

Effect of Nonverbal Communication in English Classes

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Abstract

This paper has been prepared on the basis of the study to find out the different kinds of nonverbal communications in English classes of secondary level students. It was prepared with the aim of investigating the effect of nonverbal clues of the teachers in teaching English. Forty students of grade ten from four different schools of Butwal Sub-metropolitan city were asked some questions related to the nonverbal communication and nonverbal behaviours of the teachers and their impact on the students specially focusing on the English teachers and their classes. From the data gathered it was found out that the non verbal communication is very common and important in English classes and in many cases it supports the students in getting meanings of different expressions of the teachers and helps them to get motivated in learning English. One thing of caution is that the non verbal behaviours are much culture bound and the teachers need to be aware of the cultural background of the students. The findings and conclusions of this study will help the teachers improve their teaching by being conscious to their non verbal signals while teaching and reacting to the students' behaviours in the class and in the school.

Key Words: nonverbal communication, nonverbal behaviours, kinesics, Proxemics, demotivated, culture bound

The Non-verbal Communication

Communication is the process of passing information and understanding one person to another i.e. sharing the information with other people. The Webster's Dictionary defines communication as a process by which information is exchanged between individuals through common system of symbols and sign behaviour. Thus communication

is exchanging information, opinions or ideas by writing speech or visual means. It can take place by using the language or sometimes through other non verbal signals; which is called non verbal communication(NVC) and the trend of using such nonverbal signals are called non verbalbehaviours (NVB).

NVC can be defined as all of the messages other than words that people exchange (Gregersen, 2007). In this definition, messages are seen as symbolic which are 'Silent infiltrators' that provide us with a mode for conveying messages without the use of verbal language (Dunn 1999). These definitions show, (Samovar and Porter, 1982) that NVC 'Constitute messages to which people attach meaning and tell us how other messages are to be interpreted. . . whether verbal messages are true, joking, serious, threatening, and so on' (as cited in Fujimoto, 2003).

Going through these definitions we can say that non-verbal communication is the process of one person stimulating meaning in the mind of another person or persons by means of non-verbal cues, which can be synthesized in the words of Miller (1988) who defined non-verbal communication as 'Communication without words. . . it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people'. 'It is both behavior and communication'. (Hickson and Stacks,1993, cited in Boyd, 2008). Thus, we can say that NVC is a process whereby people, through intentional or unintentional manipulation of normative actions and expectations express experiences, feelings, and attitudes either by themselves or in combination with verbal behaviors in the exchange and interpretation of messages within a given situation or context. The following differences between verbal and non-verbal communication will make this conclusion even clear. First, the majority of NVBs is intuitive and based on normative rules. There are not any clear-cut linguistic structures for non-verbal communication. On the other hand 'verbal communication is highly structured and reinforced through an extensive formal and informal learning process' (Harris, 2002). Second, verbal communication is confined to the use of language. On the contrary, NVC delivers message beyond the words. For the analysis, this is a useful division. However, 'non-verbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially' (Knapp, 1972). In a

nutshell, we can say that NVC is less rule-bound than verbal communication and is judged more by the situational variables than the absolute correctness of the behavior.

The study on NVC indicates that the teacher creates more impression through NVB in the classroom than the knowledge of subject matter and verbal fluency. There is a language of body expression and motion that plays a pivotal role in the language classroom. Research studies done in classroom environments also suggest that non-verbal behaviours send clear and distinct messages. Moreover, these 'non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone' (Rosa, 2000). Furthermore, Woolfolk and Brooks (1985) indicated that non-verbal behaviour often influence the demeanor of teachers and students. Actually the success of both the student and teacher depends on the effective communication between them in the class, but communication becomes handicapped without the proper use of non-verbal behaviors. Stevick (1982) points out that the body language of a teacher is the most important thing in the class. It is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry important signals which create a profound effect on your students' feelings of welcome and comfort with you. Grant and Hennings (1997) are more objective in this matter. They indicated that as much as 82 per cent of teacher messages are non-verbal, while 18 per cent are verbal. Similarly, Knapp and Hall (1992) estimated that 'in simultaneous verbal and non-verbal communication, approximately 65 per cent of the meaning is created by non-verbal messages' (as cited in Boyd, 2000)

