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## Description of Teachers' Nonverbal Cues Used in Classroom Interaction

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### **Abstract:**

*This study focused on describing the nonverbal cues used by teachers in classroom interaction. The study analyzed teachers' nonverbal cues in classroom interaction with a view of establishing the various messages communicated by these nonverbal cues. Through purposive sampling, 15 teachers, 5 from each of the 3 selected secondary schools in Mombasa County were selected to participate in the study. The data for the study was collected through observation of the actual classroom setting and video recording. Data analysis was guided by Birdwhistell's (1952) Kinesics Theory. The findings showed that teachers used various nonverbal cues during classroom interaction which convey meaning in addition to verbal messages. This is vital as it enriches the communication between teachers and students in classroom interaction.*

**Keywords:** Nonverbal communication, nonverbal cue, kinesics, gesture, posture body language

### **1. Introduction**

The history of the use of nonverbal signals is far longer than the use of verbal means. In the olden days, fire and smoke signals were used to send messages quickly. A fire was lit and as the smoke rose to the skies, the intended message was received by the neighbours. People prepared beacons in advance to ensure fire could be lit immediately when the need arose. Fire and smoke signals were coded such that strangers could not interpret the message correctly. They were used to warn people of impending danger, e.g., an attack, and to locate direction. Various communities in the world used fire and smoke signals to communicate important information. For example, the Jews used torch light to proclaim their feast days on Mount Olives. The American Indians in North America were known for their prowess in using the fire signals. Fire had to be lit on a hill or mountain to ensure that everybody could see it. Fire and smoke signals were always sent at night (Kivuthu, Kapiyo and Muma 2003:46).

Communication in general is the process of sending and receiving messages that enable humans to share knowledge, attitudes and emotions. Although we usually identify communication with speech, communication is composed of two dimensions: verbal and nonverbal. Nonverbal communication has often been defined as communication without words. There have been various definitions of this term depending on the researchers' theoretical background and level of focus. However, most scholars tend to use this term to refer to the use of paralinguistic expressions and bodily movements such as body posture and orientation, gestures, eye contact, body contact, and facial expressions in daily interactions. In fact one might even suggest that every nonverbal signal of human beings is a potential medium of communication. Everything communicates, including what people wear, the way they handle their bodies, the way they stand or sit, the pitch and tone of their voices, and the way they manage space during a conversation. Thus, the idea that when a person keeps silent communication breaks is no longer a valid one, for the simple reason that, if used appropriately, silence can be a perfect means of communication. The point here is that humans cannot stop the flow of communication just by ceasing to use words (Elfatih 2006:4).

According to the philosophy expressed in the myths and religions of many people, language is the source of human life and power. Language is much more than speech. Deaf people produce and understand sign languages just as hearing persons produce and understand spoken languages. The languages of the deaf communities throughout the world are equivalent to spoken languages, differing only on in their modality of expression (Fromkin et al 2011:284-286).

Nonverbal communication just like verbal communication uses signification to communicate meaning, in this case the nonverbal linguistic sign. According to Critchley (1975), the nonverbal linguistic sign communicates meaning between two parties who have a shared understanding of the sign used. That is to say mutual intelligibility is essential and the

reference function of the nonverbal encounters must be shared by the encoder and the decoder. The interpretation of nonverbal cues just like the verbal ones is often arbitrary because most of the cues are based on arbitrary symbols. However, it is important to note that a large proportion of nonverbal cues are to some extent iconic (or instinctively pragmatic) and may be understood universally, for example cues like a smile or a frown Critchley, (1975) as cited in Nabangi (2009:1-2).

According to DiLeo (1977) cited in Butt (2011:1), 'Language comprises all forms of communication: crying, facial expression, gestures, touching, yelling, and also speech and writing'. Everything speaks in the process of communication including material objects and physical space but only speech sounds or verbal production are observed; non-verbal aspects, which are valuable components of communication are not always focused upon. The nonverbal aspect of language enhances the meaning of words. A speaker can raise the interest and curiosity of the listeners with the help of nonverbal communication. More often nonverbal communication occurs unconsciously. People are not aware of the fact that besides their verbal communication the nonverbal gestures also transmit a potent message. The body language, eye contact, physical appearance and tone of voice provide meaningful information to the audience.

Nierenberg and Calero (2001:7) highlight the communicative effects of gestures. The authors liken a gesture to a word in a language. A word is a vital element in language and it combines with other words to form meaningful units such as phrases, clauses and sentences. For effective communication, the units must be arranged in a manner that it brings out the intended meaning. In the same way, gestures operating in harmony with other gestures will communicate understandable messages.

Neil and Caswell (1993:9-10) discuss body language for competent teachers. The authors argue that posture and spacing set the scene for an interaction between people. Under classroom conditions, use of space, personal distance, touch and posture are related. The message they convey depends on what else is happening at the time; they often indicate the intensity with which the main signal is being used. Still on posture, the authors assert that posture often indicates what a person's intentions are in relation to personal distance. They argue that leaning towards another person, whether sitting or standing, is an 'intention movement'; your intention, if you actually moved, would be to get closer to them while leaning away sends the opposite signal. This literature provides valuable arguments on communicative effects of posture in classroom interaction.

Meriem (2017) researched on 'The Effect of Teachers' Body Language in the Classroom. The Case of Second Year EFL Learners'. The study is an attempt to shed the light on the effect of teachers' positive body language on EFL learners' motivation. The study examined to what extent teachers' positive body language can reduce learners' boredom and create positive and active energy in the classroom, increase learners' motivation and it was a further attempt to determine the major traits of the effective teaching based on the use of positive body language. The data was collected by using observation and questionnaires. The study population for this study was selected from the second-year learners of Ahmed Zaid Middle School of Classroom. The, the two available classes were selected as representative sample for this research, where the teachers' body language was observed differently. Consequently, the results obtained from this research revealed that the hypothesis suggested in this study about teachers' positive body language can be applied successfully as a motivational strategy to enhance the EFL learners' motivation. This literature is relevant to the current study as it provides vital arguments on teachers' nonverbal language in classroom interaction.

Chaudhry & Arif (2012) investigated Teachers' Nonverbal Behaviour and its Impact on Student Achievement. The objectives of the study were to identify, measure and compare non-verbal behavior of the teachers' both male and female working in Federal Government Cantt Garrison schools, Army public schools and private schools, to find out the relationship between teachers' non-verbal behavior and students' academic achievement and draw recommendations for teachers to develop their nonverbal behavior compatible with their verbal behavior. A Sample of 90 Science teachers' (45 male and 45 female) out of 450 Science teachers were chosen from 30 secondary level schools out of 54 secondary level schools by two phase cluster sampling. An observation form with seven-point rating scale (semantic differential) based on Galloways' categories of nonverbal communication was developed. The rating scale complemented verbal dimension of Flanders' interaction categories through nonverbal dimension. Design of research was descriptive cum observational. The statistical techniques of frequency distribution, mean, standard deviation, and ANNOVA and t-test were used for analysis. The results were generalized to the population by means of appropriate inferential statistics. It was found that the nonverbal behavior of the teachers was found to be consistent with their verbal behavior. This literature is beneficial to the current study as it provides arguments on teachers nonverbal behavior which advances the current study on the teachers' nonverbal cues used in classroom interaction that is under investigation. The current research however, confines itself to kinesics nonverbal cues used by teachers in classroom interaction.

