



CLASSROOM ENGLISH LEARNING ACTIVITIES: STUDENTS' FACIAL EXPRESSIONS WITH A FOCUS ON INTERPERSONAL MEANINGS

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ABSTRACT

Studies on facial expressions have been looked into from a variety of angles in earlier research. A prior study (Feng & O'Halloran, 2012) examined how comic cartoons' facial expressions changed over time. There are, however, very few studies that concentrate on comic books as opposed to student facial expressions. The purpose of this study is to identify the facial expressions made by students as they learn English in a classroom setting. One student selected and recorded facial expressions during the teaching and learning process. The most frequently occurring portions of facial expressions are chopped out of a movie frame by frame in order to collect data. Then, using Martinec's framework (Martinec, 2001), all data are examined to determine the interpersonal meanings of the students' facial expressions. Facial expressions during the teaching and learning process are made an accomplishment for students as a result of this research's total contribution. Students' efforts to achieve their goals during the teaching and learning process are demonstrated by their passion, which is successfully created by the teacher through facial expressions.

Keywords: ELL Classroom; Interpersonal meaning; Students' facial expression.

INTRODUCTION

A technique known as interpersonal meaning, which is founded on the multimodal approach, is concerned with how social relationships between people are formed, including how they experience particular emotions. According to multimodal viewpoints such as gesture, image, sound, voice, and music, Kress and Van Leeuwen (1996) study further to uncover the concept of interpersonal meaning. In more detail, their movements are referred to as facial expressions. According to Martinec (2001), discussions of the interpersonal meanings of acts typically center on proxemics (distance), body language, and facial expressions.

Facial expressions are the primary source of information, next to words, in determining an individual's interpersonal communication because they are created based on one purpose and goal. Busso et al. (2004) stated that interpersonal human communication includes not only spoken language but also non-verbal cues such as hand gestures, facial expressions, and tone of voice, which are used to express feelings and give feedback. In particular, on teaching and learning in the classroom, it is common practice for students to use body language, positioning, and facial expression to explain words or phenomena. The impact of facial communication is very powerful because the face is able to provide information about individual identity, individual mood, and individual mentality being accessible windows into the mechanisms governing our emotions (Sathik, 2011). All people, thus certainly teachers and

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students use facial expressions to form impressions of one another. Hence, Facial expressions are quite important for developing interpersonal relationships.

There have been various studies on Facial expressions. First, Negi (2009) studied the role of the teachers' nonverbal communication in ELT classrooms, the results established teachers' non-verbal behaviors play a highly important and essential role in learners' motivation in the language classroom. Second, Sathik & Sofia (2011) studied the category of the facial expressions of the students in the given image into two basic emotional expression states comprehensible, and incomprehensible. Additionally, Saneiro, Santos, Majadas, & Boticario (2014) investigated emotion detection in educational scenarios from facial expressions and body movements. They reported that an annotation methodology to tag facial expressions and body movements conforms to changes in the affective states of learners while dealing with cognitive tasks in a learning process. Currently, Zhang, Zhang, Ma, Guan & Gong (2015) studied facial expressions recognition. They indicated that structured regularization (SR) was employed to enforce and learn the modality-specific sparsity and density of each modality, respectively which can not only handle the subtle expression but also perform robustly to different input of facial images.

Although there have been various studies researching facial expressions on the other hand, attention has been given to the interpersonal meaning of the students' facial expressions in the classroom especially in English Language Learning. To fill this gap, this study aims at analyzing how are the student's facial expressions communicated during English Language Learning in the classroom.

METHODS

The research study is conducted by using a descriptive case study. Hood (2009) categorized a case study into two parts, they are exploratory case study and a descriptive case study. A descriptive case study aims to present a detailed and contextualized picture of a particular phenomenon. On the other side, a descriptive case study is set to describe the natural phenomena which occur in the data during the question and answer session (Zainal, 2007). Further, it aims to represent students' facial expressions in English Language Learning. Case study data can be gathered through interviews, classroom observations, and document artifacts (e.g., diaries, documents) (Yin, 2003). The goal is to describe the data (facial expressions). Based on the reasons above, the researcher will focus on investigating the representation of interpersonal meaning in students' facial expressions in English language learning activities.

After getting all the data needed, the data was analyzed by Martinec's framework more specifically in interpersonal meaning in facial expressions. Based on a multimodal approach to studying facial expressions offers a detailed analysis of the decisions made in discourse derived from a system network of significance choices over the ideational, interpersonal, and textual meta-functions (Lim, 2017). A multimodal analysis extends how the combination of language with other resources (images, scientific symbolism, gestures, action, music and sound). Multimodal offers knowledge into the significance of content, yet in addition into the translation of a picture, and at last into the free development of a total content (O'Halloran, 2011). Consequently, multimodal discourse analysis is a tool to analyze facial expressions and to find out the meaning produced.

