



(RESEARCH ARTICLE)



The effect of non-verbal cues on pupil participation during the teaching of Kiswahili by Tambach Trainee-Teachers

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Abstract

The main objective of this study was to analyze the effect of non-verbal cues on pupil participation during the teaching of Kiswahili by trainee-teachers. The research adopted a descriptive survey design, based on the Coordinated Management of Meaning (CMM) theory, and involved Kiswahili teachers, teacher-trainees of Kiswahili language and pupils of selected primary schools in Uasin Gishu and Elgeyo Marakwet, Kenya. A purposive sampling technique was used to single out Kiswahili tutors for a Focus Group Discussion. Stratified random sampling method was then used to select 234 trainee-teachers and 210 learners. Questionnaires, observation schedules and Focus Group Discussion (FGD) were used to collect the data which was then analyzed using SPSS to form descriptive statistics, frequencies and percentages. Lastly, the data was presented descriptively and graphically as tables, graphs and charts. The findings uncovered that the use of non-verbal cues actively encourages student interaction and draws their attention into the subject matter being addressed. Hence, this research is anticipated to help improve the teaching and performance of Kiswahili, build a suitable teacher-student bond in the language classroom, further develop the cognitive abilities and heighten the learning capabilities of pupils by using non-verbal communication.

Keywords: Non-verbal cues; Trainee teacher; Trainee; Teachers

1. Introduction

In recent years, extensive research has been conducted with application to the influence of language learning apprehension in the classroom. Evidence implies that language learning apprehension can have an adverse effect on a student's educational success. Research summarized by Al-Shboul, Sheikh, Sahari, and Rahman (2013:32) publicized that "foreign language anxiety was seen as the highest factor which negatively associated with language attainment". In accordance with this observation, several articles highlighted such irritating linkages. Chakrabarti and Sengupta (2012:73) surveyed second language learning distress in Indian school classrooms, and based on their examination they concluded that teachers must prioritize in reducing this apprehension in the classroom because "creating a learner-friendly classroom is a solution to the problem of reducing second language learning anxiety". Despite the fact that uneasiness is a pervasive part of the language learning process, educators can minimize the damaging effects and lead to more positive outcomes for students.

Azaoui (2013) conducted a similar kind of study. His research offers the chance to add to our understanding of the influence of teachers' non-verbal pedagogical repertoire. Vivid and rich expression of gestures by the teacher stimulates the students to listen with interest and willingness (Barabar & Caganaga, 2015). Mandal (2014) researched non-verbal communication and he concluded that nonverbal cues help provide feedback and meta-communication in the language class.

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On the use of non-verbal communication, Haneef et al (2015) collected data through a focus group discussion with the teachers in Pakistan. All the teachers agreed that their non-verbal gestures had a significant effect on their students. In Zaida's words:

"The students focused more on the symbols, gestures rather than words. These gestures and symbols help to motivate the students in the class during the lectures".

Whenever they go out from the lectures, teachers engaged them in conversation by using the non-verbal communication. French (2014), there are a number of techniques in the body language. Most common in practice are body movement, body gestures, facial expression and eye contact. The teachers use at least one, mentioned above. As a male Pakistani teacher said;

"I always used my body movement, I think it creates more motivation and attention toward lecture" He added, "I believe that teaching is acting where you change your acting from place to place".

French (2015) stressed that body language or non-verbal communications are deeply linked to the communication and especially in the field of teaching where the communication skills play a more important role. Teachers believe that without effective body language, it is impossible to communicate in the class. As a teacher in Pakistan said,

"In the field of teaching, we should be more conscious about our body language, the students notice more of our body gestures and they try to imitate us".

And same thought of another female teacher,

"Whenever we work with the students, they understand the meaning of our gestures and body movement but there should be conscious planning for this type of the movement. It means that symbols and gestures are more effective for the communication."

