

The Role of Non-Verbal Communication for Effective Teaching and Learning of English in Lower Classes: Case of Goma Secondary Schools

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Abstract: The present study examines the nonverbal skills utilized by teachers during English language teaching and learning. It has been noticed that there are certain non-verbal strategies that the teacher needs to avoid lest they should stifle and hamper English language learning comprehension. It can also be noted that there are other nonverbal clues that teachers rarely use in the class, yet they are of a paramount importance for strengthening learner's comprehension.

To gather the necessary data, a questionnaire was administered to learners in the 7th and 8th classes. The findings revealed that teachers influence learner's motivation and participation by the way they handle nonverbal cues such as body movements, facial expressions, attitudes, reactions, etc.

Keywords: Non-verbal communication, effective teaching and learning, Goma secondary schools, and English.

Résumé: La présente étude examine les compétences non verbales utilisées par les enseignants pendant l'enseignement et l'apprentissage de l'anglais. Il a été remarqué qu'il existe certaines stratégies non verbales que l'enseignant doit éviter pour ne pas étouffer et entraver la compréhension de l'apprentissage de l'anglais. On peut noter qu'il existe aussi d'autres indices non verbaux auxquels l'enseignant fait rarement recourt en classe, mais qui sont pourtant d'une importance primordiale pour renforcer la compréhension de l'apprenant.

Afin de recueillir les données nécessaires, un questionnaire a été administré aux apprenants des 7^{ème} et 8^{ème} années. Les résultats ont révélé que les enseignants influencent la motivation et la participation de l'apprenant par la manière dont ils gèrent en classe les signaux non verbaux tels que les mouvements corporels, les expressions faciales, les attitudes, les réactions, etc.

Mots Clés: La communication non verbale, enseignement et apprentissage efficaces, Ecoles secondaire de Goma et l'anglais

Introduction

This paper intends to study how non-verbal communication affects the learning of English in Goma secondary schools. The objectives of the study are to analyze nonverbal strategies, find out paralinguistic features and make a critical analysis regarding teachers' and learners' non-verbal behavior in the seventh and eighth forms. The population of the study comprises learners of English as a second language in 7th and 8th forms in both public and private schools.

Attention is particularly drawn to the fact that most teachers in public and private secondary schools put an emphasis on the methods, procedures and techniques used in teaching, but they care very little about the nonverbal behavior that may affect teaching and learning in class. Since most learners complain that English is difficult, it is up to the teacher to adapt the language to the level of learners and use different means to bring them to comprehend the new material being introduced to them.

Needless to say verbal communication cannot on its own suffice to help learners understand different English subjects; however, to facilitate the understanding and to make teaching and learning more fascinating, teachers will have to resort to non-verbal means such as: **Kinesics, Artifacts, proxemics, chronemics, vocalics, haptics, etc.** Kinesics refers to physical contact, eye contact, gestures, body language, facial expressions, etc. Artifacts consist of how the appearance of someone speaks a lot about his personality. Proxemics deals with the position maintained by the speaker when addressing his or her interlocutor. Chronemics is a type of non-verbal communication which stands for the use of times in communication. Vocalics concerns the volume, the tone, the pitch sender. used by the Finally, haptics takes into account touch communication to express emotions and feelings.

It is important to state that the present study will have to develop the following key points: place of nonverbal communication in different approaches to language instruction, importance of nonverbal language in classroom communication and nonverbal communication cues in Goma secondary schools. Presentation and

analysis of data will be carried out simultaneously before highlighting, the study findings and winding up the discussion with a short conclusion.

1. Place of nonverbal communication in different approaches to language instruction

As years have gone by, many approaches and methods have been used in the teaching of English around the world. Despite their diversity, nonverbal communication occupies an important place in each of them. The role of nonverbal language in communication in some of the main approaches is highlighted in the following lines:

