

Research Article

Investigation into the Use of Nonverbal Behaviour in the Learning of English as A Foreign Language: Case of First and Second Forms of Secondary School in Bukavu

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Abstract: This article deals with the investigation into the use of nonverbal behaviour in the learning of the English language as it happens in first and second forms of secondary school. To achieve the goal, library research, observation, questionnaire and interview were used to collect theoretical and field data. The aim of the whole exercise was to find out whether or not learners use nonverbal behaviour in the English language classrooms. An analysis of the different forms of field data revealed that the use of nonverbal behaviour requires sufficient experience and competence in the learning and teaching of the English language so as to guide learners and teachers. The findings led to pedagogical implications in the sense of helping both learners and teachers to understand ones' message.

Keywords: Nonverbal behaviour, gestural learning, acquisition factors, linguistic practice, beginners.

I. Introduction

Nonverbal behaviour is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gestures, body language or posture, facial expressions, eye contact, objects communication such as clothing, hairstyle, even architecture and symbols, (*Oxford Advanced Learner's Dictionary* 2002:926). In communication, nonverbal behaviour is seen not only in the global world but also in specific settings like the classroom. In the classroom, nonverbal behaviour may be experienced through pupils' learning activities and teacher's role of teaching (interpreting roles). This research identifies nonverbal behaviour used in teaching/learning English language as a situation of nonverbal communication. This situation, like any other situation of communication, uses verbal and nonverbal behaviour. Beginner learners of English as a foreign language have problems in the use of language for communicative purposes. Deficient communication due to limitation in vocabulary and grammar between them and the teacher is a great handicap in the learning process. Nonverbal behaviour plays an important role in the learning language classroom because it helps to match the teacher's message and reactions to those of the learners in language learning.

Learners feel frustrated by their limited vocabulary and precarious grammar when they are learning English in the classroom. They are afraid of uttering bizarre speech forms and erroneous verbalization and instead, resort to nonverbal clues. It may be instructive to examine and discover how learners manage to overcome formal language deficiencies and

cope with communicative situations through nonverbal signs or behaviour. In other words, it is important to know how learners compensate for gaps in their use of language performance. Teachers also encounter problems of communication when exchanging information with such learners in so far as pupils hardly catch the meaning of the language used by the teacher. As a matter of fact, teachers also resort to nonverbal clues in order to facilitate communication. Taking into account the way the problem is stated, the present article attempts to answer the following questions:

- 1) What is the nonverbal behaviour that teachers and learners use in beginner classroom communicative situations?
- 2) What is the most prevailing category of nonverbal behaviour in the learners' and teachers' classroom language performance?
- 3) How does nonverbal behaviour enable learning and teaching?

The nonverbal behaviour that teachers and learners use in beginner classroom communicative situations is physical categories of senses (such as touching), nonverbal signs, manipulation of the human body (friction, nodding), desires and intentions. They enable learning in the way that some behaviour has well-known meanings. As both the teacher and the learner are engaged in a process of negotiation of meaning, the maximum of cooperation seeks to cover the probable communicational breach so as to allow the understanding and use of nonverbal behaviour.

The most prevalent nonverbal behaviour is bodily clues and the teachers resort to them when they feel that the learners are likely to fail to understand realities. Nonverbal behaviour enables learning and teaching by using body movements between teachers' and learners' interaction in the classroom situation.

This article aims at: (1) presenting, describing and analyzing the different nonverbal behaviour that the teachers and learners use in beginner classrooms of secondary school; (2) detecting the most recurrent nonverbal behaviour and find out their meanings in the classroom situation; (3) suggesting at the level of teachers for an efficient and effective use of nonverbal behaviour.

This article is limited to the presentation, analysis, findings and pedagogical implications of the different nonverbal behaviour that teachers and learners use in the beginners' English classrooms.

The results of this article will be helpful in English language teaching and learning. Teachers and researchers who will be in need to know different nonverbal behaviour used and come across in beginners' English language classrooms will refer to this article as a source.