Similarly, the importance of NVC in ELT classroom is highly supported by Hassan, (2007) who claims that the non-verbal behaviors of the teacher are considered to be more important in the classroom due to three reasons. First, the teacher acts as an artist whose performance on the dais is usually observed minutely by his audience (the students), if his/her body language is positive the students enjoy the lecture and consequently retain and remember the most part of it. On the other hand, if the body language of the teacher is negative the students do not enjoy the classroom experience and feel discomfort, and secondly; if the non- verbal signals of the resource person are appropriate the students get maximum benefit from the lecture but if the non-verbal cues are contradictory the students usually get confused and in some situations are completely lost. Thirdly, a teacher is a role

model of many students and they try to copy his/her body language. The non-verbal behaviors, which are more subtle and can be used more often in the classroom are also the sign of psychological state of the teacher and should not be taken lightly.

Different research reports related to the effects of NVCs in English teaching clearly proved the importance of NVC in the ELT classes. Mauni (2022) conducted a study to accomplish his master degree and presented that the findings of the study showed that students were not satisfied and they were less interesting and motivating to the teachers who rarely used nonverbal cues in the language classroom. However, the teachers frequently used non-verbal communications in English Language classroom were very effective and students were highly interested or motivated to learn their classes more lively. A study conducted by Hsu (2010), investigated teachers' nonverbal behaviors in relation to students' motivation for learning English, and concluded that the teachers' nonverbal behaviors were associated positively and significantly with students' motivation. Teachers with a smile on their face were effective predictor of students' motivation for learning English. It increases the degree of prediction when teachers demonstrate a relaxed body position, have gestures, and use a variety of vocal expression while teaching English.

A Study conducted by Annisah (2013) found out that the kinds of Nonverbal Communication used by an EFL teacher and the reason why she used them in EFL Classroom. She concluded that the kinds of Nonverbal Communication used most frequently by the teacher are gesture, body movement and posture, facial expression and eye contact. The teacher applied Nonverbal Communication (NVC) to explain some unclear verbal messages. In addition, Haneef, Faisal, Alvi, and Zulfiqar (2014) in a study stated that teachers made the learning environment active and interesting through their non-verbal communication whereby students felt alerted in the classrooms and participated in the learning process, which consequently enhanced the level of their motivation, retention, and understanding if the teacher use their body language properly in the classroom. It was concluded that non-verbal communication plays more than 70% role in the field of teaching. This way is more effective to motivate and facilitate the student toward learning. Student can easily understand through symbols and gestures rather than the words.

Thus there are many studies conducted in the area of NVC and its role in the ELT classrooms. I was interested in conducting the study to find out the effects of NVCs in the ELT classroom when I got the feedback from my B. Ed. students that my facial expressions and body postures most of the time made them feel lazy and they were not interested and motivated towards learning. This actually made me aware of my nonverbal behaviours and triggered me to study the NVCs of the English teachers in the classes and their effects on students.

Forms of Non-verbal Communication

It is very important for language teachers to understand the distinctions between the various forms of NVC that are used in the language classroom. Bedwell, Hunt, Touzel and Wiseman (1991); Knapp and Hall (1992); Burgoon, Buller and Woodall (1989); Hickson and Stacks (1993); and McCroskey (1972) made us aware of seven non-verbal behaviors relevant to classroom communication . . . These behaviors are kinesics, proxemics, haptics, oculosics, vocalics, environmental factors, and facial expressions (as cited in Boyd, 2000. However, Argyle (1972b) has paraphrased these forms into ten phenomena that constitute NVC which are 'bodily contact, proximity, posture, physical appearance, facial and gestural movements, direction of gaze, timing of speech, emotional tone of speech, speech errors and accent' (as cited in Lorsch, 2003).