1.1. Total-physical-Response (TPR)

This method was developed by James J. Asher around 1965 and 1977. James looked at the way in which we learn our native language and he saw that, even before going to school; most children already have a very large percentage of both grammar and vocabulary that they will use in their native language before any form of schooling. So, James J. Asher started to have a look at ideas of how to use the whole of our brain in language learning in the way we do when we are young. It is accepted that within our brain there are two hemispheres. One is the left hemisphere and the other is the right hemisphere. One of the functions of the left hemisphere is language learning and one of the functions of the right hemisphere is controlling our body's movement. It appears from Asher's point of view that when we are learning a new language we tend to use the whole of our brain, whereas formal schooling tends to only use half of it, the left side. Learning on his observation of the way children learn their mother tongue, he assumed that it was necessary to introduce movement in the process of learning a language so that the whole brain may be used, thus doubling the capacity of our learning process. The use of motion in learning will therefore be a dominant feature of the total physical response, his approach to language learning. If for instance, a teacher in the first or second form teaches the vocabulary of the part of the human body, he will not just make learners listen and repeat those particular words but he will also require them to make the movement of their hands by touching each part of the human body.

In fact, total physical response is a language teaching method which builds around the coordination of speech and action. It attempts to teach language through physical activity. The basic tenet is to create fun atmosphere of learning by integrating physical activities which can help learners memorize and understand the material better.

The method advocates linking language and behavior, teaching the foreign language through body movements, and emphasizing teaching in real situations. Since learners in the 7th and 8th forms in most schools in Goma learn English, but cannot speak it well, and get successful result, it is vital to find an appropriate method that can encourage learners to participate actively and more efficiently in language learning. Commenting on Primary English teaching, Fen-shan, F. (2017: 36-37) recommends the use of TPR and advises that, "*teachers should combine body movement with English learning in vivid teaching situations and teaching English through body movement.*"

1.2. Natural language learning theory

"This approach is also called developmental approach and it is founded on the idea of creating an environment approximate to the context in which children acquire their first language"(Carrasquillo, A.L.1994:26). It emphasizes communicative interaction as the key activity in the acquisition of a language which is seen as subconscious process. In contrast with Language acquisition which deals simply with the conveyance of the message, language learning emphasizes rules of the speaker's speech. The Natural language learning approach is more explicitly defined in the following excerpt by Carrasquillo, A. L. (Op. cit.:26): "*In the natural approach, much listening to the language is advocated before production is expected and encouraged. Recommended techniques are **physical responses** to instruction and simple **verbal** and **non-verbal responses** to pictures or comments by the teacher or other language users*". This approach, in fact, emphasizes the process of "creative construction" and "comprehensible input". It is assumed that if teachers take into account the natural approach theory and put it into practice, learners will eventually have to acquire and expand the second language easily.

1.3. Communicative language theory

This language theory focuses on communicative competence, the ability of the users of language to interact and make meaning of the language being used. "Learners need also to know the culturally acceptable ways of interacting orally with others-appropriate levels of language for different situations and different relationships; conversational openers and gambits and when it was appropriate to use these, how to negotiate meaning in various circumstance, and when and how to use appropriate **gestures** and **body language**; the message content of pitch, loudness, and intonation patterns, the questions and comments that were acceptable

and unacceptable in the culture; and the importance of distance in communicative encounters” (Rivers cited in Carrasquillo, A. L. 1994:27).

2. The Importance of Nonverbal Language in Communication

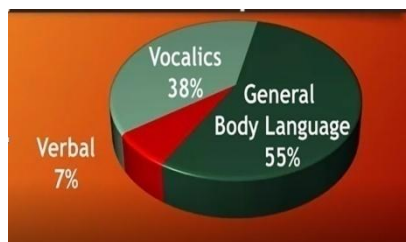
The impact of teacher’s verbal and non-verbal communication on the majority of the English Foreign Language Learners is very powerful and long lasting. This implies that what the teacher says to his learner and the non-verbal behavior expressed through what he says account much and play a significant role in understanding the language learner’s development. For strengthening the relationship between the learner and the teacher, Richmond and McCroskey (1995), quoted in the work of Behjat, F., Bayat, S., Kargar, A.A.(2014:15), reported that “10,000 teachers felt that non-verbal behaviour was a more effective communication tool for improving student-teacher relationships than verbal communication”.

In relation with teacher’s roles in the classroom, they also asserted that “many teachers discovered non-verbal communication helps them to be better controllers, managers, and helpers because non-verbal communication is more subtle and can be used more often”(2014:15).