Theoretical background in the use of nonverbal behaviour in the learning of ESL

According to the *Oxford Advanced Learner's Dictionary* (2002:926), the adjective 'nonverbal' means not involving words or speech'. Nonverbal behaviour is the process of communicating through sending and receiving wordless messages. Our senses get immediately the meaning of words through the use of nonverbal behaviour. It comes out that nonverbal behaviour plays a key role in every person's daily life. Learners use more nonverbal behaviour than words spelled in the second language because they are still beginners and they are not familiar with it. There are categories and features of nonverbal behaviour in the learning of English as a Second Language. According to <http://www.bizmove.com/skills/m8g.htm>, there are different categories and features of

nonverbal behaviour. Those categories are: (a) *Physical*: this is the personal type of communication, including among others, facial expression speech, sense of touch, sense of smell and body motions. (b) *Aesthetic*: it is a type of communication that takes place through creative expressions, for example playing instrumental music, dancing, painting and sculpturing. (c) *Signs*: the mechanical type of communication which includes the use of communication that takes use of signals such as signals of flags, horns and sirens. (d) *Symbolic*: this is the type of communication that makes use of the religious status ego-building symbols. (e) *Distance*: it is the amount of space between two nonverbal messages. In some cultures it is a sign of attraction while in others it may reflect status of the intensity of the exchange. (f) *Orientation*: people may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. (g) *Posture*: obviously one can be lying down, seated or standing. (h) *Physical contact*: shaking hands, touching, holding, embracing, pushing, or patting on the back all convey messages. They reflect an element of intimacy or a feeling of (or lack of) attraction. (i) *Facial expressions*: smile, frown raised eyebrow; yawn and sneer all convey information. Facial expressions continually change during interaction and are monitored constantly by their recipients. The use of nonverbal behaviour depends on body movements and varies from culture to culture, what might be appropriate in one culture may be inappropriate in another. It is important to be careful to avoid misinterpretation when we use nonverbal behaviour. (j) *Looking*: major feature of social communication is eye contact. It can convey emotion; it can signal when talking or stop talking.

According to Antes (1996:48); “Research has shown that more than sixty five percent of the emotional and social content of a conversation is transmitted nonverbally”. This means that much concerning roles, orientations, responses, personalities, feelings and emotions are communicated nonverbally. But, cultural differences in nonverbal behaviour are extremely relevant both inside and outside the second language classroom. For Brown (2000:142); “The expression of culture is so bound up in nonverbal communication that the barriers to culture learning are more nonverbal than verbal”. It is important to be aware of the differences in nonverbal behaviour across cultures than to assume that they are the same in all cultures. The essential is to establish the differences so that our nonverbal messages do not contradict, positively or negatively affect our verbal messages. As for <https://cariera.uvt.ro/wp/wp-content/uploads/2015/10/Cultural-Differences-in-Nonverbal-Communication.pdf>, teachers’ and pupils’ understanding of the differences in nonverbal behaviour across cultures plays an important role in language’. Nonverbal behaviour between teachers and learners is extremely important in second language learning. The teacher’s verbal and nonverbal messages should be harmonized in order that the same positive message of support and encouragement is received by pupils at both the unconscious and conscious levels.

Beebe (1980:38) argues that ‘Teachers should be aware of the impact that their nonverbal behaviour or communication has in affecting pupils’ achievement and pupils’ attitudes toward learning’. For Bapolisi B. (2012:8), nonverbal behaviour constitutes also the reinforcement of mechanisms at which teachers resort in order to favour learners in their classroom display of force in learning. The signs include physical categories of senses, (such as touching) emotions, nonverbal signs, manipulation of the human body (friction, nodding), intentions and attitudes.

Research Methodology

This article projects from a thorough review of various books and articles on the same topic. The researcher worked with first and second forms secondary school pupils and teachers of

six secondary schools in Bukavu. The sampled secondary schools in which the research was carried out were Ecole d'Application (EDAP) /ISP, Institut de Bukavu, Institut Kasali, Institut Bahati, Saint Paul Kitumaini and Institut de Bagira. These secondary schools were selected following the criterion that all the urban communes of Bukavu be represented in the sample. Some secondary schools where English was not taught (in 1st and 2nd forms) were not considered. The secondary schools in Bukavu have common characteristics in teaching and learning English. The researcher also used the experimental approach and direct observation for data collection.

Experimental approach and direct observation

The classrooms were observed and each of the behaviour observed a number of times in every class according to different signs and body movement teachers and learners were making while sharing English classroom materials. Thirty six lessons were attended, six lessons for each sampled secondary school among which three lessons were used to observe teachers' nonverbal behaviour and three other lessons to observe pupils' nonverbal behaviour in the classroom interactions. The nonverbal behaviour or signs gathered were discussed in 10 minutes before the end of the lesson observed in order to measure the understanding of the meaning by each party. These nonverbal acts or signs got from informants were used spontaneously during the lessons. They were recorded during Vocabulary and Grammar lessons by taking into account individual actions and interactions between teacher and learners. Three hundred and sixty pupils from sampled secondary schools were concerned to share and discuss the meaning of recorded nonverbal behaviour by using questionnaire and interview. Among them, sixty pupils from target class of each sampled secondary school were involved. Eighteen teachers of English from selected secondary schools (3 teachers per each sampled secondary school) were concerned for the same issues.