Showing the importance of NVCs in English classes, Musa, A. A. H.&Elshingeety, M .A.(2022) write that meaning conveyance is a fundamental goal in language teaching and learning. To accomplish this essential goal, effective communication should be mastered in EFL classrooms. Adding to this, Dobrescu&Lupu, (2015) point out that the nonverbal communication is concretized in a group of messages that are not expressed in words and that can be decoded, creating meanings that can accompany, contradict, replace, complete, or accentuate the message transmitted through words .

Sutiyatno (2018) describes that the teacher's timely use of nonverbal communication can be done through a simple greeting with students which is the best way to start the class, and is of course impossible without nonverbal language. In the field of teaching, certainly one of the main characteristics of good teacher is good communication

skill in classroom. Through the use of nonverbal language, teachers draw the students' attention to more understanding and motivate the students and even bring excitement to the bored students.

Various domains of NVC that are included in this study are introduced as follows:

(a) Kinesics: Simply kinesics refers to the 'system of using body postures, facial expressions and movement of the head and limbs often collectively described as body language' (Sthapit, 2003). These bodily postures help individuals express an emotional state, as well as the intensity of such a state (Lewis, 2005) which are an integral part of the communication process.

(b) Facial Expression: Facial expressions are dynamic features which communicate the speaker's attitude, emotions, intentions, happiness, sadness, surprise, anger, delight and so on (Besson et al. 2005). One of the most expressive parts of the face in NVC is the eyebrows (Capper, 2000). Some more examples of facial expressions are smile, frown, yawn, wrinkling the brow, curling the lips and so on, which are continually changed and are constantly monitored and interpreted by the receiver.

(c) Oculesics: Oculesics are movements in facial area and eyes e.g. a gaze (Boyd, 2000). Eye movement and eye contact depict the focus, direction and duration of gaze in relation to other participants. e.g. our eyes narrow when we are concentrating and pupils dilate when we are excited (Khan, 2001). Yung (2008) says that eye contact often proves to be a valuable source of information and transmitter of attitudes. Supposedly, we can detect truth, deceit, surprise, happiness, fear, anger and other emotions throughout the eyes.

(d) Proxemics: Proxemics what Manninen and Kujanpaa (2002) call 'Spatial behavior' is 'the physical distance we place between ourselves and others' (Halmer and Eddy, 2003), which is the use of space or distance for communication. Hall (1968) has divided the use of space into four categories: intimate, personal, social and public (as cited in Masterson, 1996).

(e) Haptics: 'Haptics refers to the study of touching behavior' (Halmer and Eddy 2003). This category consists of physical contact such as handshakes, patting on the shoulders and so on. Through haptics teachers can display extreme warmth and caring to students.

But Yung (2008) makes us conscious that the meanings we attach to touching behavior vary according to what body part is touched, how long the touch lasts, the strength and method of touch. If used properly touching behaviors play crucial role in giving encouragement, expressing tenderness and showing the emotional support.

(f)Olfactics:Olfactics refers to the 'Study of non-verbal communicative effect of one's scents and odors' (Masterson, 1996). Perhaps the most common example of this category is the use of perfumes and bodily hygiene.

(g)Physical Appearance:This category refers to all those attributes of image, such as attractiveness, height, weight, body shape, hair style, dress and artifacts (Masterson, 1996) 'which are all visual aspects of one's presentation (Manninen and Kunjanpaa 2002). We can divide physical appearance into two categories: controllable e.g. clothes, hairstyle, etc. and less controllable e.g. skin, height, weight etc. The aspects of appearance can, thus, be thought of as static or dynamic communicational messages depending on the attribute.