The use of language through different means of communication matters in the teaching and learning process. According to Gulnaz, F. and Ismael, N.M. (2017:46) “*The use of body language, eye contact, facial expressions and intonation for example creates visual and serious effects on learners’ language perception. The effective utilization of these cues not only addresses learners heart and mind but also tends to heighten their feelings and emotions and make them behold to contemplate on the wonders of lesson*”.

Verbal communication and non-verbal communication in English language teaching plays each its role and each of them uses its specific strategy in order to convey the meaning. In verbal communication we only use vocal organs whereas in non-verbal communication we converse through our whole body. However, verbal communication and non-verbal communication work hand in hand in order to provide the full meaning. Bapolisi, B.P. (2012:178) *asserts that the non-verbal behaviour is associated to the verbal language and reinforces it...*

Unfortunately, what is often observed in language learning and teaching is that most of the teachers rely only on verbal communication as their only means to transmit the message and forget that language is also embedded in gesture. Verbal and nonverbal communication need to be taken into account since some interlocutors rely on verbal communication and others on non-verbal communication or both so as to fully understand what is being communicated. In the same connection; Mehrabrian (2013:1) asserts that “7% of the message pertaining to feelings and attitudes is in the words that are spoken; 38% of message pertaining feelings and attitudes is in the way the words are said; 55% of message pertaining to feelings and attitudes is in facial expression”. (speakingaboutpresenting.com > meh...). This can, for instance, be highlighted in the following figure:



Source: Mehrabrian (2013)

Mehabrian (2013:1) goes on saying that “*it becomes more likely the receiver will trust the predominant form of communication, which to Mehrabrian’s findings is nonverbal(38%+55%) rather than the literal meaning of the words(7%)*”. Birdswhistell, quoted in Gulnaz, F. and Ismael, N. M. (2017:46), “*gave almost similar observations and assigned highest degree of significance to the exchange of non-verbal cues among humans than to the verbal communication. He was of the view that 65% to 70% of social meanings are communicated through non-verbal cues*”

3. Nonverbal Communication Cues

Non-verbal communication cues can be classified into the following categories:

3.1. Facial expressions

An expression that may be shown on somebody’s face can for instance consist of **sadness, happiness, smiling** face. The face is a whole world that expresses out the exact feelings, and emotions that somebody can try to hide in their heart. The face can be considered as a mirror that allows the locutor to look in so as to know the interlocutor’s intention and comprehend his or her behaviour. We have seven facial expressions which are well known: **fear, anger, surprise, contempt, disgust, happiness** and **sadness**. Facial expressions are

important tools in body language, able to provide a great number of meanings. The face can communicate before any word has been uttered. In accordance with the teaching and learning environment, the teacher should be careful about his facial expressions since these reveal a lot about the characteristics of a person, or a message about something internal to the expresser. The effect of facial expression is, however, most significant to all of the non-verbal behaviours. This point of view is supported by Silva, A.D. and Oliveira, A.M. (2016:1) when they state the following: *“of all the nonverbal behaviors-body movements, posture, gaze, proxemics, voice-the face is probable the most commanding and complicated and perhaps the most confusing”*. Our looks or faces in particular and body movements in general, need to be treated with care since they can reveal much more than what has verbally been expressed. As far as language teaching is concerned, Hismanoglu, M. (2008:177) argues that *“the job of a good language teacher is to try to develop student’s socio-pragmatic competence (i.e. a person’s knowledge about how language is used in different social situations) and socio-semiotic competence (i.e. a person’s knowledge about the nonverbal system of the target language) so that they can employ the target language accordingly when interacting with(non) native speakers of that language in real life situations outside the classroom context.”* Facial expressions do help in understanding of what others are feeling and in judging people on the basis of what can be observed and seen in their faces. In our daily communication, there are degrees of emotion that can be expressed by facial expressions.

To sum up, the facial movements play an important role in interpreting spoken conversation and emotions. They occur continuously during social interaction and, particularly, in conversations. They include lip movements during speech, conversational signals, emotion displays (emotion facial expressions) and manipulators to satisfy biological needs. (Ekman, 1989, quoted by Bui, TD. (2004).