Facial is part of gestures which are called affective displays. According to Matthiessen (2009), the face is a key resource for expression of the interpersonal meaning. Interpersonal meaning develops the appraisal theory in making social relations in the language (Martin 1995, 2000) and (Martin & White, 2005). Hood (2011) proposes that the three aspects of interpersonal meanings in appraisal: Attitude, Graduation, and Engagement, are embodied in gesture as well. Facial expression is part of the gesture, especially in affective displays. In appraisal theory, facial expressions are included in ways of feeling (Attitude). According to Martin (2005) the dimensions are classified into three: affect, judgment, and appreciation. The

focus of facial expressions is more on affect because, affect is related to feelings: happy or sad, confident or anxious, interested or bored.

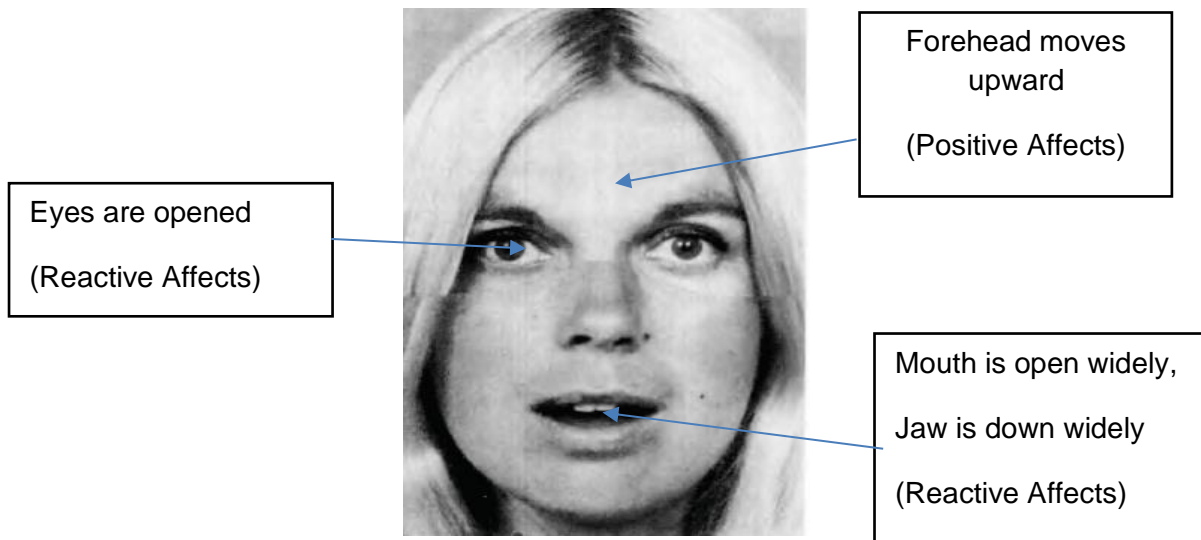


Figure 1. Surprise

Martinec (2001) expresses that the expression of surprise here is included in the *combination affects* which are *action-based affects* and *value-based affects*. *Action-based affect* is included as *reactive affect*. The *reactive affect* here is shown by the movement of the eyelids being opened, the upper lid being raised and the lower lid drawn down the white of the eye, the sclera showed above the iris, and often below as well. While the part that shows the *value-based affect* is a *positive affect*. The *positive affect* here shows the movement of the brows are raised so that they are curved and high. The skin below the brow is stretched. It shows surprised



Figure 2. Anger/Annoyance

Martinec (2001) stated that *action-based affect* is included in *active affect*. *Active affect* shows closed and forward movement. *Active affect* is on the student's facial expression described by the brows and the eyelids lower and drawn together slightly. The vertical lines appeared between the brows. The lower lids are a little bit tensed. The mouth is closed and the head moves forward. It showed annoyance.



Figure 3. Happiness

Happiness is included in the *value-based affect* more clearly in the *positive affect*. Feng and O'Halloran (2012) stated happiness is a basic emotion that is universal and easily to recognize. Happiness is indicated by the corners of the eyes and the corners of the mouth moving upwards (Martinec, 2001). Wrinkles run down from the nose into the mouth.



Figure 4. Confusion

Confusion is mainly represented in the mouth, eyebrows, and forehead. This criterion is contained in the participant indicates the existence of a *combination affects*. Matinec (2001) combined affect is clarified into two parts which are included action-based *affects* and value-based *affects*. Action-based *affect* is included in *reactive affect*. The reactive *effect* here is indicated by the movement of the mouth that opens slightly or stretches of the mouth. On the other hand, there is a *value-based affect* which is classified as a *negative affect*. The negative *affect* on the participant described the lower eyelid, especially on the eyebrows. The negative *affect* here is confusion.

FINDINGS AND DISCUSSION

This chapter reports on the findings of this research. After analyzing the data, it was found that there were four multimodal meanings represented by the student's facial expressions during the English language classroom. The meanings represented are A) Happiness as a response to the teacher's re-explanation, B) Surprise and Extreme surprise as a response to the classroom situations, C) Confusion as a response to the teacher's unclear explanation, and

D) Annoyance as a response to the teacher's repeatedly explanation. Each multimodal representation is proven with data along with the discussion below:

Happiness as a Response to The Teacher's Re-Explanation

Selvi (pseudonym) showed a positive emotion for what she felt during the English language classroom. Positive emotions occur when someone is in a condition where she gets a positive response from others, so in line with this, the student gives a positive response in return. Tomas, Rigano, and Ritchie (2016) inform that positive emotions consist of enjoyment, happiness, and excitement.