The different description and meaning of nonverbal behaviour were discussed together with the researcher and the informants (teachers and learners) in the classroom. The brainstorming was taking place after class during sixty minutes and after attending the lesson. This was applied in order to confront meanings and get common understanding and agreement on the description of signs. After observation and discussion with informants' nonverbal behaviour and meanings, the questionnaires and interview occurred to certain meanings and description of the primary data. The experimental approach was not an aspect to be neglected on the part of informants. The data gathered were shared again by both teachers and learners for certainty of meanings thanks to the questions designed about the use of nonverbal clues by teachers and learners. Those intended for the teachers enquired about the signs that they use for communicating some difficult English notions, either with accompaniment of words, thus facilitating the pupils' understanding, or they used the signs only and/or the visual aids. The questions concerning the learners enquired about the nonverbal behaviour they used to respond to teachers' questions or behaviour. Every informant got much time to reply or to answer the questions because the investigation took enough time.

Data Presentation, Analysis, Findings and Pedagogical Implications

Data presentation and analysis

A look into the different field data collected allowed us to distinguish that there are some body nonverbal behaviour used by the teacher and learners during their interactions in the classroom. Nonverbal behaviour is expressed as communicative approach in the classroom. Parts of the body and organs are mobilized in order to express nonverbal behaviour. Tables 1 and 2 below present parts of the body, human organs, and the different behaviour or signs used by teachers and learners with their meanings.

Table 1. Nonverbal behaviour or signs used by teachers

Part of body	Organs	Signs or nonverbal behaviour	Meanings and circumstance of use
Head	Eyes	Raising the eyebrow Squinting eyes	Satisfaction with the answer provided by a learner or encouraging a learner. Surprise by a given answer or situation
	Ears	Rubbing the ear Tugging the ear and looking thoughtfully	Expressing doubt. Failure / puzzlement or confusion.
	Mouth	Smiling	Kindness or satisfaction of the teacher
	Head	Nodding Shaking the head as to say no Holding the chin in the hands and looking thoughtfully. Scratching the head	Tenderness of the teacher to agree. Refusal. Helplessness/ disappointment. Reminding, to think hard about something.
Upper limbs	Arms	Clapping hands Crossing arms Hand on the mouth Placing the finger on lips as to silence Pointing at a pupil to another Pointing the finger to someone Holding both arm as if to ask why Drumming with the fingers on the desk Shaking hand with a pupil Movement of fingers Tapping with a pencil or pen Tapping on the blackboard	Drawing someone's attention Calmness Designation of a pupil, counting Silencing the class Appointing a pupil to answer. Warning , impatience Concentration/determination on something. Determination / trying hard. Greeting, bye-bye(lesson "greetings") Searching for ideas, reminding To express a strong opinion or belief Drawing learners' attention, obliviousness.
Lower limbs	Legs	Moving from one part of the class to another Patting the floor with foot Silence Gesture to stand up	Retraction in order to follow what the learner is doing. Going next to the learner to draw his/her attention, make the pupil to feel concerned with what the teacher is doing. Mental Research, Impatience. Thinking, drawing all the class attention Appointing someone to answer.

Field data (2011 and 2016)

Here down is some of the prevailing behaviour which was expressed by the teachers in the classroom during our investigation.

Nonverbal behaviour desire and intentions by the teachers

Nonverbal behaviour	Intentions and desires
1. Throwing a piece of chalk to a learner	The teacher wants to draw the learner's attention, to arouse his/her attention.
2. The teacher places his finger on the lips as a sign of warning and turns to a learner	He enquires him/her to be silence.
3. Motion of the finger as to ask pupil to come nearer	Welcoming the learner to talk in front of his classmates.
4. The teacher claps repeatedly	He draws pupils' attention
5. During a lesson, the teacher points at the blackboard with a ruler	Insisting on the item on the blackboard, its pronunciation.
6. The teacher points at a learner	Appointing someone to answer
7. Motion with the finger as to ask to go away	Approval of something
8. Motion with the hand secretly as to ask learner not to answer	Stopping a learner not to answer again but the teacher wants another one (patience, endurance).
9. Shifting weight from one foot to another	Express teacher's satisfaction of learner's reply.
10. The teacher lifts up hand and shows his thumb to a learner	Congratulations because of a positive answer.
11. Raising hand	Telling someone to stand up.