In a study in Cyprus, Barbara & Caganaga (2015) findings showed that teachers believed that NVC is a major aspect of classroom management, because it facilitated teaching and learning process in EFL classrooms. The two teacher participants in Cyprus agreed that non-verbal cues are very beneficial to teachers because they solve problems of attention among students. They also added that non-verbal cues have effective place in EFL classrooms.

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.

Results of a study by Fatemeh et al. (2014) revealed that teachers“ facial expressions and eye contact played a fundamental role in students“ learning of language. Through eye contact, teachers can make the learning environment in the classrooms active by making the learners alert through teachers“ eye contact. This results in active participation environment during the learning process, enhancing the level of learners“ retention and understanding of concepts taught. Teachers“ body movements like during the teaching of stories also provide a strong basis for the teacher to be effective in their teaching and if they use them properly, they supply students with additional information. When the head, shoulders, and hands are skillfully used, the learners are in a better position to understand difficult learning concepts. The major source of the data collection in this study was a questionnaire.

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.

Martin and Nakayama (2010) emphasize that eye contact serves to regulate conversation therefore overall communication. This is on account of the fact that it is used to signal readiness to speak or as a cue to allow others into the talk. In a situation where there is no one ready with an answer to a teacher's question (for instance), eye contact a direct look at one of the pupils is indicative of a cue to respond. Also, towards the end of an interlocution, eye contact is a cue to the listener that the speaker is finishing up.

Bambaeroo & 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.

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 is perceived by others according to Miller (1988). A study by York (2015) on nonverbal immediacy role on student learning revealed a positive impact of nonverbal interaction on learners“ academic achievements. The study sought to establish the correlation between teachers“ nonverbal interaction and learners“ achievement academically. The study revealed existence of a relationship between nonverbal interaction and learners“ academic achievement.

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).

Therefore, teachers should set a continuous mood of learning through nonverbal interaction even before the lesson commences so as to create interest in learning among the learners. Results from a study by Julia (2014) revealed a strong positive relationship between teachers“ higher ratings of nonverbal behaviors and higher ratings of effectiveness while participants equated teacher expressiveness with teacher enthusiasm. If this can be achieved by a teacher, the outcome will probably be improved academic achievements.

Meriem (2017) state that thumps-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. 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.

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. 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 (Pan 2014).

To process our thoughts, we need silence. We tend to focus better in a quieter environment, and silence helps restore our finite cognitive resources. Indeed, “silence is crucial for the mind to register information from its surroundings; thus, it is inactivity, generally in silence, that stimulates brain activity most” (Brown 2019, 28). In an age that seems filled with loud sounds and distracting noises, silence is essential.

We often underestimate the power of our silent presence to help us form a deep connection with a child. An adult’s intentional silence is an intervention strategy during a child’s emotionally loaded moments of distress, helping them to learn the language of co-regulation (Tavares 2022). I’ve come to think of this as “loving silence.” Loving silence speaks to what is underneath the behavior and creates space and time for seemingly uncomfortable emotions to be honored, attended to, and recognized. While it is very easy to write about this strategy, it can be very difficult to put into practice. Yet young children depend on intentional teachers to guide them in learning about and navigating their emotions.

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).

Further studies demonstrate that students prefer more flexible seating arrangements (Harvey and Kenyon, 2013). In particular, students express a preference for classrooms with mobile vs. fixed chairs, and trapezoidal tables with chairs on casters vs. rectangular tables with immobile chairs. In general, spaces designed in a student-centered manner, focusing on learner construction of knowledge and collaboration can support student learning (Rands and Gansemer-Topf, 2017). In reality, many classrooms at colleges and universities have been built using more conventional models for lecture and seminar-type courses. Instructors can consider ways to modify seating arrangements and align those arrangements with the demands of classroom activities to maximize student learning.

Flexible seating is something you may want to try. Students who are comfortable in a learning space are better engaged, which leads to more meaningful, impactful learning experiences (Cole et al., 2021). You may try to implement pillows, couches, stools, rocking chairs, rolling chairs, bouncing chairs, or even no chairs at all. Quizlet is also an effective method for obtaining students’ answers (Setiawan & Wiedarti, 2020). Using these tools allows every student to participate, even the timid students, and allows the teacher to perform a class-wide formative assessment on all students.