Kozić et al (2013) investigated 'Use of Non-verbal Communication Channels in the Classroom'. The aim was to detect forms of non-verbal behavior that are used in teaching situations by teachers and by students. The study was conducted in primary schools according to the Flanders model of interaction analysis. Ten elements that are included in the Flanders model of teaching communication were adapted to the specific needs of this research. The study comprised fifteen classroom teachers with longer working experience and fifteen students in the final year at the Faculty of Teacher Education. The following channels of teacher's non-verbal communication were observed in the study: visual communication, movements within a lecture, use of paralanguage, facial expressions of teachers and teacher's relationship towards students. The results showed that there were no statistically significant differences between teachers and students - future teachers ( $t = 0.303 < 2.04$  limits at a significance level of 0.05) in the use of different channels of non-verbal communication, which differs from previous research around the world and in Croatia (GlobočnikŽunac&Bakić-Tomić 2011, Howe, 2002, Napan 1994, Neill 1991, Klinzig and Tisher 1986, Wragg& Dooley 1984, Jacker et al. 1965) which

generally confirmed the existence of differences between samples. This literature is significant to the current study as it provides additional knowledge on the importance of nonverbal communication in the classroom and confines itself to observation of teachers' kinesics nonverbal cues: body movements, posture, gestures, facial expressions and eye contact used in classroom interaction.

Ali (2011) conducted research on 'The Use of Nonverbal Communication in the Classroom'. The purpose of the Study was to: highlight the importance of using body language in the classroom, highlight the importance of body language in the classroom and raise the teacher's awareness of how the effective use of body language can facilitate the learning process and encourage them to apply it. This was survey research whose subjects comprised of elementary and pre-intermediate students in addition to teachers. Research Instruments included observation, survey, videotaping, interviews and note taking. This study is relevant to the current research as it gives background information on the importance of nonverbal communication in classroom interaction.

Barati (2015) investigated the 'The Impact of Eye Contact between Teacher and Student on L2 Learning'. The study sought to find out if eye contact has any impact on language learning and whether eye contact between teacher and students in the classroom improve language learning. The sample of this study consisted of 60 female third grade junior high school students in a private school in Shahrekord, Iran. The English level of all students was similar. One class with 30 students was experimental group and the other class with 30 students was the control group. Teacher taught one selected lesson from an English book in the experimental class. In this group, teacher used his eye contact communication with student during teaching. After each paragraph teaching, teacher asked some questions. In the control group class, teacher taught exactly the same text to the students but he didn't use any eye contact communication with student. Teacher asked some question after each paragraph teaching. The gathered data was analyzed via Statistical Package for the Social Sciences (SPSS). The findings of this study suggested that eye-contact between teacher and student can influence language learning in the classroom. This literature is relevant to this study as it concerns the impact of eye contact between teacher and student in classroom interaction, one of the nonverbal cues within kinesics category that is under investigation in this study. This reinforces the arguments on eye contact and classroom interaction.

Bambaeeroo & Shokrpour (2017) conducted a study on 'The Impact of the Teachers' Nonverbal Communication on Success in Teaching'. The main aim of this review article was to determine the effect of the teachers' non-verbal communication on success in teaching using the findings of the studies conducted on the relationship between quality of teaching and the teachers' use of non-verbal communication and also its impact on success in teaching. The results of this revealed that there was a strong relationship among the quality, amount and the method of using non-verbal communication by teachers while teaching. Based on the findings of the studies reviewed, it was found that the more the teachers used verbal and non-verbal communication, the more efficacious their education and the students' academic progress were. The teachers' attention to the students' non-verbal reactions and arranging the syllabus considering the students' mood and readiness have been emphasized in the studies reviewed. It was concluded that if this skill is practiced by teachers, it will have a positive and profound effect on the students' mood. This content is significant to the current study as it reinforces arguments on the effects of teachers' nonverbal communication in classroom interaction.

## 2. Theoretical Framework

The theory which underpins this study is Birdwhistell's Kinesics Theory of Communication. Birdwhistell (1970) is considered the propounder of Kinesics Theory.

Birdwhistell held that kinetic communication occurs in learned patterns that form systems related to and varying as much as the patterns of spoken language. He also maintained that kinetic communication conveys 65 to 70 percent of the information in a conversational interaction. Birdwhistell was among the first theorists to suggest that communication is not restricted to verbal language and that there is a significant connection between physical behavior and spoken language.

He argued that all movements of the body have meaning (i.e. are not accidental, and that these nonverbal forms of language (or paralanguage) have a grammar that can be analyzed in similar terms to spoken language.

Birdwhistell's seven key assumptions on which the theory is based are:

- All bodily movements have potential meaning in communicative contexts.
- With several ways to move our body parts, we could convey different messages that can be used for communicating.
- Behavior can be analyzed because it is patterned.
- Although bodily activities have biological limitations, the use of body motions in interaction is considered to be a part of the social system.
- People are influenced by the bodily activities of others.
- Communicative functions of bodily activity can be studied.
- A person's use of bodily activity will have idiosyncratic features but will also be a part of a larger social system shared with others.

According to Birdwhistell, kinesics is a broad field of nonverbal study that comprise of gestures, posture, facial expressions, eye contact and body movements. Body movements comprise of illustrators, affect displays, adaptors, regulators and emblems.

### 3. Methodology

The sample of the study comprised of 15 teachers, 5 from each of the 3 selected secondary schools in Mombasa County. Purposive sampling technique was used to select the study sample.

Observation and video recording were used to collect the data. The researcher observed the actual classroom setting noting down the nonverbal cues used by teachers during classroom interaction. Video recording of the actual classroom setting was also done to enable review of the classroom setting. Three observations and video recordings were done on three different occasions in each selected school. Descriptions of the nonverbal cues used by teachers in classroom interaction were given with a view of establishing the various messages communicated by these nonverbal cues.

Data analysis was guided by Birdwhistell's Kinesics Theory. The researcher described the phenomenon of nonverbal communication using a qualitative approach. The data was analyzed according to the aforementioned nonverbal communication categories of kinesics namely body movements, posture, gestures, facial expressions and eye contact. Body movements are further categorized into: illustrators, affect displays, adaptors, regulators and emblems.

### 4. Results and Discussion

If a teacher can be just right of using body language in classroom teaching, it's every look, every smile, every action will have a strong psychological effect on students. At this time, silence is the best words. Therefore, the body language takes an important place that oral language can't replace. Yang (2017).

The above statement stresses the importance of body language in classroom interaction. It is important that teachers are aware of the nonverbal messages they convey to their students during classroom teaching and learning.

#### 4.1. Body Movements

According to Cambridge Dictionary, body movement is to shift or to change from place or position or posture to another.

Anderson & Myers (2010) state that classrooms are interactive social environments where teachers need to experience the curriculum through their bodies, in order to engage learners physically and mentally with what they are learning. Teachers need to create a communicative atmosphere through their body language which is the source of the energy in the classroom; they need to avoid explaining the lesson from or behind the desk and to move around the classroom to activate the classroom environment. Learners' attention can be lost if teachers remain seated throughout the classroom interaction, which can give learners the impression of lack of interest and motivation and create a lazy atmosphere, which affects the learning process. Teachers' movements are the means through which the lesson is organized and the interaction is structured.