The difference between enjoyment, excitement, and happiness is when someone enjoys what she is doing. Excitement is a feeling of great enthusiasm and eagerness. While happiness is the experience of enjoyment, contentment, excitement, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile (Lyubomirsky, 2008). In this study, happiness was the one of expressions shown by the student during classroom activities.

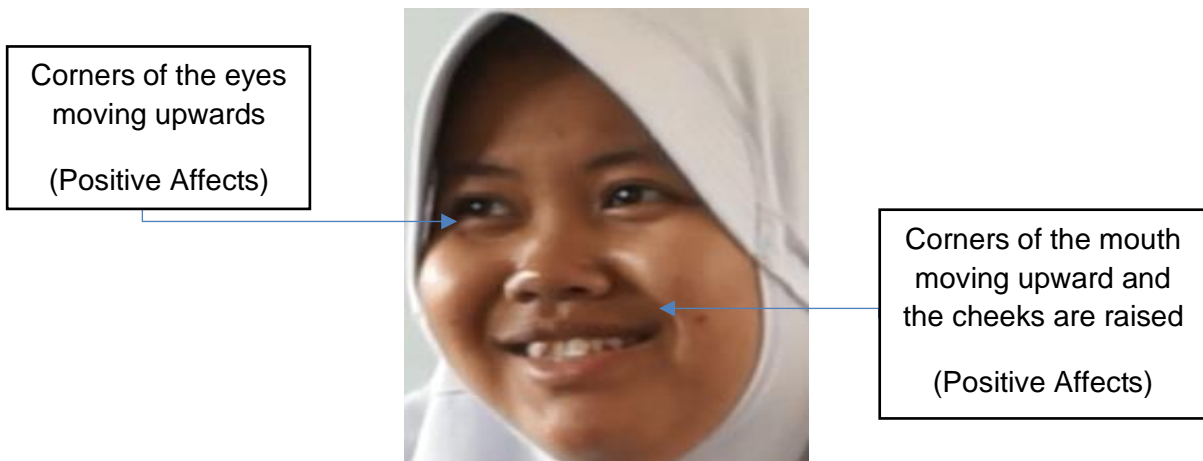


Figure 5. Happiness

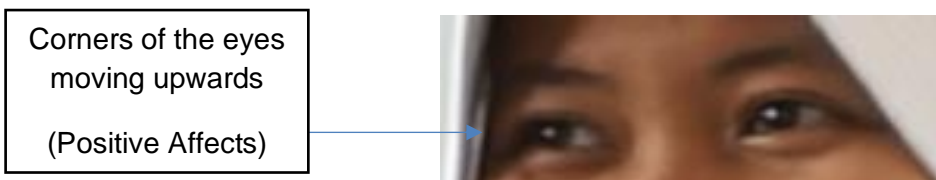


Figure 6. Eyes moved upward

As shown in the figure 9 at the upper of her face, especially the eyes, she showed the corners of the eyes are moving upward and the eyes are appearing to be slightly narrowed when she looked at her teacher while her teacher explained the lessons.

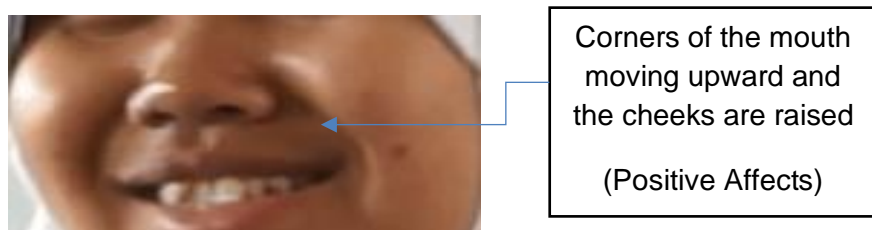


Figure 7. Cheeks are raised

Meanwhile, at the bottom of the face, there was a movement showing the cheeks of the student rising up, therefore the corners of her mouth automatically went up and the mouth slightly showed her teeth.

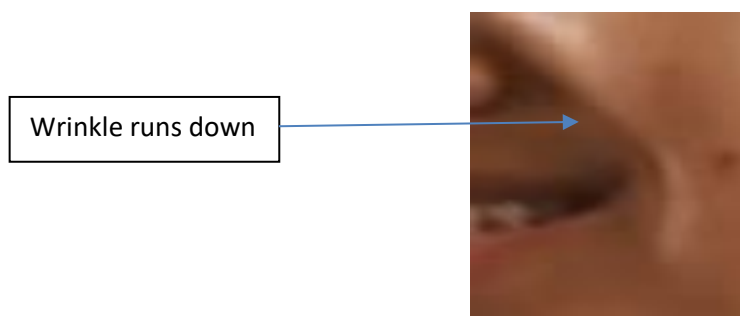


Figure 8. Wrinkle runs down

Figure.11 Likewise, her wrinkle runs down from the nose to the edge beyond the lip corners. It indicates that she was showing her smile. In this case, this happiness belongs to *Attitude* as a part of *Affect*. In Martinec's framework, happiness is classified into *positive affect* because "*positive affect* is realized by the corners of the mouth and eyes moving upward" (Martinec, 2001, 128).