Field data (2011 and 2016)

The analysis of nonverbal behaviour observed on the part of teachers has a positive impact on the behaviour of the learners. It has been observed through the meaning shared by both teacher and pupils in the classroom. Five minutes before the end of the lesson, the mutual understanding of the nonverbal behaviour was happening in the classroom by confronting the different signs or nonverbal behaviour observed in the classroom. The following table shows it clearly from the classroom investigation.

Table 2. Nonverbal behaviour or signs used by learners

Part of body	Organs	Signs or nonverbal behaviour	Meanings and circumstance of use
Head	Eyes	Sleepiness Fix a look at the black board Straight look	Tired, annoyed, stressed, hungry Attention Expressing interest in the lesson
	Forehead	Wrinkling the nose Eyes greatly open	Dissatisfaction Surprise
	Ears	Pulling his/ her own ear	Express anger
	Mouth	Touching the mouth	Keeping quiet, Attentiveness

		Mouth highly open	Doubt, surprise
	Head	Touching the head when following the teacher Scratching the head Nodding by moving heavily the head up and down Looking at the ceiling Head decreased Looking at the floor Silence	Attentiveness, Careful listening Trying to remember Satisfaction with the answer given by the teacher Thinking about the answer to provide Avoid answering, carelessness Signs of having forgotten something Ignorance, thinking
Upper limbs	Arms	Pointing the finger at someone Raising the hand Pointing at the blackboard Clapping the hands Folding arms Putting the hands in the pocket Moving the forefinger from left to right Shaking hands with a classmate after answering a question Clasping hands together Clapping hands Sleeping on the desk	Warning or appointing Asking for a permission Showing the teacher what cannot be seen Alerting classmates to stop making noise. Politeness in learning, carefulness. Angry with something or someone Refusal Congratulations Afraid of a given situation Expressing happiness, joy Warn out, lack of motivation
Lower limbs	Legs	Dancing in the classroom. Kneeling down Sudden gesture to stand up	Expression of success, happiness Begging pardon to the teacher Readiness and eagerness to answer

Field data (2011 and 2016)

This nonverbal behaviour was recorded from the classroom during teaching and learning process. The above table shows that the learner is extremely feeling concerned with the language learning issues and she/ he is engaged in the lesson. The same case was observed in the teacher's nonverbal behaviour in the process of the English language teaching.

Here below, is learners' nonverbal behaviour which shows that the pupils use the signs not for joking but in the sake of expressing their intentions and desires during the learning. The researcher tried to check corresponding meanings to the understanding of teachers and learners in the English classroom.

Nonverbal behaviour desires and intentions by the learners

Signs or nonverbal behaviours	Meanings
1. The learner writes on the desk with his finger	Reminding of word spelling
2. The learner shows a knuckle-duster to his/her classmate	He/she wants to intimidate his/her classmate not denouncing him/her.
3. Raising hand later	The pupil is afraid of being questioned
4. Going outside by slamming the door	The learner shows his/her anger/dissatisfaction.
5. The learner scratches hair forcefully	S/he expresses regret because of forgetting some essential elements of the answer.
6. Looking at the ceiling	The pupil thinks about the answer or s/he is only pretending to think.
7. S/he puts a hand up and stands up by snapping fingers	S/he seeks the floor for answering
8. The pupil shrugs	S/he expresses refusal
9. S/he holds her /his nose	S/he expresses bad smelling
10. Put fingers in ears	The learner doesn't want to hear classmates' noise.
11. Hide one's face in one's hands	Escape to be seen by the teacher because of fearing to answer
12. The pupil turns head behind when teacher appoints her/him.	The pupil wants to escape the teacher's question and engage his/her classmate.

Field data (2011 and 2016)

The above table confirms and ends up with the idea about which nonverbal behaviour is dominant in teaching and learning classroom. As one reads about tables 1 and 2, she/he notices that both the teacher and learners use nonverbal signs or clues for different communicational occasions.