Birdwhistell concluded that body movements could be studied and understood like a language such as English or Tswana and he made an intensive study of how people infer or attribute meaning to physical signs in their communication encounters Steinberg (2002:50).

In a Mathematics lesson, the teacher went round marking students' class exercise. He asked, 'Anyone who has done number one? etc. students who had completed tackling the question(s) responded by raising their hands as the teacher went to mark their work. The raising of the hand meant that the students had completed the task and wanted it marked. In Kiswahili reading session, the teacher went round the class to establish if students were reading the passage. In the same lesson during the writing session, the teacher also went round checking if students were writing the exercise. In English lesson, the teacher went round the class as she explained the concepts. This keeps the students attentive. In Biology and Chemistry lessons, teachers went round the class as they explained the concepts. Generally, all the teachers went round the class as they explained the concepts, checked students work and also marked the class written exercises. Teacher's movements in class keeps the learners also communicates that the teacher is in charge of the ongoing activities. To make sense of thousands of different body movements, two psychologists Paul Ekman and Wallace Friesen (1969) developed a classification system that helps us understand our NVC. Their system divides body motions into five categories: emblems, illustrators, regulators, affect displays and adaptors. Because there are so many body motions, many of which are interdependent, it is important to understand that the categories are not mutually exclusive. Somebody motions may be classified under more than one category Seller and Beall (2005:121).

#### 4.1.1. Emblems

According to De Vito (2006:136), emblems are body gestures that directly translate into words or phrases; for example, the OK sign, the thumbs-up for 'good job' and the V for victory. You use these consciously and purposely to communicate the same meaning as the words.

A Meriem (2017) state that thumbs-up is a symbol that is widely recognized as the sign of approval or agreement. It is actually used in the classroom by the teachers to reinforce learners towards positive events.

The researcher observed that teachers used emblems during classroom interaction. During English lesson, while reading the sample of creative composition, the teacher waved at the class to demonstrate how the guest featuring in the composition waved at the crowd (her constituents). The wave concretizes the action of the guest and reinforces the verbal message, 'The guest waved at the crowd'.

Emblems are body cues that have a direct verbal translation consisting of a word or two and that have a precise meaning that is known by most of the members in a given culture and are used with the conscious intention of communicating a particular message. The receiver recognizes the message while the sender takes direct responsibility for

the message. Emblems are used most frequently where speech communication is not possible because of noise and distance barriers. When a substantial number of emblems are organized in a form that might almost be called an emblematic language, we have gesture system, for example, the gestures used to represent 'A-ok' or 'peace' are examples of emblems used for a large part of our culture. (Argyle 1988, Kendon 1984).

In order for emblems to be an effective form of nonverbal communication, both parties must readily understand the motions being used.

#### 4.1.2. Illustrators

Illustrators are nonverbal symbols that reinforce a verbal message. They literally illustrate the verbal messages they accompany. For example, when referring to something to the left, you might gesture toward the left. Most often you illustrate with your hands, but you can also illustrate with head and general body movements. You might, for example, turn your head or your entire body toward the left. You can also use illustrators to communicate the shape or size of objects you are talking about De Vito (2006:137).

Illustrators include batons, deictic movements, rhythmic movements and pictographs. Batons movements are used to accent or emphasize a particular word or phrase and deictic movements point to an object place or event. Rhythmic movements suggest the rhythm of an event being described and pictographs draw a picture in the air of the shape of the referent Mwangi (2010).

Levy and McNeil (1992) assert that illustrators increase clarity of verbal expression and the desire for clarity seems to be greater in face-to-face interaction.

Cohen (1977) found that subjects giving directions on how to get from one place to another used significantly more hand illustrators in a face-to-face interaction than when giving direction over an intercom.

The researcher observed that teachers used illustrators frequently during classroom interaction. A teacher who was teaching about how to write a notice gestured with the hands to show enclosing of the notice as she said 'Enclose the entire notice'. The illustrator reinforces the verbal content thus helps in the comprehension of the concept under discussion. Other instances of illustrators observed included: In a Kiswahili reading lesson, the teacher illustrated chameleon's movement. Chameleon was one of the characters in the story that was being read. The illustrator helps the students to picture out how the chameleon moves. During Biology lesson, the teacher illustrated with his hands when explaining about blood circulation to bring out the circulation concept. The illustrator reinforces the concepts being explained and creates an image of circulation in the learners' minds. In the same lesson, while explaining the adaptive characteristics of parasites, the teacher illustrated the act of piercing by parasites. In Mathematics lesson, the teacher, using hands illustrated the up, down and sideways when he said, 'The orientation of the diagram does not matter, whether up, down, sideways'.

The researcher also observed that teachers used index and middle finger illustrators to reinforce verbal messages. In English lesson, the teacher while saying 'Balance the two', she illustrated this with an index and middle finger indicating the two: inner and outer grooming. During Kiswahili lesson, the teacher when saying 'manenomawili' (two words), illustrated this using index and middle finger. Still in the same subject but different occasion, the same teacher while asking a question of how a poem with one line is called, the teacher raised her index finger to indicate one line. The illustrator accents the verbal message thus making it clearer.

Teachers also used illustrators to communicate the shape and size of objects/diagrams they were talking about. During Biology lesson, the teacher gestured hands explaining bud's shape - cabbage like shape that is meant to protect the sepals. In another Biology lesson, another teacher illustrated the needle-like leaves shape that helps to reduce the surface area of the leaves to minimize the rate of perspiration. In Mathematics lesson, the teacher while saying 'Have a look at the diagram properly' illustrates the shape and size of the diagram while in Chemistry lesson, the teacher illustrated the zigzag shape of the heat exchange wires.

Visual illustrators such as diagrams were also used by teachers effectively in classroom interaction. In Mathematics lessons, diagrams were drawn to explain about angles, circles, cords etc. In Biology lessons, diagrams of stomata, cell division among others were used to reinforce the concepts that were being discussed. In Chemistry lessons, diagrams and illustrations were also used to explain the concepts under discussion. Some of these diagrams were drawn on the blackboard and others on charts.

Object illustrators were used in Chemistry practical lessons. These included apparatus and materials used for experimentation. These physical illustrators reinforce the lesson as the learners also engage some of their five senses which further reinforces the understanding of the concepts.

Underlining of headings and key words were also used by teachers during classroom interaction. Teachers underlined the headings of the lessons under discussion. This gives them prominence and also calls for the attention of the learners. In Chemistry lesson, the teacher underlined the concepts on the blackboard. The same teacher on different occasion underlined the letters that stood for the following metals: potassium, sodium, calcium, magnesium, aluminum, zinc, iron, lead, copper, mercury, silver, gold in the given acronym *posocamalzilcomesigo*. The underlining helps in the reinforcement of the mastery of the metals being referred to. During Biology lesson, the teacher underlined words on the blackboard as she explained the concepts while in Kiswahili lesson, the teacher underlined noun phrases. The underlining emphasizes these items and thus makes them stand out in the rest of the text thus catch the attention of the learners.