(h) Paralanguage:Paralanguage is the non-verbal audio part of speech and it includes the use of voice in communication. Masterson (1996) and Boyd (2000) describe these as 'vocalics' or non-verbal cues to be found in a speakers voice. These 'para-verbal' clues include the 'sounds of the language used such as intonation, loudness and its variation' (Michael and Michael, 1998) 'which occur alongside spoken language, interact with it, and produce together with it a total system of communication' (Abercrombie, 1973). Yung (2008) makes it clear that paralanguage is concerned with how something is said, not with what is said.

(i)Environmental Factors:Environmental factors in NVC refer to 'the setting established in the classroom' (Boyd, 2000) and provide contextual cues for the interactions (Masterson, 1996). Argyle (1975) states that moving objects and furniture, leaving markers, and architectural design can be used to communicate through space and place (as cited in Manninen and Kujanpaa, 2003). Other environmental factors are lighting, temperature, noise and so on.

(j)Chronemics:'Chronemics is the study of the use of time.' (Harris 2002,), which is concerned with 'maintaining timing patterns in an interaction' (Sthapit, 2003). It is concerned with (Yung 2008) how people use and respond to such matters as punctuality,

pauses and the hour at which a person chooses to communicate. Actually time use affects lifestyle, speed of speech and movements, structures, and contents of communication

Thus these different kinds of NVCs are really important in teaching English as these have many functions in the class. Patterson (1990) describes the following functions of NVCs: a. Providing information, b. Regulating interaction, c. Expressing intimacy, d. Social control, e. Presenting identities and images, f. Affect management, g. Facilitating service and task goals (as cited in Masterson, 1996). The human being use non-verbal means of communication to persuade or control others, to clarify or embellish things, to stress, complement, regulate and repeat verbal expressions. They can also be used to substitute verbal expression, as this is the case with several body gestures. Non-verbal communication is emotionally expressive and so any discourse appealing to the receiver's emotions has a persuasive impact. Normally the observation and the experiences of the classroom behaviours the teachers use following NVBs:

- a. Teachers smile
- b. They nod head
- c. They stare at students
- d. They move in the class
- e. They make yawn
- f. They make eye contacts with students
- g. They avoid eye contacts,
- h. They go near to the students (make close proximity)
- i. They make the sounds 'eh' /a:/
- j. They make students laugh
- k. They frown at students,
- l. They move their hands and
- m. They make wrinkles on forehead

So the study of the effects of such non verbal behaviours in English classes needs a serious study. In this paper I have studied the NVBs of the teachers and their effect in the class with the main objective of analysing the effect of non verbal behaviours and communication in the students and their studies in secondary level students of Butwal Sub-metropolitan City. For this I have selected 40 students of four schools and only six

teachers to observe their classes with a checklist of the non verbal behaviours of the teachers and a questionnaire to the students to study how they feel when their teachers use different kinds of non verbal behaviours in the English classes. The responses from the students have been analysed and some conclusions on the basis of the results are presented in this paper.

Results and Conclusions

The study of the effects of NVCs of the teachers in ELT classes revealed that the behaviours of the teachers in the class can change the environment of the class and affect learning. Mauni (2022) found that the students were not satisfied and they were less interested and motivated to the teachers who rarely used nonverbal cues in the language classroom. However, the teachers frequently used non-verbal communications in English Language classrooms were very effective and students were highly interested and motivated to learn their classes more lively. After the data achieved were tabulated and analysed some conclusions were derived and presented here in this paper.

Teacher's Facial Expressions

Facial expressions cover varieties of kinds of facial gestures of the person which are knowingly or unknowingly shown during the communication and interactions. All the teachers and students as well as common people use facial expressions for various reasons and mainly to form impressions on each other. There are many means of facial expressions; smile is one of them, which can be used effectively in the classroom. It is believed that the smiling teachers teach more effectively than those who are always serious. In my observation, the statistical analysis showed that 30 students strongly agreed who were from different schools. They were in the view that when their teachers were smiling at them they used to feel secured and were motivated to study. One student wrote that the teachers' smile was too important to her as she said the previous English teacher was too much serious in the class and she used to fear speaking to him and could not ask anything she was confused. But with the English teacher smiling in the class while teaching, she said, everyone enjoyed the class and the friendly behaviour of the teacher that is reflected in his smile.