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.

According to Tai (2014) teachers can improve their teaching methods by using eye contact in an artistic manner. Eye contact is said to be significant as revealed by Guvendir (2014). To arouse learners’ participation, teachers utilized their non-verbal cues in such a way that learners are encouraged to participate in classroom activities. Smiling and energetic teachers encourage participation while slow and inactive teacher make the class to be dull. Akinola (2014) stated that non-verbal behaviour could be used as a teaching strategy in classroom management. Thus, they are used to vary tempo, control participation, etc.

2. Research Design and Methodology

The current study is based on a mixed method design combining both quantitative and qualitative research methods into its data-gathering technique. Through a pragmatic approach, mixed methods have the potential to provide a middle ground that can examine the capacity for both researchers and participants to use knowledge for playable outcomes (Morgan, 2007). Thereby, treating the two research methods as separate extremes is not appropriate, as this holds implications for the possibility of generalizability.

Pragmatists do not consider the link between the two research methods but focus is on the outcome of the research. Pragmatists say methodology used should be one that is most likely to answer the research questions and address the research objectives. The concern should be on what works. Creswell (2003) further says methods chosen need to meet

the needs of the researchers and purposes of research hence pragmatism paradigm best suits mixed research methods. The current study being mixed method design has characteristics of both quantitative and qualitative research methods. Therefore, pragmatism was best suited to underpin this study.

3. Results and Discussion

The objective of this study was to analyze the effect of non-verbal cues on pupil participation during the teaching of Kiswahili. The findings are shown in Table 1.

Table 1 Effect of Non-Verbal Cues on Pupil Participation during Teaching of Kiswahili

Statement	ALA		A		R		N		ALN		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Non-verbal communication is important when teaching.	34	19.0	118	65.9	15	8.4	8	4.5	4	2.2	179	100.0
I find students responsive to the use of non-verbal Cues when teaching reading.	48	26.8	76	42.5	32	17.9	23	12.8	0	0.0	179	100.0
Use of non-verbal communication is important during reading instruction	43	24.0	81	45.3	34	19.0	17	9.5	4	2.2	179	100.0
Minimizing space between teacher and pupils is an important teaching tool when teaching reading	28	15.6	75	41.9	53	29.6	23	12.8	0	0.0	179	100.0
Long pauses or silence indicate a student is thinking about the material you have just covered.	53	29.6	54	30.2	44	24.6	17	9.5	11	6.1	179	100.0
A long pause or silence indicates that the pupils are confused and in need of more instructions.	27	15.1	65	36.3	60	33.5	15	8.4	12	6.7	179	100.0
In the classroom i find moving around with pupils, sitting on the floor with them and going to them when they need help an effective teaching tool during reading instruction.	34	19.0	57	31.8	18	10.1	62	34.6	8	4.5	179	100.0
I find that my own excitement over reading instructional material often elicits excitement from pupils.	22	12.3	54	30.2	48	26.8	41	22.9	14	7.8	179	100.0
Non-verbal communication during reading instruction rarely has an effect on my students	32	17.9	56	31.3	36	20.1	26	14.5	29	16.2	179	100.0
Your students are aware of and respond to non- verbal communication during reading instruction	38	21.2	99	55.3	17	9.5	25	14.0	0	0.0	179	100.0
Students respond better to non-verbal feedback than verbal during reading instructions.	25	14.0	52	29.1	84	46.9	14	7.8	4	2.2	179	100.0

Table 1 shows that 34(19.0%) of the teachers almost always find the use of non-verbal communication important when teaching while 118(65.9%) of teachers always find the use of non-verbal communication important when teaching. However, 8.4% (15) rarely, 22(4.58%) never and 4(2.2%) of the teachers almost never find the use of non-verbal communication important when teaching. This confirms assertions by French (2015) who stressed that body language or non-verbal communications are deeply linked to the communication and especially in the field of teaching where the communication skills play a more important role. Teachers believe that without effective body language, it is impossible to communicate in the class (French, 2015). Therefore, non-verbal communication enhances teaching and learning activities.