The researcher also observed teachers tracing on diagrams and on key parts of diagrams using fingers and objects during the lessons. In Mathematics lesson, the teacher, using an index finger, traced on the cord on the circle he had drawn on the blackboard. He did this as he explained what a cord is to clearly bring out the distinction between a cord and a

diameter. In Biology lesson, the teacher traced parts of the diagram using blackboard ruler as she took the class through the discussion of cell division. On another occasion, the same teacher used a stick to trace the shapes and figures on diagrams projected on the whiteboard as she explained the concepts to the class. In the same lesson, the teacher again traced the v-shaped characteristics of the chromosomes of the Anaphase II stage projected on the diagram on the white board. In Chemistry lesson, the teacher using an index finger, traced through the diagram as he explained the process of preparation of ammonia gas. The tracing illustrators accent the verbal messages, give the focus and attract the learner's attention towards the concepts under discussion.

The researcher too observed teachers touching on concepts and figures on the blackboard as they explained them during classroom interaction. In Biology lesson, the teacher touched on the concepts as he explained them to the class. Still in the same subject, another teacher touched parts of the diagram drawn on the chart as he led the class in the discussion of the concepts using the chart. In Kiswahili lesson, the teacher touched on each stanza as she counted the number of lines in each of them. During Mathematics lesson, the teacher touched the diagram he had drawn on the blackboard to identify the radius of the drawn figure and also discussed the lengths of lines of a triangle e.g., line AB, AC and BC. In Chemistry lesson, the teacher touched the figures for the class exercise that the students were working out on the blackboard as he explained the tasks to the class. On different occasion, the same teacher touched the chemical equation written on the blackboard as he engaged the class in balancing it. Touching illustrators draws students attention to the concept being explained and thus reinforces their understanding of the same.

Index ticking illustrator was also used in classroom interaction. For example, in Biology lesson, the teacher using an index finger ticked the five stages of mitosis. The tick gives focus to the content being referred to.

Man possesses the ability to communicate which is much more than mere composition of certain physical attributes such as vocal folds, articulators etc. He has the ability to symbolize or to understand concepts in terms of images or symbols. It is this which helps him in effective communication. Communication then, is not merely an understanding of the words which are spoken, but also the symbols and the gestures that accompany the spoken words (Kaul 2007).

Research points to an interesting advantage of illustrators: They increase your ability to remember. In one study, people who illustrated their verbal messages with gestures remembered some 20 percent more than those who didn't gesture (Goldin-Meadow, Nusbaum, Kelly, & Wagner, 2001) cited in De Vito (2006:137). The importance of the use of illustrators in communication is further supported by Goldin-Meadow, Wein and Chang (1992) cited in Mwangi (2010:45). The scholars reported that the reasoning of children who use illustrator gestures as co-occurring phenomenon with their speech is easier to comprehend than the reasoning of children who do not use illustrator gestures. Illustrators must be natural in order to be effective.

#### 4.1.3. Regulators

Regulators are nonverbal behaviours used to control or regulate communication between people. These cues indicate whether or not it is appropriate for the sender to continue his or her message. For instance, if you maintain eye contact with the speaker, you will be a more effective listener. Furthermore, if we notice someone smiling at us or nodding his or her head in agreement, we might be encouraged to continue speaking. Catching someone glancing at his or her watch or gazing across the room, however, might indicate that we are not holding the attention of our listeners Dunn & Goodnight (2011:86).

The researcher observed several regulators used by teachers during classroom interaction. Teachers pointed at students they wanted to answer questions. The pointing regulates the communication in the sense that it indicates which student should respond to the question asked. In Kiswahili lesson, during the reading of a poem, the teacher pointed at the students as she called their names directing them who to read which stanza of the poem. The pointing clarifies the reader further and regulates the turn taking schedule which facilitates the reading in turns in an orderly manner.

In Chemistry lesson, the teacher pointed at the student to identify the apparatus (wash bottle), one of the apparatuses that was to be used in carrying out the experiment. During Kiswahili lesson, the teacher pointed at the student with a piece of chalk as he called his name to go and work out sentence structure task on the blackboard. In English lesson, the teacher, holding a piece of chalk gestured towards the learners signaling a student to go and write the receiver's address in the right place on the blackboard. The pointing and gesturing reinforce the verbal message and the piece of chalk hints to the fact that the student is to work out the task on the blackboard.

Pointing a finger is considered a gesture to single out an individual from a crowd. Teachers may use this gesture to select one of the learners to answer a question during the participation time Meriem (2017). Meriem supports the fact that teachers point at students they want to participate in class activities during classroom interaction.

Pointing is also used to regulate behavior. During Kiswahili lesson, the teacher pointed at the class as she warned them that no student should laugh at the others because they had not given the correct answer to the question asked. The laughing at their classmates discourages them to participate in class and also lowers their self-esteem. The same teacher also pointed at the student as she said 'Sit like a student'. The student was ordered to sit upright, a posture that is recommended for a student in formal setting like classroom.

The researcher also observed that nodding of the head was used by teachers during classroom interaction. In Mathematics lesson, the teacher was observed nodding the head as he said 'We have two angles'. The nodding communicates that the teacher is in agreement with the verbal message, that is, he is endorsing the fact that there are two angles. Other instances of nodding of the head included: During English reading lesson, the teacher nodded the head as she said 'Appearance matter' when elaborating on the passage 'Grooming'. The nodding reinforces the verbal message and also affirms the importance of one's appearance. Again, in English lesson in the topic 'Giving and Receiving Instructions', the

teacher nodded the head as she explained the concepts. The nodding reinforces the importance of the concepts under discussion.

Shaking of the head was also used by teachers during classroom interaction. In Chemistry lesson, the teacher shook the head in disagreement with the students' suggestion of requiring the teacher to handle the next subtopic yet the teacher wanted the students to research on the same on their own.

#### 4.1.4 Affect Displays

Affect displays are movements of the face (smiling or frowning, for example) but also of the hands and general body (body tension or relaxation, for example) that communicate emotional meaning. Often affect displays are unconscious; you smile or frown, for example, without awareness. At other times, however, you may smile consciously, trying to convey your pleasure or satisfaction. Not surprisingly, people who smile spontaneously are judged to be more likeable and more approachable than people who don't smile or people who pretend to smile (Gladstone & Parker, 2002) cited in De Vito (2006:137). Emotions such as sadness, happiness, fear, surprise, anger and disgust can be communicated using our faces.

The researcher observed instances of smiling by teachers in classroom interaction as indicated under facial expressions.

According to Knap and Hall (1996) affect displays are not only movements of the face (smiling or frowning) but also of the hands and general-body tenseness or relaxing posture that communicates emotional meaning. One use of affect displays is to accompany and reinforce your verbal messages and also acts as substitutes of words for example someone might just smile while saying how happy they are to see their friend. Affect displays are often unconscious but can also be conscious.

#### 4.1.5. Adaptors

Adaptors are gestures that satisfy some personal need, such as scratching to relieve an itch or moving your hair out of your eyes. There are three types of adaptors: self-adaptors are self-touching movements (for example, rubbing your nose). Alter-adaptors are movements directed at the person with whom you are speaking such as removing lint from someone's jacket or straightening a person's tie or folding your arms in front of you to keep others a comfortable distance from you. Object-adaptors are figures focused on objects such as doodling on or shredding a Styrofoam coffee cup De Vito (2006:137).