The happiness produced by her as a response to the teacher's re-explanation. The response occurred when the student listened to the dictation which is delivered by the teacher. The dictation given by the teacher is a matter in which she should guess the answer through the words mentioned by the teacher. She produced a happy expression when the teacher said "will beat" and she succeeds enlightened and getting the word intended by the teacher. Ekman and Friesen (1969) stated that something that increases your view of yourself or further expands a favorable self-concept. She showed her smile because of the certainty of spelling words which is spelled by her teacher. Smile, shining face, cheerful face belongs to the category of happiness (Catherine, 2012). At what time the word "will beat" was repeated, she discovered the word in question and her spontaneous expression is happy at being able to capture the main word "will beat" which is dictated by the teacher. She was able to get answers from what was dictated by her teacher so the happy expression showed by her was a positive response that she gave naturally during teaching-learning process.

Surprise and Extreme Surprise as a Response in The Classroom Situations

a. Student's Surprise as a Response to Peer Feedback

Her expression cannot be predicted when it should be produced, because it just happened unnoticed. During the observation, she gave nonverbal responses through facial expressions to what the teacher or her friend is saying. It indicates that something is happening outside her expectations. Meyer, Niepel, Rudolph, and Schutzwahl (2008) stated that surprised is the situation where someone responds adaptively to sudden or unexpected changes in the surrounding environment. It was conducted by surprised expression.

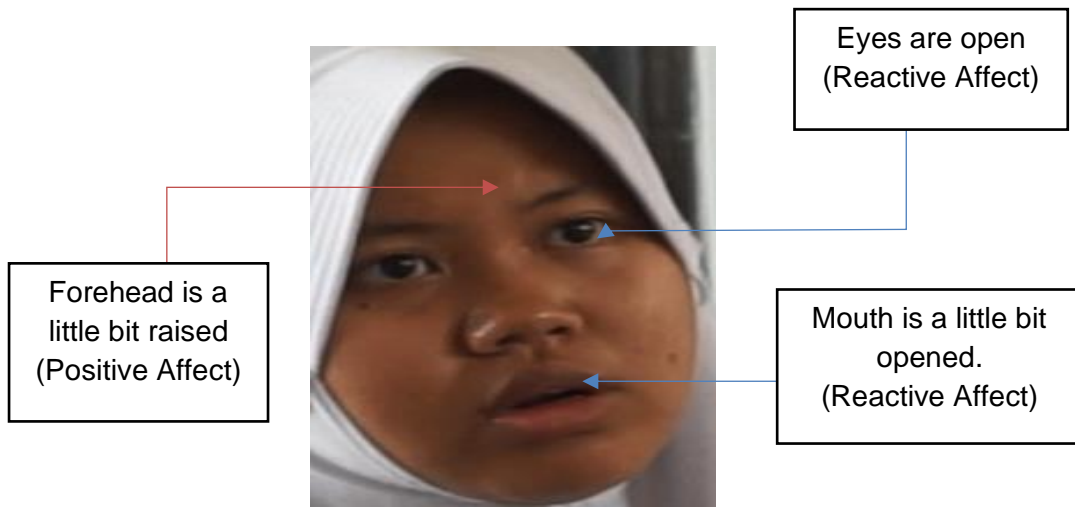
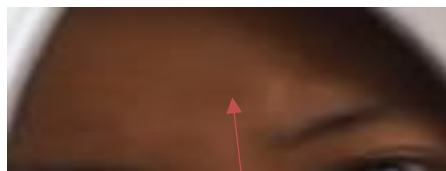
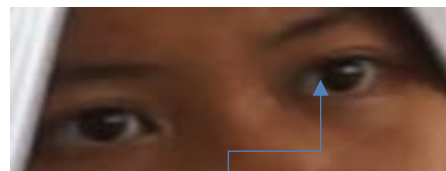


Figure 9. Surprise



Forehead is a little bit raised (Positive Affect)

Figure 10. Forehead is a little bit raised



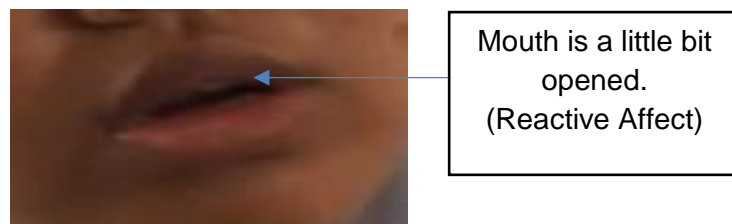
Eyes are opened (Reactive) Affect

Figure 11. Eyes are opened



Figure 12. The sclera showed the iris

From figures above, she showed the movement at the upper parts of her facial. She showed her eyes are opened and her forehead is a little bit raised because of the upper lids of her eye is raised and the lower lid drawn down the white of the eye, the sclera showed above the iris.