Further, Table 1 reveals that 48(26.8 %) of the teachers who participated in this study almost always find students responsive to the use of non-verbal communication when teaching reading, whereas 76(42.5%) of the teachers always

find, 32(17.9% of the teachers rarely find and 12.8% (23) of the teachers never find students responsive to the use of non-verbal communication when teaching reading. This agrees with a study in Cyprus by Barbara and Caganaga (2015) whose findings showed that teachers believed that non-verbal communication is a major aspect of classroom management, because it facilitated teaching and learning process in English Foreign Language classrooms. The two teacher participants in Cyprus agreed that non-verbal cues are very beneficial to teachers because they solve problems of attention among students. They also added that non-verbal cues have effective place in English Foreign Language classrooms. In this study, learners responded appropriately when non-verbal cues were utilized in the teaching of reading in classrooms.

The findings in Table 1 shows that 43(24%) of the teachers almost always find use of non-verbal communication important during reading instructions while 81(45.3% of teachers always find use of non-verbal communication always important during reading instructions. However, 34(19%) rarely, 17(9.5%) never and 4(2.2%) of the teachers almost never find use of non-verbal communication important during reading instructions. This is in agreement with Pan (2014) who argued that 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. 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.

Table 1 reveals that 15.6% (28) of teachers nearly always believe that decreasing space between the teacher and pupils is a valuable tool when teaching reading, while 75(41.9%) continually think it is advantageous. Nonetheless, 53(29.6%) seldom find it useful and 23(12.8%) never deem it important. This agrees with Tai (2014) assertion that 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 when non-verbal communication cues are used in instruction. Gestures, facial expressions and body movement work as tools that attract and motivate learners' attention in learning. Successful teachers use their physical presence to enhance teacher-learner motivation and interaction in the classroom. Use of body language to communicate with learners makes them motivated.

The results in Table 1 demonstrate that 53(29.6%) almost always suggest that prolonged silence or pause implies a learner is contemplating the subject that has just been addressed, while 54(30.2%) of the teachers concurred that it invariably implies a learner is processing the material taught. Similarly, 24.6% (44) rarely report that long pauses or silences present that a student is cogitating about the material taught, contrary to what 17(9.5%) of the teachers say never and 11(6.1%) of the teachers almost never acknowledge. This is in agreement with Brown (2019) who argued that to process our thoughts, we need silence. We tend to focus better in a quieter environment, and silence helps restore our finite cognitive resources. Indeed, "silence is crucial for the mind to register information from its surroundings; thus, it is inactivity, generally in silence, that stimulates brain activity most". In an age that seems filled with loud sounds and distracting noises, silence is essential.

The study demonstrates that 15.1% (27) of individuals believed that an extended pause or silence implies that the students are befuddled and require more direction while a larger part of 36.3% (65) accepted that long hiatus or quietness implies that the students are perplexed and require additional guidance. Nonetheless, 60(33.5%) of the members rarely, 15(8.4%) never, and 12(6.7%) respected that long interrupted interval or muteness indicates that the students are puzzled and in need of more instructions. This finding confirms assertions by Tavares (2022) who argued that Instructors often underestimate the power of silence in helping to form a deep connection with a child. An adult's intentional silence is an intervention strategy during a child's emotionally loaded moments of distress, helping them to learn the language of co-regulation. Loving silence speaks to what is underneath the behavior and creates space and time for seemingly uncomfortable emotions to be honored, attended to, and recognized. While it's very easy to write about this strategy, it can be very difficult to put into practice. Yet young children depend on intentional teachers to guide them in learning about and navigating their emotions.

