

## IMPACT OF NON-VERBAL COMMUNICATION TECHNIQUES TOWARDS DEVELOPMENT OF SKILLS IN LEARNING OF ENGLISH AS A SECOND LANGUAGE: CASE STUDY OF PUBLIC SECTOR UNIVERSITY

Seema Laghari<sup>1</sup>

Assistant Professor

Peoples University of Medical and Health Sciences for Women, Nawabshah

[seemabalochmuet@gmail.com](mailto:seemabalochmuet@gmail.com)

Marvi Mastoi<sup>2</sup>

<sup>2</sup>Assistant Professor, Govt. Girls Degree College, Larkana

[marviahmad2@gmail.com](mailto:marviahmad2@gmail.com)

Benazir Larik<sup>3</sup>

<sup>3</sup>Lecturer English, GC University Hyderabad

[benazir.larik@gcuh.edu.pk](mailto:benazir.larik@gcuh.edu.pk)

### Abstract

*This research seeks to analyze impact of nonverbal communication techniques to develop skills in learning of English as a Second Language (ESL) at an undergraduate level. While lacking in verbal communication, nonverbal communication such as head nods, shifting eyes, facial physiology, and body positioning, can assist in resolving communication interference. The research employed a survey technique and observation crossing a sample set of 100 English learners, aged between (18-24 years) at GC University Hyderabad, Sindh, Pakistan. Data is collected and analyzed. There is a strong hypothesis that the outcome of the research will emphasize the prevailing gaps within current ESL pedagogy frameworks that fail to meet by lacking a more pronounced focus on nonverbal communication. Such gaps will be noted and supported through the offered frameworks which research anticipate and assist English language teachers in refining their instruction and more broadly, instruction offered through ESL findings in GC University, Hyderabad. Research seeks to underline the nonverbal communication gaps to enrich the culturally appropriate language instructions offered.*

**Keywords:** Cognitive Science, ESL learners, ESL teachers, eye gaze, face expressions, gestures, non-verbal communication

### 1. Introduction

Everyday activities must include the act of communication. Thought processes, emotions, skills, and even ideas could easily be transformed into communicable formats, and so, different strategies will be employed. Frankly speaking, most people consider communication to be synonymous with speaking and sounds. However, communication, as defined, is the interfacing of verbal and non verbal knowledge transmission. Non verbal communication as a category to consider includes sounds, expansive or subtle gestures, body movements, eye contact, emotional or passive facial expressions, the voices of people, attending spaces, behaviors that are easily discerned, body postures, and even the dressing of a person.

As per Dileo (1977), "Any abstract form of articulation which includes crying, facial expressions, gestures, touching, screaming, and even talking and writing is encapsulated in 'language'." This is why teachers letting a little bit of body movement while speaking helps students a lot more than if they had not moved. A teacher speaking while completely rigid and motionless is not helpful, as students not having facial expressions is also unreasonable. These and many more facial expressions which encourage learning needs to be explored by every teacher as well as students for their own future in which this is one of the most useful skills to possess in this line of work as well as any other. The spatial aspect of teacher students distance also helps to optimally encourage learning as the spacing helps to form an educational environment in which the teacher can communicate perceptions about the lesson as well as feelings of rejection and acceptance if they maintain a distance from the teacher.

Communication can be classified into two broad categories, verbal and non-verbal. Speaking, as an example, is verbal, whereas non-verbal communication encompasses paralinguistic expressions along with physical aspects of interaction such as posture, gestures, eye movements, physical touch, and expressions of the face. If observations are made carefully, it can be noted that the major portion of communication is done in non-verbal form. Every single day, we comprehend and respond reactively and interactively to non-verbal communication in the form of posture, facial expression, eye movement, gesture, and voice. Every non-verbal form of communication, from handshakes to hairstyles, plays a significant role in expressing individual identities and influences interpersonal relationships.

The behaviors and communication that are non-verbal in form to commence with were first observed and studied with the publication of Darwin, Charles (1872) entitled "The Emotion of Man and Animals". The expression and the effect of silent communication is accompanied by gesture and movement has, since that time, become a prolific area of research. It is now understood that there are more than a single type of non-verbal communication. Even now, there is a need to understand the importance and the multiple aspects of non verbal signals.