Mouth is a little bit opened. (Reactive Affect)

Figure 13. The mouth is a little bit opened

On the other hand, her mouth a little bit opened but there was no tension or stretching of the mouth. The jaw was a little bit dropped open. In this case, this surprised belongs to *Attitude* as a part of *Affect*. It is included in the *combination affects* which are *action-based affect* and *value-based affect* (Martinec, 2001). *Action-based affect* is included *reactive affect* and *value-based affect* is included *positive affect*. As the figures above stated the eyes and mouth open were parts of *action-based affect*, particularly *reactive affect*. Meanwhile, the part that showed the *value-based affect* is the *positive affect*. The *positive affect* here showed by the movement of the forehead is a little bit raised, so that the brows also went up. It is indicated the characteristics of surprise.

The expression was signified by her when she had discussions with her friends in front of her chair. She and her friends are discussing the answers to the assignments *Lembar Kerja Siswa* (students' worksheet) which are given by the teacher during the teaching and learning process in the classroom. In the middle of the conversation, her facial expressions turned surprised. Her facial expression immediately showed indications of surprised expression as her eyes opened suddenly time, her eyebrows instantly raised, and her mouth was slightly opened when she heard her friend's statement (which was not clearly recorded). A surprise is triggered by an unexpected thing happening (Ekman and Friesen, 1975). The unexpected thing that experienced by her is when she heard a statement from her friend, so she naturally showed a surprised expression to her friend's statement.

b. Student's Extreme Surprise in a Response to The Teacher's Statements

This expression is an expression of surprise just like the expression of surprise described above. There are also differences between them. The surprise here is preferred to extreme surprise. Interaction takes place during the teaching and learning process. However, there was a teacher's statement that makes her produce an extreme surprise. Here below is the figure of extreme surprised.

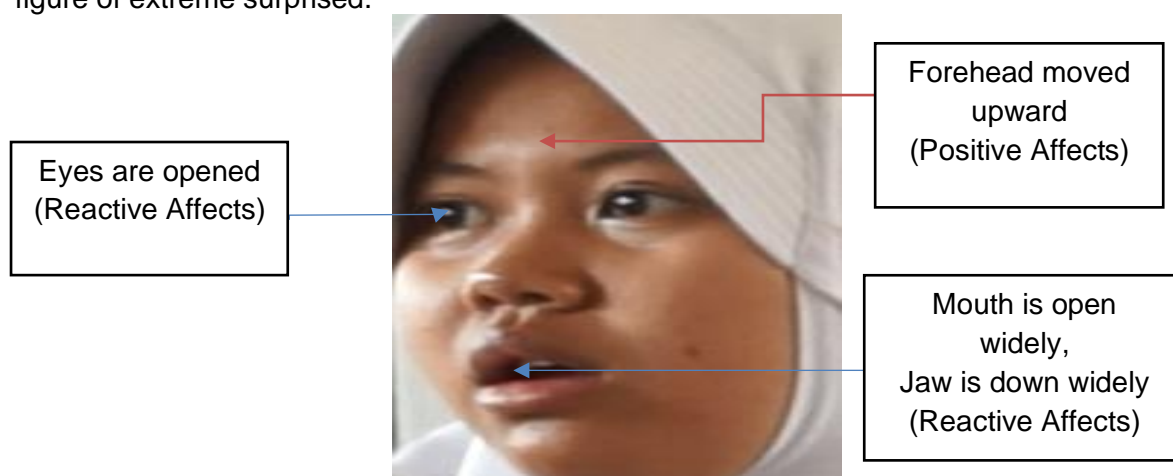


Figure 14. Extreme Surprised

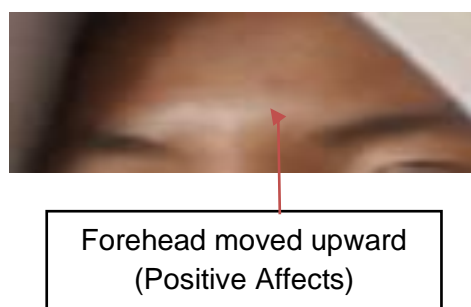


Figure 15. Forehead moved upward

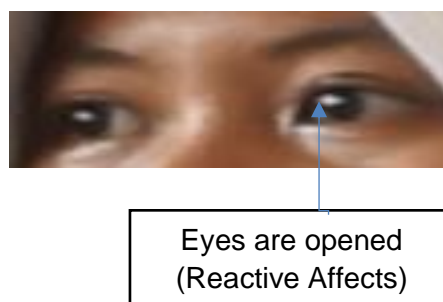


Figure 16. Eyes are opened

What distinguishes between extreme surprise with surprise is the movement that looks more open and wider (Ekman and Friesen, 1969). In the figures above, she showed the movement of the upper parts of her facial expressions. Her forehead is raised, so that her eyes are more open too and the upper lid is raised.

