

Table S1. Themes and codes identified through analysis of transcripts

Domain frameworks	Theme	Code ¹
Forms of nonverbal communication	Body-based visual modes	Gesture
		Facial expression
		Eye contact
		Body movement
		Body language
	Non-body-based visual modes	Attire
		Models and props
		Images and photos
		PowerPoint
		Board work
	Auditory modes	Silence
		Sound
		Tone of voice
Factors shaping nonverbal communication	Curriculum-related factors	Disciplines
		Educational stages
	Infrastructure-related factors	Lecture
		Laboratory
	Sociocultural factors	Personal culture
		Academic culture
	Demographic factors	Age
		Gender
		Race
	Individual factors	Awareness
		Emotion
		Closeness
		Personalities
		Personal habits
		Recipients' interpretation
		Social anxiety
Experiences of nonverbal communication	Positive experience	Sense of being encouraged
		Sense of being acknowledged
		Enhancement of engagement
		Safe participation
		Perceived teacher enthusiasm
	Negative experience	Perceived disapproval
		Increased anxiety
		Perceived teacher impatience
		Misinterpretation
Application of nonverbal communication	Application by students	Seeking teacher approval
		Signalling confusion
		Showing engagement
		Withdrawing from participation
		Showing silent acknowledgement
	Application by teachers	Enhancing students' understanding
		Giving approval
		Signalling disapproval
		Maintaining classroom control
		Inviting participation
	Situations affecting application	Signalling urgency or transition
		Class size pressure
		Time constraints
		Anxiety levels
		Cultural expectations
Cognizance of nonverbal communication	Understanding of nonverbal communication	Teacher–student rapport
		Perceived meaning
		Perceived nature
	Improvement of nonverbal communication	Lack of awareness
		Teacher training
		Rapport building
		Cultural awareness
		Controlled class size
		Layout improvement
		Frequent use of nonverbal communication
Enhanced variety of nonverbal cues		

¹ Codes represent topics discussed by participants and do not indicate consensus or frequency unless explicitly stated.