal and randomized controlled trial designs. With this step, it is hoped that a stronger conceptual framework and pedagogical practices will be created to support educational equity in the K12 multicultural classroom.

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