#### 4.2. Posture

Posture is the position of a body while standing or sitting, the way that the body is posed can communicate many different messages and can affect the way it is perceived by others. According to Miller (1988) postures are the different ways of body position, which can express self-confidence, energy, or fatigue.

There is one chance to make a first impression and posture is an important source that can convey different messages. For example; the good straight posture indicates confidence, or the down shoulders indicate a lack of confidence and or low self-esteem Meriem (2017).

The way we hold ourselves when sitting or standing is a nonverbal broadcast, giving others information that they use to assess our thoughts and feelings. Research provides enough information for us to draw some general conclusions about how others are likely to interpret our posture. Nancy Henley, in her book *Body Politics*, suggests that 'the bearing with which one presents oneself proclaims one's position in life. Leaning forward communicates liking and interest Gamble & Gamble (2010).

The researcher observed that teachers stood in class during teaching. Standing in class helps the teacher gain the attention of the whole class. Teachers also went round the class during classroom interaction. This also helps to keep the class alert and focused on the ongoing tasks.

The researcher observed that the teachers went round the class conducting various classroom activities such as checking the students' work, ensuring that the students are working, guiding the learners working individually and in pairs and marking the tasks given during the lesson. During Biology lesson, a teacher went round as he gave summary notes and also went round as he read the questions he gave as an assignment. This helps in drawing students' attention to ensure that all students are writing key points and the questions. In Chemistry lesson, the teacher moved round the class with materials, bringing them closer for students to see them clearly and also reinforce their understanding of the same. Also, the teacher went round guiding students as they went on with the experiments. In Kiswahili lesson, the teacher went round checking if the students had done the previous lesson's written exercise. This helps to keep the students on toes and taking responsibility of doing their assignments. She also went round as the students read the passage in turns. This draws the students' attention and also ensure that all are attentive and reading the text.

Bending posture was observed by the researcher. In Mathematics lesson, the teacher bent with the left hand supported on the students' desks. This helps to get the message right and get to see how to assist the students concerned. The teacher also maintained the same posture as he marked the students' class exercise. During Chemistry lesson, the teacher bent to check on the lower part of the apparatus. This helps to ensure that the apparatus is appropriately positioned for successful experimentation and correct results. In English lesson, the teacher bent close to the student she was marking her work while explaining the concept. The explanation was accompanied with gestures to reinforce the message. The posture helps the teacher to see the student's work clearly and get to explain better the concept in question for the student to understand clearly.

Leaning with both hands supported on the table was observed among most teachers. During English lesson, the teacher leaned with both hands supported on the table when going through the text as students read in turns chapter 10 of the literary text 'Blossoms of the Savannah'. In Biology lesson, the teacher leaned supporting himself with the desk with both hands as he keenly listened to the students participating in the lesson. This was also evident in Mathematics lesson as the teacher leaned supporting himself with both hands as he read the text on the tasks, he wanted the student's workout as class exercise. This posture was also observed during Kiswahili lessons: The teacher leaned on the desk supporting herself with both hands as she went through the text in a reading lesson regarding History and Development of Kiswahili. Still in the same subject, another teacher also leaned on the table with both hands as she went through the sentences with which she engaged the students to practice the sentence structures that were under discussion. The posture gives the teachers a chance to glance at the text and also regulate the students' activities during classroom interaction.

The researcher also observed teachers leaning towards the students during classroom interaction. In Chemistry lesson, the teacher leaned towards the students who were carrying out experiments. This helps the teacher to establish how the students are faring on with the experiments and also hear what the students are saying when they seek guidance/clarification. In Kiswahili lesson, the teacher was observed leaning towards the students to get to see what they were writing. During Biology lesson, the teacher was observed leaning towards the student who was responding to the question asked as he maintained eye contact. The leaning helps the teacher to hear what the student is saying clearly and also signals to the student to continue talking. The same teacher on different occasion leaned towards the student on the desk as he turned the pages of the student's exercise book to get to see clearly what the student was doing and the general progress of the learner. During Mathematics lesson, the teacher leaned towards the students to see how they were working out the sums. The leaning helps the teacher to establish if the students are on the right track. The same teacher leaned towards the student who needed to be guided on how to work out a sum.

The researcher also observed the teacher's raising of the head as he looked at the reader to signal to the reader/class about a simile - a stylistic device that had been used at that point in the text. One of the objectives of the lesson was to identify and explain the stylistic devices used in the read part of the text 'Blossoms of the Savannah'. Thus, this nonverbal cue was to enable the class identify the simile.

#### 4.3. Gestures

The movements of our arms, legs, hands and feet constitute important nonverbal data. For instance, the way you position your arms transmits information about your attitudes. Our legs also convey information about us. The distribution of body weight and us. The placement of legs and feet can broadcast stability, femininity, masculinity, anger, happiness, or any number of other qualities. For a communication encounter, choose the stance that most accurately reflects your goals Gamble and Gamble (2010:130).

The researcher observed that all teachers frequently used hand gestures to reinforce verbal messages. In English lesson, the teacher gestured hands as he explained the content to be read, elaborating on the need to read, identify and explain the themes, stylistic devices and characterization in chapter 10 of the text 'Blossoms of the Savannah'. During Biology lesson, the teacher gestured hands as he explained a point on the various ways in which parasites are transmitted e.g., contaminated water etc. The same teacher on different occasion gestured the hand with the palm spread as he asked 'Any question?' The gesture reinforced the verbal message. In Chemistry lesson, the teacher used hand gestures when demonstrating and explaining to the class how to fill the burette - one of the apparatuses that was to be used in the experiment. The gesture emphasizes the verbal message thus it helps the students understand the procedure correctly. The same teacher on different occasion gestured his hands when explaining how to conduct the experiment during a practical lesson. On different occasion, another Chemistry teacher gestured with his hand to the student as he said 'Come and complete the equation now that the products you are stating are the correct ones'. The gesture reinforces the verbal message making it clearer. In Mathematics lesson, the teacher gestured with both hands as he said to the student 'Show us how to work out this sum'. During the same lesson, the teacher used hand gestures as he explained to the students' steps to follow when using the calculator to work out the given sums. The said teacher also used hand gestures as he asked the student to explain the expressions the student had written on the blackboard and also the teacher used hand gestures when explaining angles to the class. In another Mathematics lesson, the teacher gestured to the student who knocked the door seeking permission to enter the class to borrow a text book to come in.

The researcher also observed that pointing gesture was highly exploited by teachers. During Kiswahili lesson, the teacher pointed at the student to establish if he had understood what was being discussed as she asked the question 'Have you understood?' The pointing specifies the addressee and also keeps the class alert as they may be pointed as well. In the same lesson, the teacher again employed pointing gesture. She asked, 'Upto this point who has a question?' She said this while pointing at the lesson coverage on the blackboard. The pointing stimulates the students' attention to identify areas that need clarification. In English group presentation lesson, the teacher pointed at the students as she said 'Group 1 and 2, review your work and bring it for marking'. In Mathematics lesson, the teacher pointed at the steps involved in working out the sum under discussion that he had written on the blackboard. On different occasion, the same teacher pointed at the matrices on the blackboard as he explained the concept of addition and subtraction of matrices. During Chemistry lesson, the teacher pointed at the chemical equations on the blackboard highlighting those areas that needed balancing. The pointing gives the message prominence, attracts the learners' attention and emphasizes the verbal explanation.