It was further revealed that 19.0% (34) of the participants almost always discovered that actively engaging with the students, sitting with them on the floor and attending to them when they requested assistance is a useful teaching approach during reading classes. Furthermore, 31.8% (57) constantly found the strategy to be productive, while 18(10.1%) sometimes, 62(34.6%) never and 8(4.5%) almost never found it to be of use. This finding confirms the argument by Harvey and Kenyon, (2013) who say that further studies demonstrate that students prefer more flexible seating arrangements. In particular, students express a preference for classrooms with mobile vs. fixed chairs, and trapezoidal tables with chairs on casters vs. rectangular tables with immobile chairs. In general, spaces designed in a student-centered manner, focusing on learner construction of knowledge and collaboration, can support student

learning (Rands and Gansemer-Topf, 2017). In reality, many classrooms at colleges and universities have been built using more conventional models for lecture and seminar-type courses. Instructors can consider ways to modify seating arrangements and align those arrangements with the demands of classroom activities to maximize student learning.

It was discovered that 12.3 percent (22) of the tutors almost continually find that their passion when reading guidance material regularly encourages fervor from students while the lion's share 30.2 % (54) of the educators always find that their own excitement when reading guidance material frequently initiates enthusiasm from students. Moreover, 26.8 percent (48) of the teachers once in a while, 22.9 percent (41) never, and 7.8 percent (14) of the mentors almost never discover that their very own energy when perusing instructional material regularly incites fervor from students. This confirms an argument by York (2015) on nonverbal immediacy role on student learning. York's study revealed a positive impact of nonverbal interaction on learners' academic achievements. His study sought to establish the correlation between teachers' nonverbal interaction and learners' achievement academically. The study revealed existence of a relationship between nonverbal interaction and learners' academic achievement. The study targeted post-secondary learners while the current study targeted primary school learners.

The research found out that 32(17.9%) of the teacher-trainees continually notice that non-verbal correspondence during perusing guidance infrequently has an effect on students while 56(31.3%) of educators continually aver that non-verbal correspondence during perusing guidance seldom has an effect on students. In any case, 36(20.1%) rarely, 26(14.5%) never, and 29(16.2%) of the mentors almost never observe that non-verbal correspondence during perusing guidance infrequently has an impact on students. This agrees with a study in Cyprus by Barbara & Caganaga (2015) whose findings showed that teachers believed that non-verbal communication is a major aspect of classroom management, because it facilitated teaching and learning process in English Foreign Language classrooms. The two teacher participants in Cyprus agreed that non-verbal cues are very beneficial to teachers because they solve problems of attention among students. They also added that non-verbal cues have effective place in English Foreign Language classrooms.

Table 1 shows that around one-fifth 38 (21.2 %,) of the teacher-trainees always perceive that students are cognizant of and react to non-verbal communication when delivering reading instruction, and the majority 99 (55.3 %,) observe such an awareness. However, almost 17 (9.5 %,) of the trainees rarely encounter this and an equally small portion (14%) of them never notice students understanding and responding to this form of interaction. This is in line with Azaoui (2013) who conducted a similar kind of study. His research offers the chance to add to our understanding of the influence of teachers' non-verbal pedagogical repertoire. Vivid and rich expression of gestures by the teacher stimulates the students to listen with interest and willingness (Barabar & Caganaga, 2015). Mandal (2014) researched non-verbal communication and he concluded that nonverbal cues help provide feedback and meta-communication in the language class.

Moreover, 25(14%) of the educators usually see the learners having a more favorable response to non-verbal feedback instead of spoken expression when learning to read, while close to a third 52 (29.1%) always recognize this phenomenon. On the other hand, almost half 84 (46.9%) of the teachers rarely detect such an improved reaction, while only a slight minority 14 (7.8%) of them never find that pupils are responding more positively to the former type of communication, and another minor fraction 4 (2.2%) scarcely recognize it. This agrees with Bambaerero & Shokrpour (2017) who 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.