3.2. Gestures

A Gesture is a motion of the limbs or body, especially one made to emphasize speech. According to Richards, J.C. and Schmidt, R.(2010), a gesture is firstly regarded as a movement of the face or the body which communicates meaning, such as nodding the head to mean agreement. Second, many spoken utterances are accompanied by gestures which support or add to their meaning. Third, sign language is a system of communication based entirely on gestures. Finally, the study of the role of gestures in communication is part of non-verbal communication.

Yule, G. (2010: 199) provides the distinction between a sign and a gesture and argues in the following way: *“Although both sign and gestures involve the use of the hands (with other parts of the body), they are rather different. Sign is like speech and is used instead of speaking, whereas gestures are mostly used while speaking”*. In other words, *“gestures are just part of the way in which meaning is expressed and can be observed while people are speaking and signing”* (Ibid. 199).

Gesture, as an action, can communicate meanings in the teaching and learning of a language. As far as **communicative gesture** in relation with language is concerned, Victor, L.F. (2011) distinguishes between the communicative gesture, language correspondent gesture, language independent gesture and language dependent gesture. He states that, language correspondent gestures co-occur with speech, but their meanings can be accessed and interpreted without relying on the accompanying language. Language independent gestures, on the other hand, are gestures that occur in the absence of language and makes meaning on their own. He finally defines the language dependent gestures as gestures which co-occur with language and require the accompanying language to fully access and interpret their meanings.

A part from the gesture being communicative, it can also be **performative**. Victor, L.F. (2011) sheds more lights on the performative gesture stating that performative gesture is movement performed practically to execute a task. According to him, Examples of performative gesture include picking up a pen, rubbing of one’s temple to ease a headache or scratching one’s neck to ease itch. In my understanding, the performative gesture can be useful to language teaching and learning in the way that the teacher may perform a certain action in class and ask a learner to say it in English. In doing so, it may contribute to the checking of mastery of certain English expressions or phrases that learners already possess.

3.3. Head movement

The head can express meanings or attitudes as can the mouth or the movement and changes in facial expression. Universally, when the head moves backwards and forwards, may mean that the interlocutor agrees with the locutor. But if the head is shaken from side to side, this may express or show the interlocutor’s disapproval on a given issue with the locutor. The interpretation will depend on each society’s perception of gestures and signs. Also, if the head movements are used appropriately, they can help us to communicate more easily. If used inappropriately, they can, however, unfavorably affect a relationship with others.

3.4. Proxemics

Richards, J.C. and Schmidt, R.(2010:472) define proxemics as *the study of the physical distance between people when they are talking to each other as well as their postures and whether or not there is physical contact during their conversation. These factors can be looked at in relation to the sex, age and social and cultural background of the people involved together with their attitudes to each other and their state of mind.* Proxemics plays an important role regarding body language. It helps establish and stir up a successful interaction between the teacher and the learner in the classroom. Proxemics indicates the state of mind of both the locutor and the interlocutor during communication. Harmer, J. (2010:34) argues that “Teachers need to consider how close they should be to the learner they are working with. Some learners are uncomfortable if their teacher stands or sits close to them. For some, on the other hand, distance is a sign of coldness.” Teachers are able to change learners’ behavior depending on how closer or farther they are to them.

3.5. Posture

When people want to communicate, they may take different postures: either by standing, sitting or lying down. Mehrabian, A. (cited in G Wainwright, G. R. 2003:95) provides relevant literature on posture. He has been able to show that attitudes and status are reflected in the stances we take towards others.

Given that the posture is an expression of body language, the posture that the teacher takes in English language teaching classroom communicates a wealth of information and attitudes. According to Hui Yang (2016: 712), he asserts the following: “*An elegant posture can provide a good visual experience for the students, making the students have a happy mood and help the students to stimulate their interest*”

3.6. Eye contact

When making a dialogue with our friends, colleagues, our chief or subordinate in a given service or particular work, eye contact plays a major role in non-verbal communication since it helps to comprehend a certain behavior or attitude that our listener may wish to express. The way people may look or stare at themselves may easily show that they either respect or disrespect each other. What we are doing with our eyes may work at our advantage as well as at our disadvantage. The learner’s attitude towards what the teacher of English language may be doing in the class and the way the new material is being introduced may be perceived through an analysis of their eye contact. Fixing their eyes on the teacher might be a sign of motivation and indicate that they are interested. This explains how much eye contact is a significant body language skill. Generally speaking, we establish eye contact with different purposes: seeking information, displaying attention, inviting and controlling interaction, seeking to influence, dominating or threatening others, providing feedback during speech and revealing attitudes. “*The information we acquire from a meticulous observation of eye contact may provide us with clues about whether people recognize us, whether they like us or not; whether they are paying attention to what we are saying...*” (Wainwright, G.R. 2003:52).