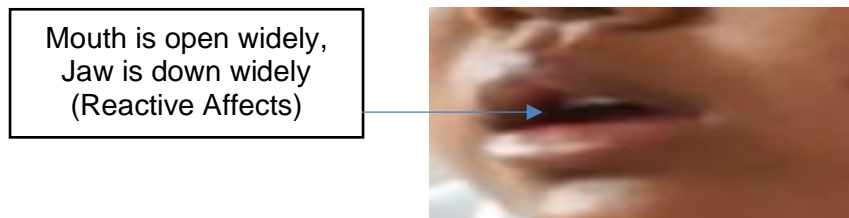


Figure 17. The mouth is opened widely

On the other hand, the jaw dropped open, so that the mouth is opened widely. It happened due to the answers to the questions given by the teacher such as not in accordance with what has been answered by her. The teacher's statement "kata-katanya terdiri dari 1,2,3,4,5" (the words consist of 1,2,3,4,5) made Selvi surprised and still did not expect. Further, she naturally stimulated to produce an extreme surprise. All events experienced by her. It indicates that she produced an extreme surprise.

In this case, this extreme surprise also belongs to *Attitude* as part of *Affect*. As Figure 17 states that extreme surprise is *combination effects*. Extreme surprise is also included in the *combination affects* which is *action-based affect* and *value-based affect* (Martinec, 2001). *Action-based affect* is included *reactive affect* and *value-based effect* is included *positive affect*. *Action-based affect* consists of the movement of the eyes and eyebrows that are opened wider, the mouth is also opened, so that it shows little teeth, and the jaw is pulled down. While the indication for *value-based affect* is a movement in the eyebrows that are pulled up. For that reason, there was a condition where she got the teacher's answer was different from her answer. This unexpected thing made her give a spontaneous response. Spontaneous response is what causes her extreme surprise.

Confusion as a Response to The Teacher's Unclear Explanation

She had so many expressions to respond teacher's unclear explanation. The student's facial expressions can be used as feedback for the teacher (Sathik and Jonathan, 2013). Occasionally, students feel unable to grasp what is meant by their teacher, so they give feedback in the form of signals to the teacher nonverbally through facial expressions.

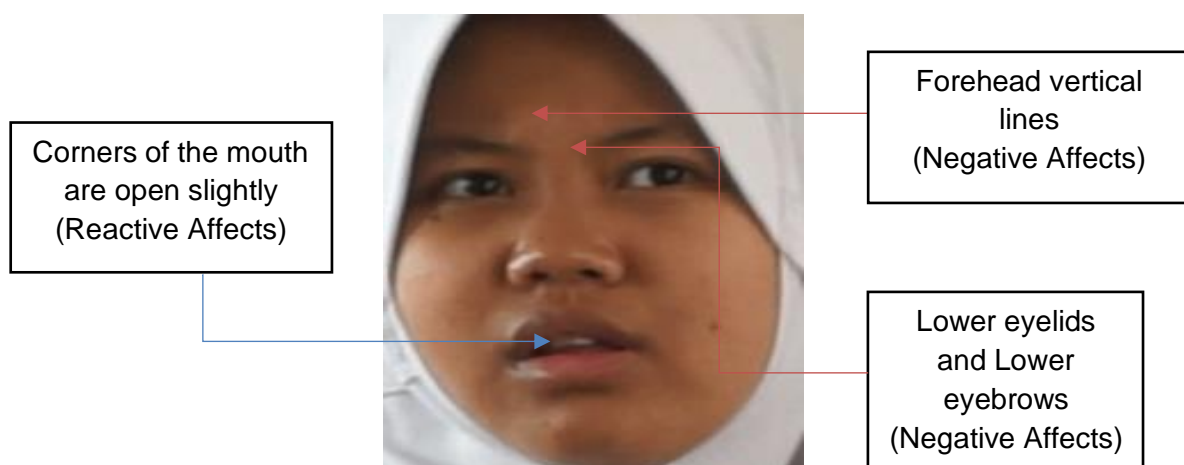


Figure 18. Confusion



Figure 19. A little vertical fine lines

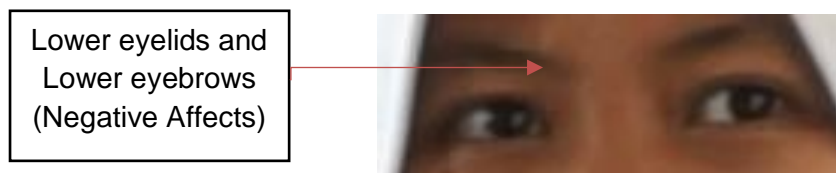


Figure 20. Lower eyelids and lower eyebrows

Figure. 22 the upper face showed in the corner of the eyebrows are decreased, so that the eyelids are also decreased. Their eyes are opened with pressure down when she looked at the teacher. While at figure 23, on the forehead there were a few vertical fine lines because her eyebrows are pressured.