Generally, teachers pointed at students they wanted to answer questions. This specifies the student being referred to. This is supported by Meriem (2017) who asserts that pointing finger is considered a gesture to single out an individual



from a crowd. Teachers may use this gesture to select one of the learners to answer a question during the participation time.

The researcher also observed that pointing gesture using objects was used by teachers in classroom interaction. In Mathematics lesson the teacher was observed pointing (using a pen) at the steps in the students' exercise books as he went round checking the work and guiding and explaining how the learners should work out the sums. During Biology lesson, the teacher, using blackboard ruler pointed at specific areas projected to the class as she explained the stages of cell division. Still in the same lesson, the said teacher used blackboard ruler to point at the key terms such as mitosis, meiosis, gametes among others as she explained the concepts to the class. During Kiswahili lesson, the teacher pointed at the concepts being discussed on the blackboard using a duster as she led the class in the discussion and the analysis of the poem. Pointing gesture increases the level of attention of students in classroom interaction.

Caswell and Neil (1993:12-13) highlight the importance of gestures and hand signals. They argue that speech-related gestures serve two purposes. Firstly, they can provide a concordance to the speech, marking out its structure and how it is to be interpreted. Secondly, if they carry some of the messages, they force listeners to watch the speaker as well, if they only listen, they will miss part of the meaning. If it is not overdone, this can be an effective way of manipulating students' attention. The authors cite the fact that some subjects lend themselves to pantomiming. Mathematical ideas (or ideas in other subjects) can be represented by gestures as well as mathematical equations. Pointing gesture is among the various other hand movements which can be described as more relationship-oriented. This information is valuable as it provides vital arguments about the importance of gestures in classroom interaction.

All oral communication is accompanied by gestures such as shrugging of the shoulders, flourish of the hands, movement of the head etc. In fact, without the accompanying gestures, it would be difficult to speak. These gestures enhance the impact and add greater value to what is being said besides exercising a more powerful impact upon the listener (Mehrabian 1971:11). This statement by Mehrabian stresses the importance of gestures in oral communication, of which classroom interaction is an oral communication context, thus the need for use of gestures for effective classroom interaction.

Ober (2009:76-77) too stresses the importance of gestures in oral communication by saying 'Gestures are hand and upper-body movements that add important information to face-to-face interactions. As the game of charades proves, you can communicate quite a bit without using oral or written signals. More typically, gestures are used to help illustrate and reinforce your verbal message'.

#### 4.4. Facial Expressions

Facial expressions are windows to our emotions. They provide clues about our and others' emotional states. More than two thousand years ago, the Roman Orator Cicero stated, 'The face is the image of the soul'. By this, he meant that human feelings and emotions are often reflected in our faces. Researchers have found out that our faces depict six different basic emotions clearly and from a rather early age: anger, fear, happiness, sadness, surprise and disgust Seller and Beall (2005:119-120).

The importance of facial communication in general has been borne out of by psychoanalysts and communication researchers. One of the more revealing studies by Mehrabian and Ferris (1964) cited in Hodge (1971) found that facial expression received approximately 31/2 times the weight given vocal communication when 62 students were given information through both channels. The eyes appear to be an effective transmitter of information within the framework of the face. Eye communication has long been accorded special consideration because of the general belief that eyes are the 'gateway to the mind'.

Teachers should use positive attitudes through creating suitable and relaxed atmosphere. It can be through teachers' body language which reflects positiveness to learners' motivation, for example, the smile, as it is known that the smile is the best medicine. A smile can relieve stress, elevate mood, enhance motivation and it is also good for teachers-learners relationships. The use of positive body language, like a smile in the classroom, can play the major role that builds up the relationships between teacher and learners rather than breaking it down Meriem (2017).

The researcher observed that teachers used smiling nonverbal cue during classroom interaction. During Biology lesson, the teacher smiled at the class as she said 'If you don't have questions, I have a question'. The teacher had asked the class if they had questions regarding the lesson but they had said they did not have questions to ask, a sign that they had understood clearly what the teacher had taught. In the same lesson, the teacher again smiled at the students when they were not able to answer the question, she had asked them. The smile builds the relationship between the teacher and the students thus encouraging the learners' participation in the learning process.

A smile is a 'universal language' in human beings society, it means that everybody around the world can communicate with the smile, no matter what the person's attitude or disposition; they normally put their negative attitudes aside for the moment and return the smile when they receive it. Humans can show their feelings and emotions through their smiles, such as happiness and warmth which create positiveness and motivated environment Meriem (2017).

Of all the parts of the body, the face is the most expressive. A smile (friendliness), a frown (discontent), raising the eyebrows (disbelief), or tightening the jaw muscles (antagonism) can add to the meaning being conveyed through verbal means. A wooden expression, on the face may prejudice the listeners whereas brightness in the eyes may keep their interest sustained and also evoke an enthusiastic response. Exuding zeal when one is making a point or smiling while explaining an intricate problem makes the job of the speaker easy (Mehrabian 1971:11).

#### 4.5. Eye Contact

Eye contact with the listener is perhaps the most important aspect of body language. It has been rightly said that the eye is an extension of the brain and a window of the soul. Stress is laid on continuous eye contact between the speaker and the listener because it tells whether the speaker is sincere and also whether the listener is interested. Eye contact is a means of gaining feedback, enabling the communicator to alter, adjust and reframe his message while transmitting it. Very often this process is automatic and the interaction through eyes between the speaker and the listener takes place unconsciously. Studies have shown that better eye contact leads to more effective communication. A good speaker therefore looks at all sections of his audience and not on the ground, the ceiling or at the door. If a section of the audience is ignored, it will lose interest in what is being communicated Mehrabian (1971:12).

In relation to Mehrabian's statement above, the researcher observed that during English lesson, a teacher swept the eyes across the class as he dictated the question in a written exercise from *Blossoms of the Savannah* text. This helps the teacher to establish if the students are writing the question and also keeps the students alert and focused on the lesson.

The researcher observed that teachers employed eye contact during classroom interaction. During English lesson, the teacher-maintained eye contact with the students as he led the class in the revision of the read part. He also gazed through the whole class as he dictated notes. This helps to ensure that all the students are attentive and writing the notes. During English lesson, another teacher's eyes swept across a group of six students when they made a group presentation of an essay based on the text 'Blossoms of the Savannah'. She did this as she listened to the presentation keenly trying to establish areas that needed guidance. Eye contact communicates to the presenters that the teacher is listening to their presentation. In Mathematics lesson, the teacher-maintained eye contact with the pair of students he had given sums to work out in pairs. On different occasion, the same teacher-maintained eye contact with the learners as he explained about the circles, looking keenly on which student was following the lesson and also those who were writing the key points being dictated. During Biology lesson, the teacher-maintained eye contact with the class prefect when he asked her to go and write the answer to the question, he had asked on the blackboard. On another occasional Biology teacher-maintained eye contact with the learners as she asked a question. This helps to establish those who are attentive and also those who want to respond to the question asked. In English lesson, the teacher-maintained eye contact with the learners as she discussed the components of good grooming such as good nutrition, seeking medication when sick among others.