Though most non-verbal behaviors are culturally-based and dependent on context, Wainwright, G.R. (2009:55) declares that some eye contact may be, universal; to mean that “*they have similar applicability in any context, at any time, virtually anywhere in the world*”.

For the relationship which would exist between the verbal and the non-verbal communication in education, Harrigan, J.A., et al.(2005:283) highlight that the “*Nonverbal domain gains its significance by mediating success of the verbal domain in achieving the central goals of education*”. What also matters is how the teacher delivers instruction in the classroom. The way the teacher communicates with the learners in the classroom environment will affect the teaching-learning process.

4. Nonverbal Communication in Goma Secondary Schools

4.1. Data collection

To collect data, I had to identify first the number of schools in the area of where the investigation of the present study had to be carried out. Out of 70 schools in Karisimbi₁, my research field, I only worked with ten percent, and so administered the questionnaire to learners in the 7 schools. Concerning the choice of respondents, I randomly selected five learners from the 7th and 8th forms. It is worth mentioning that the questionnaire was in French, the second language of learners, in order to allow learners, comprehend without difficulty what was required of them.

4.2. Presentation and analysis of data

The questionnaire was administered to 150 learners as follows. The pupil's responses to the questionnaire brought about the following data:

Table N°1: Distribution of investigated learners according to sex

Gender	Frequency	%	Valid %	Cumulative %
Male	92	61,3	61,3	61,3
Female	58	38,7	38,7	100 %
Total	150	100%	100%	

Source: Fieldwork data (2024)

Chart N° 1 shows that more than half of respondents 61% were male learners. This may suggest partly that the number of boys in the classes is superior to that of girls. However, in the DRC current educational system policy encourages the growth number of female gender in education.

Table N°2: Distribution of learners' population according to classes

Class	Frequency	%	Valid %	Cumulative %
7A	35	23,3	23,3	23,3
7B	25	16,7	16,7	40,0
7C	15	10,0	10,0	50,0
8A	35	23,3	23,3	73,3
8B	26	17,3	17,3	90,7
8c	14	9,4	9,3	100,0 %
Total	150	100 %	100 %	

Source : Fieldwork data (2024)

As it can be observed in table N°2 that 23, 3% of respondents are from 7th A classes whereas 16, 7% are 7th B classes, and 10 % from 7th classes c; 23,3% are from 8th class, 17,3% from 8th B class and 9,4% from 8th C classes.

The above mentioned classes represent different types of schools. I worked with three categories of schools, namely two public schools (Instigo, Virunga quartier), a catholic school (Mwanga secondary school), a private school (C.S Kavale), an Anglican school (Ndahura), a CEPAC school (Faraja) and a CBCA school (Katendere secondary school). Though these schools are located in **the same commune** Karisimbi₁, they are respectively situated in **five different areas** (Murara, virunga, mabanga, Bujovu, Majengo).

Table N°3: Distribution of investigated learners according to seven schools

Schools	Frequency	%	Valid %	Cumulative %
G.S Kavale	10	6,7	6,7	6,7
Institut Ndahura	20	13,3	13,3	20,0
Institut de Goma	30	20,0	20,0	40,0
Institut Faraja	20	13,3	13,3	53,3
Institut Katendere	10	6,7	6,7	60,0
Institut Mwanga	30	20,0	20,0	80,0
Institut virunga Quartier	30	20,0	20,0	100,0
Total	150	100,0%	100%	

Source : Fieldwork data(2024)

The secondary schools (Institut de Goma, Institut Mwanga and Institut Virunga) have the same percent (20%) of respondents; Institut Ndahura and Institut Faraja have 13.3% of respondents each while Kavale private school and Institut Katendere have 6.7 % of respondents each. It means that in each class, at least five randomly selected respondents were given the questionnaires.