Figure 21. The mouth is opened slightly

Meanwhile, at the lower of the face, the corners of the mouth are opened slightly so that they showed teeth. In this case, the picture showed confusion. This confusion belongs to *Attitude* as a part of *Affect*. As the figures above state that confusion is categorized as a *combination affects*. The *combination of affects* here consists of *action-based affect*, especially *reactive affect*, and *value-based affect*, namely *negative affect*. This is new according to the indications held by Martinec's framework. That the facial movements produced by her. It constitutes a *combination of affects* because there are two parts namely *action-based affect* and *value-based affect*. Whereas, the *action-based affect*, more precisely *reactive affect* includes the movement of the mouth that opens slightly, and *value-based affect* more precisely *negative affect* includes movement from the forehead forming vertical lines. The formation of the vertical line in the forehead is caused by the downward movement of the inner corner of the eyebrows and eyelids.

This expression is produced by her when she felt unclear about what is said by her teacher. The teacher's statement is "didn't need to walk out". Student confusion is often framed as a negative, the opposite of "understanding," which is defined as a grasp of content, or an ability to retain and actively use knowledge (Perkins, 1992). The teacher dictates the material, while Selvi wrote and guessed what is meant by the teacher. On the other hand, what the teacher says is too fast and not clear enough, so miscommunication has happened. Plaut (2006) that unclear teachers' direction is a trigger factor for confusion so misunderstanding can occur during the academic process. The dictation carried out by the teacher repeatedly makes Selvi not succeed in getting the main word. Meanwhile, repeated again with the word. This condition made her produce confused expression. She showed her confusion non-verbally through facial expression.

Annoyance as a Response to The Teacher's Repeatedly Explanation

The researcher found that she gave many non-verbal responses to her teacher while her teacher explained the material. The nonverbal response that she built through expression is annoyance. She did not get the point of what was dictated by the teacher then naturally she showed an attitude of annoyance through her expression.