All the signs observed in the classroom involve body movements. Some involve the senses whereas others are purely body movements. For pupils to use only their bodies in nonverbal communication, it is because of, first of all expression, that would enable them to use other world material. This confirms the answers provided by the respondents of both sides for questions 2, 5, 6, 9 and 11. The second question concerned both teachers and learners and asked whether some physical categories of our senses such as touching, smelling, and emotions can explain something during the learning process. It comes out that both learners and teachers are not only aware of the usefulness of physical categories of senses, but also really use them. It can be observed that there are cases of two identical signs but with different meaning depending on whether it is used by a teacher or a learner according to their nonverbal behaviour.

According to the explanation got from both teachers and learners, there are some same meanings but with different signifiers. Shaking hands with a classmate after answering means

congratulations for the learners. On the teacher's side this function is rendered with the sign of greeting or to say goodbye depending on the context observed in the lesson "Greeting or salutation". How they communicate with such a discrepancy can be revealed by the maximum of cooperation (familiarity in practice of English language) as established by pragmatists who believe that in a communication process, the two participants cooperate to get the meaning of what apparently is not explicit. Some signs change meanings according to the context of use. For example, pointing at a pupil while he/she is making noise during the teacher's teaching or explanations expresses impatience or warning. Nonverbal signs can allow learners to get informed about some cultural traits, understand their own culture and communicate with people from other cultures. As the tables read, it can be noticed that some of, if not all, the signs have cultural meanings though some meanings may be universal.

For example, shaking hands with a classmate is generally taken as a sign of greeting, but culturally, people use it for congratulating as well. Wrinkling the nose as being a sign of disdain, but culturally people may use it for dissatisfaction. It cannot be claimed that these cultural meanings are the sole meanings these signs can have in nonverbal communication. They may also be used differently in other contexts, and this brings us back to the importance of studying the context of production. The manipulation of the body can allow learners to imagine what the teacher wants to say. It comes out that not all pupils really understand body movements as used by the teacher. Such a problem can be revealed by the fact that at the same time the teacher is trying to communicate some notions nonverbally; he/she is also trying to comply with how the sign should be produced in the target language.

Findings

The important findings of the article were drawn from the classroom observations. The problems and challenges were also identified in the use of nonverbal behaviour and some recommendations are provided:

- a) The researcher found that using nonverbal behaviour in the language classroom is beneficial for the target learning of English language context. This kind of teaching favored for those pupils who did not talk much because of lack of vocabulary and grammar.
- b) The learners were found quite interested to learn the language through the nonverbal signs in the real class context. Both pupils and teachers use nonverbal behaviour constantly.
- c) More positive attitude towards the course, the subject matter, and the educational institution can be developed by learners through a teacher's effective use of nonverbal communication.
- d) Teachers can establish interpersonal closeness with pupils as a way of expressing humour and warmth in the classroom in order to express better his nonverbal behaviour.
- e) As learners were many in number, i.e. large class, group work/ pair work often helped to manage the class properly by using nonverbal behaviour and increased learners' involvement. They enjoyed the role plays a lot in conversation even though they had a poor vocabulary and grammar.
- f) Learners' communication skills have also improved noticeably through classroom nonverbal behaviour and their levels of confidence have risen higher.
- g) They have learned to think about the language and write answers properly through gestures or nonverbal behaviour.
- h) Some learners came across unfamiliar nonverbal behaviour while holding lessons and could not grasp appropriate meanings due to the second language learning.

- i) Large class size and class duration of 2 hours per week sometimes became a challenge for the teacher.
- j) The learners' motivation and low proficiency in language learning nonverbal behaviour also posed challenges for the teacher.
- k) Learners were likewise, supported in letting go of their inhibitions about the use of their body language. These goals are important for all areas of second language learning and all sub-dimensions of non-verbal communicative competence.
- l) Depending on the aspect of body language that was focused on (non-vocal phenomena such as gestures, mime or moving around, or vocal phenomena like speech melody or speech rate), individual drama activities were subsumed under specific categories.
- m) Exercises that pay particular attention to non-vocal phenomena made learners concentrate on their bodies and encouraged them to use their facial expressions and gestures as a means of communication.
- n) Nonverbal behaviour helped learners develop positive attitude towards both the teacher and the English course.
- o) Two main nonverbal behaviour elements were observed such as nonverbal behaviour that facilitated pupil learning and that constricted pupil learning.
- p) While accepting students' ideas, teacher's nonverbal was consistently encouraging. For example in smiling, nodding and other body movement made by the teacher.
- q) As in teacher's teaching, he ensured variety in gestures, tone, pace of talk etc. While giving directions, teachers' nonverbal behaviour body language encouraged learner's participation in clarifying directions.
- r) When criticizing, teacher's nonverbal behaviour was firm and mild, severe, aggressive and intimidating. For example crossing arms, drumming with the fingers on the desk, etc.