The pupils were asked to state their opinion concerning the use of non-verbal cues in Kiswahili learning. The responses are shown in Table 2.

Table 2 Use of non-verbal cues in Kiswahili learning

Statement	SD		D		N		A		SA		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Smiling teachers teach more effectively than those who are always serious.	49	25.5	48	25.0	24	12.5	31	16.1	40	20.8	192	100
It is easy to speak in front of those teachers who usually encourage students by nodding their head	28	14.6	57	29.7	17	8.9	48	25.0	42	21.9	192	100
Pupils feel nervous and embarrassed when the teacher indicates a particular pupil while asking the question	54	28.1	20	10.4	27	14.1	71	37.0	20	10.4	192	100
It is hard to speak in front of those teachers who stare their pupils coldly.	52	27.1	29	15.1	33	17.2	46	24.0	27	14.1	187	97.4
My friends avoid eye contacts when they do not know the answer of the question asked.	48	25.0	27	14.1	26	13.5	53	27.6	38	19.8	192	100
I pay more attention when the teacher makes eye contacts with me in the class.	42	21.9	13	6.8	19	9.9	51	26.6	67	34.9	192	100
Teachers make eye contacts only with the talented pupils.	97	50.5	36	18.8	29	15.1	18	9.4	12	6.3	192	100
Teachers tend to look away when a difficult topic is being discussed	44	22.9	71	37.0	10	5.2	38	19.8	29	15.1	192	100
The attractive personality and friendly style also contribute to teachers' success and our learning	43	22.4	13	6.8	33	11.5	56	29.2	58	30.2	192	100
My friends do not pay attention in the lesson when the teacher appears to be tired and exhausted	70	36.5	44	22.9	16	8.3	33	17.2	29	15.1	192	100
Attractive teachers are very intelligent and teach well.	27	14.1	71	37.0	25	13.0	19	9.9	50	26.0	192	100
We enjoy the lessons of those teachers more who are physically smart, attractive and well dressed	47	24.5	26	13.5	45	23.4	47	24.5	27	14.1	192	100
Sitting close to the teacher in the front row helps pupils in understanding the lesson more.	49	25.5	45	23.4	37	19.3	27	14.1	34	17.7	192	100
My friends feel bored in those classes where the teacher teaches in a monotonous tone	52	27.1	47	24.5	38	19.8	18	9.4	37	19.3	192	100
Poor teachers make sounds time and again while explaining the subject matter.	55	28.6	90	46.9	0	0.0	14	7.3	33	17.2	192	100
Teachers movement in the classroom keeps learners active	14	7.3	21	10.9	35	18.2	47	24.5	75	39.1	192	100
Pupils become more active if they are asked questions and involved in discussions.	14	7.3	13	6.8	12	6.3	79	41.1	74	38.5	192	100
Pupils like those teachers who summarize the lesson at the end.	5	2.6	8	4.2	31	16.1	40	20.8	108	56.3	192	100
I like those teachers who illustrate the subject matter.	10	5.2	9	4.7	12	6.3	59	30.7	102	53.1	192	100
I like those teachers who always give an assignment/homework.	34	17.7	5	2.6	17	8.9	48	25	88	45.8	192	100
My friends like those teachers who tell jokes and make us laugh.	14	7.3	17	8.9	20	10.4	70	36.5	71	37.0	192	100

My friends like those teachers who ask questions time and again in the class.	26	13.5	9	4.7	34	17.7	46	24.0	77	40.1	192	100
We like to work in pairs/groups in the classroom rather than listening to the lessons all the time	33	17.2	27	14.1	10	5.2	59	30.7	63	32.8	192	100

Table 2 shows that just over half 97 (50.5%), of the pupils who were surveyed disagreed with the notion that a teacher who smiles is more capable of teaching effectively than someone who keeps a straight face while, 71(36.9%) were in agreement. Making physical contact plays an essential part in the learning environment of Primary school children and during lessons in reading. This finding confirms assertions by Tai (2014), who argued that teachers' body language helps learners to get his/her message 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-learner motivation and interaction in the classroom and also use body language to communicate with learners and make them feel motivated.