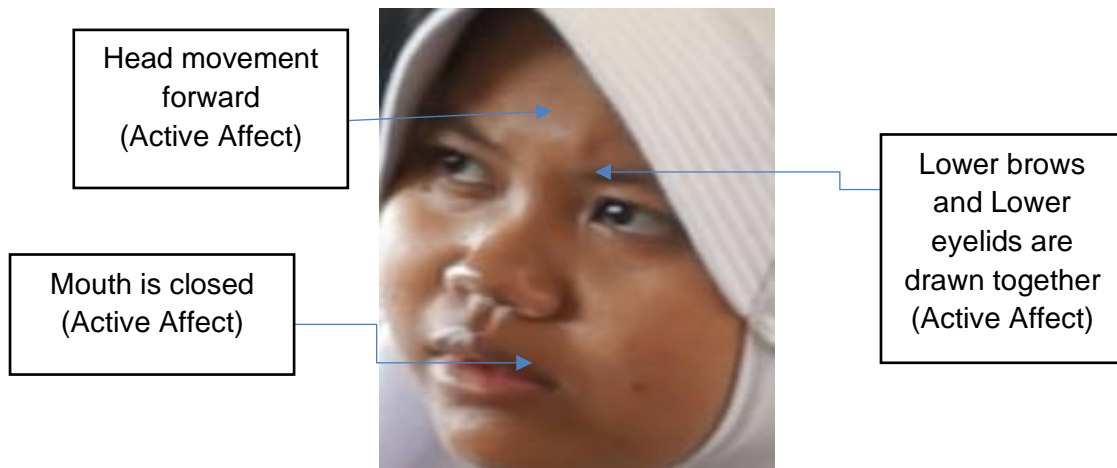


Figure 22. Annoyance

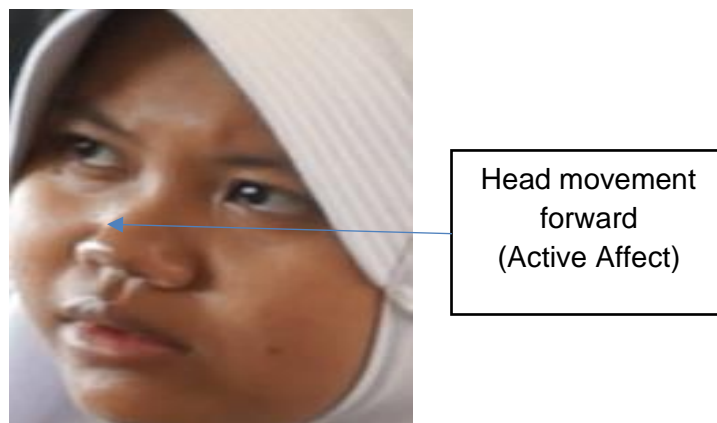


Figure 23. Head moved forward

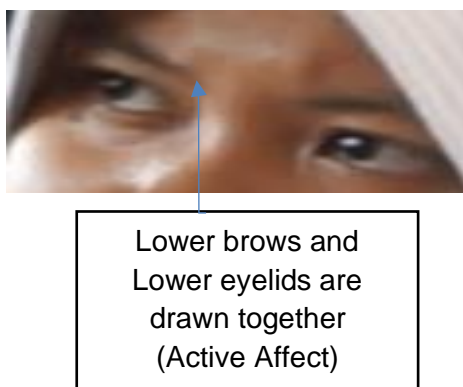


Figure 24. Lower eyes and Lower eyelids

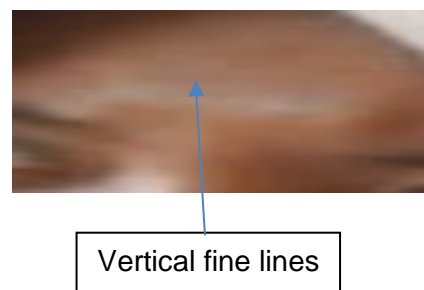


Figure 25. Vertical fine lines

From the figures above, she showed that her head moved forward. At the upper of her face, specifically the eyebrows and eyelids were pulled downward together, so that the student's eyes are narrowed. There were fine vertical lines on her forehead of her.

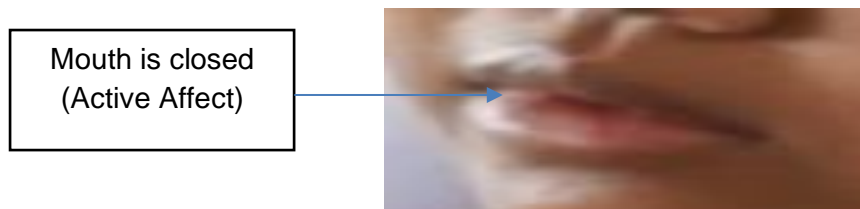


Figure 26. Mouth is closed

While at the lower face, especially in the mouth of her, it identified that her mouth is tightly closed and her head is moved forward. In this case, all facial movements produced by her is anger. Anger is a potential behavior that is emotions that are felt in a person (Al-baqi, 2015) and anger is a normal healthy feeling experienced by anyone (Duffy, 2012). This anger expression related to *Attitude*, especially to the *affective* and it belongs to the *action-based affect*. Martinec (2001) express that *Action based affect* is included in *active affect*. *Active affect* here is indicated by the occurrence of closed movements in the mouth, the head orientated forward, as well as the inner corner of the eyebrows downward to produce a vertical line on the forehead. That is why the facial expressions of her found in the data are indicated in accordance with Martinec's framework as an anger.

This expression is produced when the teacher gave dictation to student. However, the dictation given by the teacher cannot be captured clearly by her. This happened repeatedly, so that she felt annoyance with what is said by the teacher. The teacher makes facial expression generated by Selvi as nonverbal feedback, so the teacher repeated the unclear dictation's word "just disappear" many times. She produced an expression of annoyance because she did not succeed to get points from the word. The annoyance that is produced by the her is part of anger. Ali and Asrori (2008) inform that anger is divided into several categories such as feeling annoyed, distressed, raging, hateful, bitter, offended, hostile, violent and brutal. So, getting annoyed here is a form of her unconscious response to what she feels upon the teacher. The teacher's repeated explanations cannot be heard clearly.

The conclusion of all happiness, surprised, extreme surprise, confused and annoyance produced by student is an effort of student in building relationships between student and her teacher. This relationship is a form of interpersonal meaning. Interpersonal meaning here occurs due to the response to interactions that occur during the teaching and learning process.

CONCLUSION

This present study aims to display the way the student communicates interpersonal meanings through her facial expressions in the classroom. Four main ways can communicate interpersonal meanings as a student portrayed her facial response. Happiness as a response to the teacher's re-explanation, surprise and extreme surprise as a response in classroom situations, confusion as a response to the teacher's unclear explanation, and annoyance as a response to the teacher's repeated explanation during teaching and learning classroom activities. A student's facial expression can be an achievement for herself. It can occur due to the enthusiasm of the student who was successfully built by the teacher. A facial expression is a form of effort to get the desired goal or achievement of the student. Examples of achievement are referred to as nonverbal signals generated by student's facial expressions, the teacher makes these efforts as a communication tool. So that through facial expressions, students are able to achieve their goals from those who do not understand so they understand, the less obvious ones to become clear without them knowing it.

The limitations of this study were in the research focus and data collection technique. This study was only focused on students' facial expressions so the scope of investigation is limited to the role of facial expressions in English language teaching in the classroom. Although the weakness of this research only focuses on representing student's facial expressions through upper and lower facial areas. The next researchers need to attach Facial Action Coding System (FACS) by Ekman and Friesen as a tool to ensure that validity expressions are actually produced by the student. This study also narrowly accentuated on Interpersonal meaning of facial expressions. Further study should emphasize the ideational meaning and textual meaning of facial expressions. Another limitation, this research only employed a single data collection technique namely non-participant observation. The next study should encompass multifaceted data collection techniques, such as interviews, stimulated recall, document analysis, or questionnaires to gain more credible, dependable, transferable, and confirmable data video.

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