Table N° 4: The Appreciation of Nonverbal Behaviours by Learners

Asked whether they appreciated their teacher's various non-verbal behaviours, the respondents answered as follows:

NONVERBAL CUES	RESPONSES		FREQUENCY%
1. Action/signs/gestures	Yes	135	90
	No	15	10
2. Icons or images , pictures, drawings, pictograms, illustrations.	Yes	130	87
	No	20	13
3. Concrete objects(toy, book, pen, hat, pencil, etc.	Yes	115	76,7
	No	35	23,3
4. Pauses	Yes	73	48,7
	No	77	51,3
5. Smiling	Yes	100	67
	No	50	33
6. The teacher's gaze towards the learner	Yes	71	47
	No	79	53
7. Pointing at the learner while talking to learners	Yes	87	58,0
	No	63	42,0
8. The teachers' circular movement in the class	Yes	108	72
	No	42	28
9. The teachers 'nodding when a learner provides an answer	Yes	100	66,7
	No	50	33,3
10. The teacher's closeness to the learner	Yes	98	65,3
	No	52	34,7
11. Teacher's thumb up to agree with the learner's correct answer	Yes	112	74,7
	No	38	25,3
12. The teacher's thumb down to disagree with the learner's incorrect answer	Yes	52	34,7
	No	98	65,3
13. The teacher's silence	Yes	23	15,3
	No	127	84,7
14. The teacher's gritting of teeth in sign of showing displeasure	Yes	42	28,0
	No	108	72,0
15. The teacher's congratulating the learner in sign of encouraging the learner who provides a correct answer	Yes	112	74,7
	No	38	25,3
16. The teacher's throwing of a piece of chalk to the learner in order to attract his/her attention	Yes	97	64,7
	No	53	35,3
17. The teacher's pointing at the learner in order that he gives the answer	Yes	112	74,7
	No	38	25,3
18. To shake the learner's hand who has provided a good answer	Yes	120	80
	No	30	20
19. The teacher shakes head from left to right to disapprove of learner's incorrect answer	Yes	83	55
	No	67	45
20. The speed of delivery by the teacher	Yes	45	30
	No	105	70

The last four question items provided the following responses:

21. Does the teacher give you enough time to express yourself in order to develop your oral expression	Yes	36	24,0
	No	114	76,0
22. Do you think that non-verbal strategies are important in the	Yes	135	90
	No		

learning of English		No	15	10
23. The teacher's level in English	Very low	5	3,3	
	Low	6	4,0	
	Medium	52	34,7	
	High	43	28,7	
	Very high	44	29,3	
24. The learner's level in English	Very low	12	8,0	
	Low	10	6,7	
	Medium	90	60,0	
	High	26	17,3	
	Very high	12	8,0	

Source : Fieldwork data(2024).