Approximately 85(61%) of those surveyed reported feeling uncomfortable speaking in front of teachers who usually gesture with nods and affirmations, while 90(47%) agreed it was easy. On the contrary, around 74(67%) did not agree that too much attention from a teacher when raising a question causes pupils to feel uneasy and embarrassed. But almost half (91) admitted to feeling this way. In regards to those teachers who had a sterner demeanor, 79(43%) of the students felt comfortable talking, while 73(38%) found it to be awkward. This is in congruence with results of a study by Fatemeh et al. (2014) which revealed that teachers' facial expressions and eye contact played a fundamental role in students' learning of language. Through eye contact, teachers can create conducive environment for learning in the classrooms active by making the learners alert through teachers' eye contact. This results in an active participation environment during the learning process, enhancing the level of learners' retention and understanding of concepts taught. Teachers' body movements especially in the teaching of stories also provides a strong basis for the teacher to be effective in their teaching and if they use them properly, they supply students with additional information. When the head, shoulders, and hands are skillfully used, the learners are in a better position to understand difficult learning concepts. The major source of the data collection in this study was a questionnaire.

The present research revealed that the majority (47.4%) of the participants stated that their friends flee eye contact when they cannot answer a question put forth, whilst 39.1% expressed contrary beliefs. Additionally, 61.5% accepted that they pay more attention when the teacher has eye contact with them during classes, in comparison with 28.6% that disagreed. Moreover, 69.3% of the participants contested to the claim that teachers only give eye contact to the talented students, while 59.9% rejected the statement that teachers avert their sight when a difficult topic is being discussed. According to Tai (2014) teachers can improve their teaching methods by using eye contact in an artistic manner. Eye contact is said to be significant as revealed by Guvendir (2014). To arouse learners' participation, teachers utilized their non-verbal cues in such a way that learners are encouraged to participate in classroom activities. Smiling and energetic teachers encourage participation while slow and inactive teacher make the class to be dull. Akinola (2014) stated that non-verbal behaviour could be used as a teaching strategy in classroom management. Thus, they are used to vary tempo, control participation and such cues.

The study established that a big portion (59.4%) of the students concurred that a teacher's appealing character and amicable style help add to their prosperity and students' learning. A speaker turns out to be formal when there is a twelve-foot public distance. Teachers who keep up this distance from their students are normally formal and a few pupils may feel the teacher is cool and detached. Hull's (2016) system for the arrangement of distance can productively be utilized to gain understanding into the idea of different student-teacher collaborations. However, it must be noted that the proper distance is dictated by a wide range of variables including the situation, the idea of the relationship, the topic being taught, and the physical limitations which are present.

In today's world, the way people look plays a significant role when it comes to people's interactions between each other. When looking at the world of education, teachers often place a certain amount of importance on the physical characteristics of their students, which can lead to stereotypes. The body type that is generally seen as the most attractive around the world is the mesomorph. Research has shown that mesomorphs tend to do better academically, not because they are smarter, but because others treat them differently. They have higher popularity amongst their own peers and with their teachers, and are often looked to for opinions. Studies have sought to investigate the impact of

physical allure and found that it has a positive effect on the effectiveness of influential speeches and on the success rate of the speakers. In regards to academic performance, there is a link between attractiveness and grade-point average.

Teachers should be mindful about the expectations society has regarding how people should look and should be wary of favoring the physically attractive students. It is difficult to alter one's physical features, so this should not be allowed to be a factor in teachers' treatment of their students. An intelligent student does not necessarily need to have glasses or be skinny, and a chubby child might not necessarily be placid and composed. Similarly, athletic individuals do not need to fit the stereotypical definition of 'jocks'. This research on physical attractiveness in the classroom should act as an advisory to school personnel so that their decisions being guided by looks is not encouraged.