On the other hand, the frowns of the English teacher were the signals of fear and anger with the students. The students responded that they were fully alert and silent in the class when their teacher used to show frowns in his face. They would not speak anything, nor would ask anything they are confused. This means that it have negative results in the learning of students though the students stay silent in the class.

Teacher's Kinesics

Kinesics refers to the body language and movement of the person. It is easy for the students to speak in front of those teachers who usually encourage their students by nodding their head and move around the class while teaching. In the data available, the students said that the teachers' movement in the class was a positive sign to support the students and easily control the class specially during the group works and pair works in the English class. Not only this the students were in the view that the movement of the teacher inside the class makes them alert and feel assured on what they were reading and writing during the class works and the class tests. The movement of the teacher in the class shows the support for individual students in their studies, specially when they were feeling shy of asking any questions, they could ask these to the teacher when he/she came close to them without allowing the whole class listen what they asked. Thus the movement of the teacher in class had positive impact in the class not just to control the class but to support the individual students in learning English. Bhatti, Z.I. et al.(2021) suggest that a teacher should try to make the students understand through pointing to something instead of telling directly. In the classroom, if a student asks from the teacher where to put his completed work, the teacher should point to the area where he or she wants the work to be compiled. If a child asks to leave the room, the teacher can point to the doorway. A teacher should raise his or her hand to indicate the student that he or she is coming to help.

The movement of the head of the teachers is also useful signal for the students. When the teacher nodes the head in the English class, the students feel that the teacher was carefully listening them and this behaviour motivated them as almost all the students(38) responded. The teachers' nodding of the head had positive impact to the

students as they said that they were motivated to speak English and write or do whatever activities they were doing in the class.

On the other hand, the movement of the hands of the teacher also is important in the class. The students specially mark the hand movement of the teacher during asking to the students with their hand pointing to a particular student which they actually feel fearful action of the teacher and the students responded that they were afraid of this non verbal behaviour. The students responded that they felt embarrassed and nervous when the teacher indicated the particular students with his/her raised finger. This implied that students were de-motivated to such behaviour of the teachers.

Teacher's Eye Contact with Students (Oculesics)

The teacher while teaching English in the class can make eye contact with the students, remove the eye contact with them and sometimes stare at certain students in the class which all have special impact to the students. Generally most of the students, 35 of them said that they felt very hard to speak when the teacher stared at them. But other five of the students were in the view that the staring of the teacher while teaching in the class would inform that they had made the mistakes in the class and the teacher made them feel really afraid of the punishment. The staring of the teachers can also be judged positively and negatively both in different cultures in Nepal.

Likewise the eye contact of the teacher is also very important non verbal behaviour to the students. When someone speaks making eye contact it is very easy to believe such persons as the Nepali people say. In fact, the person speaking with his/ her eye contact shows confidence of the speaker or the teacher in the class. In the present study the students said that the teachers who cannot teach making eye contact were inefficient to them and those who taught making eye contact were more efficient to them. In the same way the students said that they felt odd when the teacher removes the eye contact from them. The students judged the behaviour of avoiding eye contact for escaping from any problem; many students avoid eye contact when they could not answer the questions asked to them. Not only this, the students were in the view that the teachers also tend to avoid eye contact with the students when there is a bit difficult and confusing topic or issue to be discussed. Nineteen of the informants in the study were in the view

that the teachers tend to look away from the students during the time of difficult topic being discussed in the class.