- 1) The data in the table N^o4 confirm that: 90% of respondents want their teachers to teach English making actions, signs or gestures to allow a rapid understanding. Let us take an example of a teacher who teaches the present continuous tense of the verb "to walk". If the teacher makes the action of walking in the classroom when uttering the sentence "I am walking in the classroom", learners will easily understand the meaning of that sentence. If possible, teachers should get used to associating what they say to actions to arouse learner's learning curiosity.
- 2) More than 80% of respondents want teachers to utilize for instance icons or images, pictures, pictograms, illustrations, drawings. The teacher may for example use drawings for a better understanding of English language. Teachers are meant to minimize their talk since there are means which may easily aid learners' English comprehension. If while teaching a word like "chair", instead of providing a long English dictionary definition, the teacher draws the chair, learners may get a quick mastery of the meaning of the word. Learners from lower classes often get bored when teachers explain a difficult word through the use of words that seem again unknown to learners.
- 3) In 115 (76, 7%) respondents, during English lesson, would suggest their English teacher to utilize concrete objects associated with the words being taught. This is because it is easy to forget the dictionary definition provided by the teacher. Teachers should do their best to avoid abstract teaching. The more often learners see their teacher associates a word to the object it refers to, the longer they will remember the word.
- 4) 48, 7% of respondents wish their teachers to make pauses while they are teaching. In some secondary schools in Goma, teachers speak as quickly as possible to impress their learners. So, pausing while speaking is important, otherwise learners get confused. Pausing is even one of the linguistic elements which shows that the user of language knows the role of punctuation in the language. However, 51,3% of respondents did not appreciate the pauses their teachers make which suggest that frequent pauses are also not to be encouraged.
- 5) 67% of respondents wish their teachers to smile while teaching. This implies that learners get frustrated during English lessons when teachers are furious. Attitudes that teachers avail while teaching may either motivate or demotivate learners. Teachers should remember that learners have often fear of English, and they have to avoid attitudes that may frustrate learners.
- 6) 53 % of respondents do not approve of the way teachers fix their gaze at them. English teachers should control the way they look to their learners since eyes convey our emotions, attitudes, thoughts, etc. learners will easily discover their teacher's wickedness from the way he looks at them.
- 7) Concerning the teacher's pointing at the learner, respondents do not appreciate teachers pointing their fingers to them. This highlights that there are certain behaviours that teachers need to avoid in the teaching-learning process. There are some signs or gestures that bore when teachers perform them.
- 8) Out of 150 respondents 108(72, 0%) respondents want their teacher to make movement and circulate while teaching. This implies that some teachers from the beginning of the lesson until its end often stay at one place. Most of the teachers often stand in front of learners, which is not good. Students need to feel the presence of their teacher in all the corners of the class and this is for them an indication that everything in the class is under his control.
- 9) 66, 7% of respondents like the teacher's nodding while teaching them. This is the case to almost every human being who wants to get feedback or appreciation of what he is doing. When one gets a positive reward, he/she tends to perform better on the following occasions.
- 10) 65, 3% of the respondents like the fact that their teachers come closer to their learners in order to listen to their preoccupation. Teachers should often manage to show interest in what the learner does. In so doing, teachers will arouse learner's interest to learn English.

- 11) 74, 7% of respondents want their teachers to make a “thumb-up” to approve learner’s responses. In so doing, teachers encourage learners and the latter feel eager to learner.
- 12) 65, 3% of the respondents do not agree with teachers’ thump-down to indicate the learner’s failure when he/she has given a bad answer. Though the learner fails to provide a good answer, he still needs to get encouragement. If the teacher shows publicly that a given learner has not succeeded in providing a correct answer, he/she will feel disheartened and he will also be reluctant to provide answers on later occasions.
- 13) 84, 7% of respondents do not appreciate teacher’s silence while learners make noise or do not understand. A Teacher is always regarded as a leader who must control each and every behavior in the classroom environment.
- 14) 72, 0% of respondents do not approve of the fact that the teacher may gnash his teeth in sign of discontent for learners’ behavior in the classroom. The teacher needs to control his temper when he is in front of learners as the latter consider the teacher to be their model.
- 15) More than 80% of respondents say that they would prefer to see their teacher congratulating their learners who provide good answers as a sign of encouragement.
- 16) Out of the total number of 150 respondents, 53(35, 3%) respondents show their disapproval of the teacher throwing a piece of chalk to their learners as a way of attracting their attention. It is careless for the teacher to throw a piece of chalk at a learner. The teacher may throw a piece of chalk to a learner thinking that he is making noise, yet he is probably trying to ask his classmate to explain to him English words or sentences whose meaning he does not know.
- 17) 38, 7% of respondents do not like the teacher to point his finger to them. It is better to call a learner by his name instead of pointing at him. The learner feels proud of being called by his name because it proves that he is also known and considered by the teacher.
- 18) 80% of respondents would wish their teachers to shake hands with learners who succeed in giving a correct answer. This way of doing is one of nonverbal behaviour which arouses learner’s motivation and interest in English because they are beforehand congratulated by the teacher.
- 19) 45% of respondents do not wish their teachers to shake their heads from left side to the right in sign of disapproval of learner’s incorrect answer. It may impede the learning-process. Thus, not all nonverbal expressions need to be performed in the class.
- 20) 70% of respondents do not approve of the teacher’s speed in teaching. This may suggest that English teachers often speak too fast while teaching and this may obstruct learners’ understanding. Teachers should know that being considered a good teacher does not result from his speaking quickly, the important thing is to transmit the message intelligibly.
- 21) The majority of our respondents (76, 0%) feel that the teacher does not give them enough time to express themselves during the English lesson. In fact, it is nowadays acknowledged that the teaching of foreign languages is a learner-centered process. The language teacher must plan the activities in a way of enabling the learners to get sufficient time to practise and use the target language. It is believed that language learners must spend as much time as possible speaking in order to learn effectively. Reducing teacher talking time in EFL classroom activities is of paramount importance.
- 22) 90% of respondents agree that nonverbal strategies are important in the teaching-learning process, to mean that teachers have to apply certain nonverbal strategies while teaching for promoting the learner’s comprehension.
- 23) Some respondents (34, 7%) assert that teachers’ level is medium. So, teachers have to do their best to level up their level in English. In connection with this idea, I think that teachers should know more than their learners to be able to guide them.
- 24) More than 50% of respondents say that the learner’s level in English is also medium. So, the teachers’ communicative competence in English and that of learners’ need to be reinforced. Concerning learners, teachers should provide learners with all the possible means that can level up their learners’ capacity either by initiating them into listening to VOA English lessons, to BBC English programs, etc. or giving them short story texts or English books to be read at their home. School authorities should also avail audio-visual aids and libraries for more English practice. If this is done, learners will be much motivated and will thus possibly improve their English linguistic capacity.