There were 114(59.4%) of the pupils who said that their peers lose focus on the lesson when their teacher appears to be worn-out and tired. In comparison, 62(32.3%) indicated that their schoolmates do not concentrate on the lesson when the teacher appears exhausted. Slightly more than half (51%) of the respondents to the study disagreed that attractive teachers are very smart and instruct well, while 74(38.6%) enjoyed classes taught by those teachers who are physically attractive, smart, and well-dressed. Concerning 61(31.8%) of the learners, sitting close to the instructor at the front row is helpful in understanding the lecture better; however, 94(49%) dissented. This is in concurrence with Meriem (2017) who researched on "The Effect of Teachers' Body Language in the Classroom. The Case of Second Year English Foreign Language Learners." "The study is an attempt to shed the light on the effect of teachers' positive body language on English Foreign Language learners' motivation. The study examined to what extent teachers' positive body language can reduce learners' boredom in class 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 questionnaire tools. The study population for this study was selected from the second-year learners of Ahmed Zaid Middle School of Classroom. 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.

The majority (51.6%) of the students said that their friends don't feel bored in lessons where the teacher speaks in an unvarying cadence. On the other hand, 28.7% of the total number of surveyed pupils claimed that their friends do not experience any boredom in these lessons. Additionally, 145(75.5%), disagreed with the suggestion that incompetent teachers repeatedly repeat the same sounds when instructing the material.

The majority of the surveyed pupils (63.6%) highlighted that their teachers kept them motivated when going around the classroom, while 153(79.6%) declared that they felt more stimulated if teachers interacted with them and included them in conversations. Furthermore, 148(77.1%) admitted they enjoyed it when the lesson was summed up at the end and 161(83.8%) admitted they preferred teachers that provided vivid explanations of the topic. In addition, 135(70.8%) stated that they appreciated teachers who delegated assignments, and 73.5% noted that their peers liked teachers who would tell them amusing stories, making them smile. When it came to questioning, 123(64.1%) responded that their classmates enjoyed teachers who continually asked questions, and 122(63.5%) commented that they preferred carrying out activities in pairs or small groups instead of listening to lectures all the time. This finding is in line with Meriem (2017) who argues that 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.

4. Conclusion

The other objective of the present research was to analyze the influence of non-verbal expressions on student engagement during instruction of Kiswahili. Outcomes revealed that 84.9% of the educators always considered the utilization of non-verbal signs to be essential while teaching. Moreover, 69.3% of the teachers who took part in this survey frequently noticed their pupils to be receptive to the use of non-verbal communication cues when presenting reading lessons. The findings show that almost seven out of ten teachers regularly consider the utilization of non-verbal communication necessary in reading lessons. In addition, slightly more than half of respondents emphasized that keeping a tight distance between the teacher and students is a necessary teaching approach when educating students

on reading. Similarly, around sixty percent policy was that leaving considerable silence or 'pausing' communicates to students that they are considering the information recently shared. Another 51.4% considered that a prolonged halt or quiet implies students need more guidance as they are confounded by the content.

It is also indicated that 19 percent (34 out of 179) of those surveyed commonly found that relocating around with the students, sitting on the floor and approaching them when they need help impacts successful reading instruction. Additionally, 31.8 percent (57 out of 179) of the respondents indicated that this approach was always effective as a teaching method for reading instruction. On the other hand, many of those surveyed (57.5 percent) reported rarely or never finding that their excitement about reading instructional material evoked excitement in the students. Furthermore, the survey revealed that a majority of the teachers (50.8 percent) rarely or never found that non-verbal communication during reading instruction had any effect on the students. Additionally, 76.5 percent indicated that the students would always respond to non-verbal feedback, while 56.9 percent of those surveyed reported that students rarely or never responded better to non-verbal cues than verbal instruction.

5. Conclusion

From the findings, it can be concluded that non-verbal communication cues elicit and foster effective pupil participation levels in the Kiswahili language class.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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