On the other hand, some of the students i.e. 14 students in my study, were found to believe that the teachers tend to make eye contact with the talented students who would lead the English class. They were in the view that the teachers were careless about the lower level students in the classes. It seemed to give the negative impression on the students that the teachers make eye contacts only with the talented students and the weaker students are neglected in the English classes. In fact, the teachers are expected to be careful to all the students and their activities in the class and outside the class and the teachers should be careful to weaker students as well as better students in the class. If they are biased in the class and become supportive to better students in the class only the gap between the better students and weaker students will start increasing and this would be questionable to the teachers.

Chronemics of the Teachers

Chronemics is related to teacher's awareness about time. It is basically about the punctuality of the teachers and its impact on the students. Teachers also communicate by the extent to which they are punctual for the class and by formality and informality of way in which they schedule appointments. When the teachers are irregular and unpunctual in the class, the students become careless about what they teach and the subject. A student wrote he never cared to his English class as the teacher was very unpunctual in their class; coming to the class at least ten minutes late and leaving the class earlier than ten minutes. Not only this, other students were also in the view that they did not care studying the subjects taught by the unpunctual teachers and six students said that they never submitted their home works to the teachers who were careless about the time or did not respect time. This clearly indicated that the students did not take those classes seriously whose teachers were irregular and unpunctual, which implied that students were de-motivated to irregular and unpunctual teachers.

Not only this, the students in the present study were not found to be positive towards the teachers who take others' time and teach more than the scheduled time. They said that the students in the class would start looking their watches when the teacher tends

to teach more time than the scheduled time just to indicate that he/she is taking more time. This violates the concentration on the students in the subject matter being discussed in the class. Thus this indicates that the teachers need to be careful towards time; neither taking too much time nor taking less time than the scheduled time. Both activities related to time hamper the students' studies as their concentration is diverted to somewhere away from that is being taught.

Physical Appearance of the Teacher

The physical appearance of the teacher plays important role in the perceptions of the students. With briefest visual perception, a complex mental process is aroused within a very short time in judgment of the teachers' temperament, friendliness, neatness, attractiveness etc. which influence the classroom interaction. In fact, the success of the teacher depends upon the personality and friendly nature towards the students. In the present study 33 students said that the attractive personality and friendly style of the teacher also contribute to teachers' success and the students' learning. The students strongly agreed in this matter, which implied that students were highly motivated to the attractive personality and friendly style of the teachers. They also believed that attractive and frank teachers really enhance their learning. Twenty five students out of 40 responded that the smart and attractive teachers teaching English were far better to teach English and the students become motivated to study English and try speaking English in the classes as well. One of the informants said that 'my friends do not pay attention in the lecture when the teacher appears to be fatigued and exhausted' which indicates that the appearance of the teacher matters much in the classrooms as well as teaching and learning of English. This also indicates that the students do not pay attention to the lectures when the teacher appears to be fatigued and exhausted which implied that the students are de-motivated to such teachers. Not only this, the students expressed their belief that any attractive and well dressed teachers are very intelligent and they can teach perfectly. Such belief was expressed by 30 informants in my study and they also responded that they enjoyed the lectures of those teachers more who were physically smart, attractive and well dressed in the school. They further added that the English teacher must be smart and up to date to teach English. This view is supported by the finding of Rasyid (2015) who stated that appearing physically neat and clean will reflect the teacher's clear, modest, thoughtful and

managerial mind, so that the teacher's presence in the classroom will highly be welcomed, expected and respected by the students.

Teachers' Paralanguage/ Vocalics

Paralanguage cues often reveal emotional condition. The differences in loudness, pitch, intonation, stress, etc. of the teacher are related to the expression of various kinds of emotions. This powerful non-verbal tool can readily affect students' motivation. In this study, fifteen of the informants were in the view that they felt bored in the classes where the English teacher teaches in a monotonous tone which means that the English teacher needs to teach them effectively with proper pronunciation and stress where necessary. Not only this, some students expressed their views that they realized that the poor teachers made sound such as 'eh/a:/ while speaking English in the classroom. This indicates the importance of fluency in speaking to teach English is very important. This idea is in line with the findings of Kozic et al. (2013), who found that an elevated tone of voice was used in situations when the student teachers tried to calm those pupils who did not behave well. In contrast, some teachers rarely used loud voice or shouted. She tended to use gentle voice and monotone vocal expression during teaching.