Pedagogical implications for secondary school teachers

The implications of nonverbal behaviour in teaching have many positive aspects for teaching a second language. In order to use nonverbal behaviour properly in the language classroom and make the language learning experience enjoyable and fruitful, we would recommend the following:

- a) Classroom language learning requires nonverbal pictures to help the learners understand the meanings of words.
- b) It is recommended that a course of Semiotics should be developed for teacher's program to make nonverbal behaviour highly consistent with their verbal behaviour.
- c) A program for teachers training covering maximum elements of nonverbal behaviour should be developed and implemented.
- d) Nonverbal teaching behaviour should be given central place in important techniques of teaching.
- e) Teachers should be aware that the use of physical classroom environment can have positive or negative effects on pupils and the classroom should offer a variety of language acquisition.
- f) Teachers would be successful in communication, they need to be both competent and experienced, not only in verbal communication but also in nonverbal behaviour as well because much of the communication takes place at the nonverbal level.
- g) Pupils often signal whether they are listening and are attentive with their eyes. Pupils who are constantly looking at the wall clock rather may be indicating the need for a break, the dullness of the context or lack of teacher's motivation and preparation.
- h) Through nonverbal behaviour, pupils express whether they use and understand better or whether they are having trouble with the points of material. In that way, pupils determine

whether they need the teacher to slow down, to speed up or change the presentation of the material.

Knowledge and understanding of nonverbal behaviour between teachers and learners in second language learning becomes of paramount importance. One can therefore suggest good use of nonverbal behaviour in language classrooms and this leads one to formulate the following recommendations:

- a) Teacher trainers have an important role to play in the preparation of secondary school teachers of English. In the different classrooms investigated, the researcher has realized that for developing nonverbal behaviour there is failure to focus on it.
- b) First and second forms of secondary school, teachers of English language should teach by focusing on nonverbal behaviour to allow learners to be familiar with it and to facilitate their insight of thinking for the basis of stimulating the curiosity of learning.
- c) Aesthetic and symbolic categories of nonverbal behaviour should be privileged i.e. parts of human body pictures, maps or drawings would be displayed in the classroom in order to help the teacher to accompany his/her nonverbal behaviour in the language teaching communication.
- d) Duration of hours per a week in the first and second forms secondary school for teaching English language as a second language should be added to facilitate learners in practice and feeling familiar with nonverbal behaviour.
- e) The teaching of non-verbal behaviour should offer learners the opportunity to develop an awareness of their own body and its manifold forms of expression.

Conclusion

This article has presented, analyzed and explored the data collected from the field. It has found that teachers and learners use many nonverbal behaviour, most of which is with the body. It intended to discover the different nonverbal behaviour that teachers and learners use in the English language teaching-learning processes. Second language teacher gestures are a fundamental aspect of teacher's pedagogical repertoire that must be taken into account when examining teacher-learner interaction. It has been suggested that studies on nonverbal behaviour have rarely addressed directly the question of whether recipients understand the information gesture or nonverbal behaviour seems to provide.

In everyday talk, pupils of a performance or of talk in conversation do not make separate responses to the speaker's gestures. They respond to the discourse or conversational turn as an expression of an integrated unit of meaning. This means that it is difficult to demonstrate that a given nonverbal behaviour actually makes a difference in the communication. However, in classrooms, nonverbal behaviour/signs or gestures are used to provide both additional and specific information on how the learner's turn should be completed. By examining learners' utterances, we can note their orientation to, and the "taking up" of, information provided by the gesture or nonverbal behaviour.

The study detailed different theories made by other authors and presented methods, analysis of data, findings and some pedagogical implications. It helped in finding out that nonverbal behaviour is used by the learners to communicate among themselves and with the teacher. After the description and analysis of the signs observed, the questionnaire and interview, the researcher came to understand that the teacher has a great task. He/she should have sufficient experience and competence in teaching so as to evaluate his techniques and strategies. It is with this experience that s/he will be aware of some remedial ways to draw learners' positive

attitudes and create a better environment for the learners' socialization into particular school cultures.

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