4.3. Findings and suggestions

Based on the analysis of data, the study found that:

1. A skillful use of nonverbal communication could enhance the understanding of learners in the classroom and help to improve the teachers’ role in promoting learning outcomes. Learners wish to see their teacher use for instance, actions, gestures, icons or images, pictures, drawings, pictograms, illustrations and concrete objects while explaining English in different lessons.

2. Teachers' attitudes account much when addressing learners. Learners get frustrated when their teacher is furious. Learners wish to see their teacher smile when teaching.
3. Learners feel encouraged when they see their teacher "coming closer to them", "making thumb-up", "nodding" and "clap hands in reaction to the responses that they provide during the English lesson.
4. Disheartening nonverbal class behaviors which may hamper the teaching and learning need to be avoided. For example, "throwing a piece of chalk to learners", "the gritting of the teacher teeth" while teaching.
5. The use of certain non-verbal behaviors is very significant and useful for learners' English comprehension and motivation. For instance, to shake hand with a learner, to clap hands for the learner who has succeeded, to encourage even the learner who has failed, etc.
6. Briefly, the proper use of body movement, facial expressions and many other nonverbal behaviors were found noteworthy on behalf of learners and conducive to learning.
7. Teachers need to be meticulous in the use of each and every nonverbal behaviour which occurs in the English teaching-learning process for better teaching-learning outcomes.
8. As learners declare that their level in English is at a medium level as well as the teachers' level; teachers need to get supplementary English trainings to increase their English capacity and thus have sufficient English knowledge, which may also aid in turn to level up learners English capacity.
9. Both verbal and non-verbal strategies, if utilized properly by teachers, can enhance the learner's understanding of the concepts taught in the classroom.

Conclusion

Our assumption while carrying out this investigation was that, many teachers of English in Goma only focus on methods and techniques to be used or applied in a lesson through verbal interaction with learners in class, but forget that the nonverbal skills that they display in the classroom may exert either negative or positive effect on English language classroom.

In view of the importance of non-verbal communication, the study has proved that teachers in Goma do not care about the impediment of some of nonverbal cues to English language learning performance. The teacher must therefore feel impelled to use and handle with care the nonverbal cues in English second language classroom since a great number of learners in the 7th and 8th forms get into contact with English for their first time in these classes.

To conclude, as the checklist of nonverbal behaviours given above was not exhaustive, other researchers through free observation in English foreign classroom setting may happen to identify other nonverbal behaviours that both the teacher and the learner may display during the teaching-learning process.

So further research in this area is needed for a thorough analysis of the identified nonverbal cues and the identification of other possible nonverbal behaviours in the objective of minimizing the learner's anxiety and improving the outcomes of the teaching-learning process.

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