Proxemics of the Teacher

Proxemics in non verbal communication is related to the closeness of the teacher with the students in the class. It is related to the physical distance maintained by the teacher during the class. The students make different judgment of the teacher according to the Proxemics of the teacher during the movements in the class to help the students. Twenty four students were found to be in the view that the teachers' movements in the classroom keeps students active. This indicates that the students were highly motivated to the teachers' movement in the classroom. Likewise the students were in the view that sitting close to teachers in the front row helps the student in understanding the lecture more. Thirty one students said that they were willing to sit in the front rows in the class so that they can be near the teacher, which implies that the students were motivated to those teachers who moved near the students in the classroom. In fact it indicates that

the closeness to the teacher encourages the students to study English better and they get active and motivated to learn English when the teachers become close to them. But the teachers need to be careful in the cultural norms of the locality i.e. how people feel about the closeness of the teacher with the different gender students. The idea is supported by the findings of Rasyid (2015), who states that coming closed to students when teaching, was rated by the students to be a territory invasion. Therefore, the teachers should keep a distance which allows the students to feel secure, pleasant, and enjoyable.

Teacher's Haptics or Touch Behaviour

Haptics is related to the touching behaviour of the students and teachers. Some students feel that the touching or simple patting of the teacher during the class can be positive but sometimes the touch behaviour of the teacher specially to the different gender students can be interpreted as not good behaviour. In the present study the majority of the students (36 students) responded that the simple patting and touching of the teacher while saying thank you or congratulating the students in the class helped the students to be encouraged to develop and such behaviour could motivate them to study better. But the remaining few students were in the view that the teacher's touch behaviours were not much acceptable in their cultures. They felt not good with such behaviours of the teachers. Thus this indicates that the students' cultural background plays vital role whether the touch behaviours of the teacher motivate the students learn or de-motivate them. Not only this, it also happens according to the behaviour of the teachers as well. In some cultures in foreign countries, Wainwright, (2010) describes that the teachers and students also did handshaking. The students hold and kissed their teacher's hand in the end of each meeting. Besides of showing respect and gratitude, the students stated that the handshaking shows politeness between teacher and students. Hand holding indicate the existence of a special bond or relationship between two people. It reflects a friendly greeting or a sign of respect. It is supported by Bunglowala and Bunglowala (2015). They suggested that touch plays a significant role in giving encouragement, expressing tenderness and showing emotional supports. It can be even more powerful than words sometimes, especially for establishing a link to students or conveying emotion.

Conclusion

The non verbal communication is very important in the English language classes as these can clarify meanings of the expressions of the teachers. Not only this, the various kinds of nonverbal behaviours in the language classes can be supportive to the students to motivate in learning English. In this regard Akinola, O. A. (2014) found out that though the teachers were awarded of the benefit of non verbal communication to language teaching, they do not have access to those non-verbal instructional materials that are most essential. This is therefore having negative effect on the academic performance of the students. The paper offers some recommendations on the availability and how the knowledge of non-verbal communication will improve the academic achievements of English language learners as well as making the task of impacting knowledge an easy one for the teachers also.

In many situations the teachers' non verbal behaviours can help students work hard to get information that is not clear from the verbal teaching of the English teachers. The important thing to be understood by the teachers is that the non verbal behaviours are strictly culture bound and the behaviours good for some people in one culture may be very bad for those from other culture. So while using any kind of non verbal behaviours the teacher should be aware of how the students feel with that behaviour and whether they take such behaviours positively etc. Whatever the form and extent the non verbal behaviours are used in the English classes these can help students learn English easily in most cases and motivate the students work hard for better learning and understanding in English.

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