Making eye contact with individual students can help a teacher establish a presence in the classroom and reinforces the importance of the teacher's message Hodge (1971). It may also assist students in their ability to recall information. In one study, students whose teacher made eye contact with them while reading a story had greater recall of details of that story than students whose teacher did not make eye contact while reading the same story. (Otteson&Otteson, 1980) cited in Pan (2014).

Teachers' poor body language do not only affect learners energy and ability to perform the lesson, but it also creates a lazy atmosphere for learners and this appears through their body language like; slouching down in their chairs, putting their heads down, and not paying attention to the lesson.. Having a good body language while presenting the lesson include making eye contact with learners, talking with enthusiasm, explaining with gestures, and moving around the classroom. Teachers have to be confident and let their learners know that they know what they are talking about through their body language. Therefore, they need to present the lesson with both body and words. Similarly, teachers who demonstrate positive body language had more active, motivated, and engaged learners Meriem (2017).

At the most basic level, the eyes are an integral part of the teacher's presence in the classroom. Along with other nonverbal behaviours, the eyes confirm that the teacher is alive, awake and presumably alert. The eyes are a constant channel of communication as long as the teacher remains in the classroom. Because the eyes can both send and receive messages, they also help teachers confirm the presence of their students. Teacher-student eye contact is a way of saying 'I see you; I acknowledge your presence; I am aware of your existence; and I am likewise aware that you are aware of my existence Hodge (1971).

The importance of eye contact in classroom interaction is reinforced by Miller (1988) who states that teachers can have individual contact with every learner in the classroom, through eye contact. Furthermore, eye contact conveys the inner thoughts, emotions, and desires of the teacher that can establish the connection with learners. It helps the teacher to establish rapport and trust, and it shows that the teacher is engaged and listening to the learners.

According to Tai (2014), teachers' body language helps learners to get his/her messages effectively and rapidly, it creates a supportive and communicative learning environment in the classroom that leads to learners' engagement and motivation. There is constant interaction between teachers and learners in teaching and learning process. Gestures, facial expressions and body movement work as tools that attract and motivate learners towards the lesson. Successful teachers use their physical presence to enhance teacher-learners motivation and interaction in the classroom and also use body language to communicate with learners and make them feel motivated.

#### 5. Conclusion

Nonverbal communication in classroom interaction is key for effective classroom communication. Teachers' nonverbal cues used in classroom interaction were highlighted. Knowledge and use of nonverbal communication in classroom interaction is highly recommended for use for effective classroom interaction.

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## Appendix

### Observation Schedule for Teachers

#### Sample of Observation Schedule of Actual Classroom Setting

Teacher:----- Observer-----

School:----- Subject-----

Date:----- Time -----

The observation of teachers in actual classroom setting was made based on the nonverbal cues they used during teaching.

#### Observation Key

Symbol	Nonverbal cue	Context	Interpretation
B	Body movement		
P	Posture		
G	Gestures		
F	Facial expressions		
E	Eye contact		

*Table 1*

### Observation Schedule for Students

#### Sample of Observation Schedule of Actual Classroom Setting

Class:----- Observer-----

School: ----- Subject-----

Date: ----- Time -----

The observation of students in actual classroom setting will be made based on the nonverbal cues they use during learning.

#### Observation Key

Symbol	Nonverbal cue	Context	Interpretation
B	Body movement		
P	Posture		
G	Gestures		
F	Facial expressions		
E	Eye contact		

*Table 2*

### Interview Schedule for Teachers

The interpretation/meaning you give to the following nonverbal cues used by students during classroom interaction.

1. Students move their hands when explaining concepts/answering questions/working out tasks on the blackboard. What do these hand gestures (movements) mean?
2. What does the student mean when he/she points at the concepts/tasks/diagrams on the blackboard as he/she answers/asks questions?
3. What does a student mean he/she touches the concepts/diagrams/on the blackboard/chart as he/she explains them?
4. What does a student mean by underlining concepts on the blackboard?
5. What message does a student communicate when he/she raises his/her hand when the teacher has asked a question?
6. What message does a student communicate when he/she raises his/her hand when he/she is working out a written class exercise?
7. What message does a student communicate when he/she raises his/her hand during a reading lesson?
8. Give other THREE instances when a student may raise a hand in class.
  - a)
  - b)
  - c)
9. What message does a student communicate when he/she knocks the door when the class is ongoing?
10. What message does a student communicate when he/she cranes his/her neck towards a deskmate when the teacher is dictating notes?
11. What does the student mean when he/she leans towards the deskmate during the lesson?
12. What message does the student communicate when he/she stands when answering a question?

13. What message does a student communicate when he/she smiles after giving a correct answer?
14. What message does a student communicate when he/she maintains eye contact with the teacher during classroom interaction?
15. What message does the student communicate when he/she frowns during classroom interaction?
16. What does the student mean when he/she nods his/her head during classroom interaction?
17. What does the student mean when he/shakes his /her head during classroom interaction?
18. What message does a student communicate when he/she bites finger nails during classroom interaction?
19. What message do students communicate when they clap hands when a classmate has responded to a question?
20. Give other THREE instances when students may clap hands during classroom interaction.
  - a)
  - b)
  - c)

#### *Other Nonverbal Cues*

21. What do students mean when they laugh at a classmate who has responded to a question?
22. Give other THREE instances when students may laugh in class
  - a)
  - b)
  - c)
23. What message does a student communicate when he/she yawns in class?
24. What message does a student communicate when he/she doses in class?
25. What message does a student communicate when he/she sleeps in class?

#### *Interview Schedule for Students*

- What do teachers movements in class mean?
  - Teachers move their hands when teaching/explaining concepts. What do these hand gestures (movements) mean?
  - What does it mean when a teacher gestures towards the students with a piece of chalk when he has given a question/task?
  - What does the teacher mean when he/she nods the head to a student who is answering a question?
  - What does the teacher mean when he/she shakes the head to a student who is responding to a question?
  - What does underlining of concepts on the blackboard by the teacher mean?
  - What does it mean if a teacher touches the concepts on the blackboard when explaining them?
  - What does it mean when a teacher traces the diagram on the blackboard/chart using a finger/piece of chalk/blackboard ruler?
  - What does it mean when a teacher points at the concepts on the blackboard when teaching/explaining them?
  - What do teachers pointing/touching of concepts on the blackboard using a blackboard ruler mean?
  - What does it mean if a teacher points at a student using an index finger when the teacher has asked a question in class?
  - In what other situations/instances would a teacher point at students in class using an index finger?
  - Teachers make eye contact with students. What do these eye contacts mean?
- 190
- What does it mean when teacher smiles at a student who is answering a question?
  - What does a teacher mean when he/she frowns at a student who is answering a question?

#### **Questionnaire for Teachers**

I am a Doctor of Philosophy student at Pwani University, Department of Languages, Linguistics and Literature, undertaking a study on Nonverbal Language in Classroom Interaction.

Kindly assist me by completing the questionnaire as instructed below. (Your responses will be treated with utmost confidentiality).

#### *Part I*

##### Personal Information

Please provide the following information

1. Sex: male ( ) female ( )
2. School-----
3. Teaching experience----- years.
4. Subject taught-----
5. Class taught-----

#### *Part II*

*The Teachers Perception Regarding Kinesics as Nonverbal Cues That Communicate Messages in Classroom Interaction*

The following are five sections of items that concern (i) body movements (ii) posture (iii) gestures (iv) facial expressions (v) eye contact

Below is the 5-point likert scale. Please indicate the degree to which you agree or disagree to the given statements as per the following abbreviations.

- 1) Strongly Agree (SA)
- 2) Agree (A)
- 3) Un Decided (UD)
- 4) Disagree (D)
- 5) Strongly Disagree (SD)

### Section I

		SA	A	UD	D	SD
Q1	Body movements of students communicate messages in class					
Q2	You understand messages communicated by student's body movements during the lesson.					
Q3	Your body movements make the classroom environment lively					
Q4	Circulating around the class as you teach enhances students' concentration.					
Q5	Body movements of the students during the lesson show their interest in the lesson.					
Q6	Your body movements help the students in understanding the lesson.					

Table 3: Body Movements

### Section II

		SA	A	UD	D	SD
Q1	Posture communicates messages in class.					
Q2	You understand messages communicated by student's posture during the lesson.					
Q3	Standing in class helps gain the attention of the whole class.					
Q4	Leaning forward indicates that you are interested in the lesson.					
Q5	Leaning backward indicates that you are not interested in the lesson.					
Q6	Students lose interest and motivation when you sit on a chair during teaching.					

Table 4: Posture

### Section III

		SA	A	UD	D	SD
Q1	Gestures communicate messages in class.					
Q2	You use hands to give additional visual information to students					
Q3	You understand messages communicated by student's gestures in class.					
Q4	You use gestures to clarify information in class.					
Q5	Gestures help make student thinking more visible.					
Q6	Pointing gesture can increase the level of attention of students in the classroom.					

Table 5: Gestures

## Section IV

		SA	A	UD	D	SD
Q1	Facial expressions communicate messages in classroom teaching and learning					
Q2	Facial expressions make teaching and learning more interesting and effective					
Q3	You use facial expressions(smile, frown etc) according to the need and situation					
Q4	You understand the messages communicated by students facial expressions in class					
Q5	You understand from students' facial expressions how much they are interested in the lesson.					
Q6	You use facial expressions to appreciate the performance of the students					

Table 6: Facial Expressions

## Section V

		SA	A	UD	D	SD
Q1	Eye contact communicate messages in classroom teaching and learning.					
Q2	Eye contact makes the students attentive in class.					
Q3	Regular eye contact with the students enhances their attention.					
Q4	Teacher's regular eye contact with the students makes the classroom lively.					
Q5	You use eye contact to convey messages of appreciation or anger to students in class.					
Q6	Students avoid eye contact when they do not the answer to the question asked.					

Table 7: Eye Contact

**Questionnaire for Students**

I am a Doctor of Philosophy student at Pwani University, Department of Languages, Linguistics and Literature, undertaking a study on Nonverbal Language in Classroom Interaction.

Kindly assist me by completing the questionnaire as instructed below. (Your responses will be treated with utmost confidentiality).

*Part I*Personal Information

Please provide the following information

1. Sex:            male ( )                            female ( )
2.    School-----
3.    Subject learnt-----
4.    Class -----

*Part II*The Student's Perception Regarding Kinesics as Nonverbal Cues That Communicate Messages in Classroom Interaction

The following are five sections of items that concern (i) body movements (ii) posture

(iii) gestures (iv) facial expressions (v) eye contact

Below is the 5-point likert scale. Please indicate the degree to which you agree or disagree to the given statements as per the following abbreviations.

- 1)    Strongly Agree                            (SA)
- 2)    Agree    (A)
- 3)    UN Decided                                    (UD)
- 4)    Disagree                                        (D)
- 5)    Strongly Disagree                            (SD)

## Section I

		SA	A	UD	D	SD
Q1	Body movements of teachers communicate messages in class					
Q2	You understand messages communicated by teacher's body movements during the lesson.					
Q3	Body movements of teachers make the classroom environment lively and conducive to learning.					
Q4	Teacher's circulation around the class as s/he teaches enhances your concentration.					
Q5	Your body movements during the lesson show your interest in the lesson.					
Q6	Body movements of the teacher helps the students in understanding the lesson.					

Table 8: Body Movements

## Section II

		SA	A	UD	D	SD
Q1	Posture communicate messages in class.					
Q2	Postures of teachers communicate messages in class.					
Q3	Standing of the teacher in class helps gain the attention of the whole class.					
Q4	Leaning forward indicates that you are interested in the lesson.					
Q5	Leaning backward indicates that you are not interested in the lesson.					
Q6	You lose interest and motivation when a teacher sits on a chair during teaching.					

Table 9: Posture

## Section III

		SA	A	UD	D	SD
Q1	Gestures communicate messages in class.					
Q2	You understand the lesson more effectively when the teacher uses hands to give additional visual information.					
Q3	Teachers use gestures to clarify information in class.					
Q4	Teachers use of gestures help students understand the lesson.					
Q5	Gestures help make student thinking more visible.					
Q6	Pointing gesture can increase the level of attention of students in the classroom.					

Table 10: Gestures

## Section IV

		SA	A	UD	D	SD
Q1	Facial expressions communicate messages in classroom teaching and learning					
Q2	Facial expressions make teaching and learning more interesting and effective.					
Q3	You use facial expressions(smile, frown etc) according to the need and situation					
Q4	You understand the messages communicated by teachers' facial expressions in class					
Q5	You understand from teachers' facial expressions how much they are interested in the content they are teaching.					
Q6	You use facial expressions to appreciate the lesson.					

Table 11: Facial Expressions



## Section V

		SA	A	UD	D	SD
Q1	Eye contact communicate messages in classroom teaching and learning					
Q2	Eye contact makes you attentive in class.					
Q3	Regular eye contact with the teachers enhances your attention.					
Q4	Teacher's regular eye contact with the students makes the classroom lively					
Q5	Teachers use eye contact to convey messages of appreciation or anger to students in class.					
Q6	You avoid eye contact when you do not know the answer to the question asked.					

Table 12: Eye Contact

**List of Schools**

ST.Charles Lwanga Secondary School

Sacred Heart High School

Mrima Secondary School

**Informed Consent form**

*Title of the Project: The Role of Nonverbal Communication in Teacher-Student Classroom Interaction: A Study in Selected Secondary Schools in Mombasa County, Kenya*

Name of Researcher: Jacinta AkinyiMuyuku

I confirm that I have read and understood the information provided about this research project in the information sheet dated <January 2019> (<Serial Number>) for the study ( The Role of Nonverbal Communication in Teacher-Student Classroom Interaction: A Study in Selected Secondary Schools in Mombasa County, Kenya).

I have had an opportunity to ask questions about the study and am satisfied with the answers I have been given.

I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

I understand that video recording of the classroom setting will also be done.

I understand that relevant sections of information and data collected during the study may be looked at as part of the research. I give permission for my (kinesics cues and questionnaire responses) data to be used for this purpose.

I understand that my participation in this study is voluntary and that I am free to stop at any time, and I do not have to give a reason for doing so.

I understand that I may withdraw myself or any information that I have provided for this project at any time prior to completion of data collection without being disadvantaged in any way.

If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.

I agree to take part in this research.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

.....  
Researcher to complete:

I have explained the information in this document and encouraged the participant to ask questions and provided adequate time to answer them.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

or Person Seeking Consent

(If different from researcher)

Research Document



Figure 1