Education has focused on teaching more than on learning for a long time. While this was taking place, communication in education shifted rapidly from instructional 'centeredness' to 'learner' 'centeredness' and therefore becomes in appendix of language related communication. Educators started focusing on target language interaction and communication. Teaching beginners is an area where non-verbal communication aids in subconscious learning. In ESL learning and teaching the use of non-verbal communication is valuable. Effective classroom management and teaching is facilitated. Communication is made easier and easier for 'barrier' free understanding. 'Zeki' indicated that non-verbal communication assists in the maintenance of motivation. It is arguably the easiest method of keeping students focused 'non-verbally.' It is this that many studies suggest the use of facial expression, 'mimicry' and eye contact in teaching learners of all ages. To a more focused approach, this study aims to elucidate the role of non-verbal communication in ESL classroom where hand gestures, body movements, eye contact, and facial expression are in focus.

Many researchers have studied non-verbal communication and have provided definitions based on their perception to include her own perception, if we look back from the very beginning of the human beings, they use sign languages and wrote some signs for their communication with each other, and from the very first day till baby becomes three to four years old, he use sign languages with the people around her. When baby feels discomfort he cries and makes noise or when he/she does not want to eat something, he/she used his/her facial expressions for avoidance.

## **2. Review of Literature**

Language is a means of communication used by every person to convey a message. It is not limited to simple utterances. It extends beyond just speaking. People use different forms of language to represent themselves. It is indicative of the person's thought process. There are different forms of language: verbal language and non verbal language. Verbal language comprises words, while non verbal language consists of para language, body language, and various signs and gestures of the hands and eyes.

These gestures assist people to communicate more easily and conveniently, particularly when there are some language barriers, and we see countless examples of Pakistanis. They have to communicate on a foreign platform, and when they are not fluent in a foreign language, the use of non verbal signs helps them to overcome the barrier. One example is Shah Mehmood Qureshi, a Pakistani politician and former federal minister of foreign affairs. He gave a speech to the United Nations in Urdu to an audience who presumably did not understand the language. He employed non verbal gestures to bridge the gap, and in doing so, he articulated the view of

Pakistanis more extensively in Urdu, which demonstrates his Pakistani culture and thought process.

Several studies have investigated the impact of sign language as a pedagogical tool. Both ESL the the ESL teachers and students greatly benefit from the sign system as a means of communication (Zei, 2009). Non-verbal communication is helpful even for people from disparate cultures and locations. For instance, consider two individuals attempting to have a conversation, but do not speak the same language. One is a Pakistani Muslim, while the other is a Non-Muslim Chinese. Despite the fact that they come from completely different and incompatible cultures in terms of material culture, such as clothing, fashion, social customs, behaviors, religious practices, beliefs, and even the language (form of communication) they use, there is one thing that they can do – communicate and understand by non-verbal means such as eye contact, hand movements, and general body movement. Similarly, Muslims and Non-Muslims can at least understand each other in this same manner.

Zeki (2009) truly captures one of the common issues that ESL teachers face – lack of attention from students during lessons. This problem can easily and effectively be solved with the use of eye contact and hand gestures. One form of communication is speech and the other is nonverbal which (Ledbury et al. 2004) argues is just as important. Communication begins with two participants having eye contact. The eye contact is what begins their communication which advances successfully to the use of verbal and nonverbal communication. This is where eye contact and forwarding gestures plays a part in easing the communication process (Ergin & Birol 2005).

Using non-verbal signs, Parker (2006) argues, is about setting a lesson tone and clarifying to the teachers why students are either grasping a concept or finding it difficult. Students are either learning or not learning. Motivation is a crucial factor for ESL learners and body language helps the teachers in capturing the advantages and disadvantages of the lesson without breaking the class control and dancing the mess in the class.

Teachers use hands and eyes to communicate nonverbally which helps them in relaying strong messages. Students get additional support and encouragement through nonverbal communication which helps them become more disciplined and confident. Cognitive science says that eyes and face gestures help sustain attention which is crucial in effective teaching (Santrock, 2001).

In Pollitt's view lack of eye contact between the teacher and the students can be perceived as a sign of wavering confidence and if the speaker and the audience fail to establish eye contact, communication suffers. The maintaining eye contact while teaching enhances the teacher's confidence and authority. Teachers should avoid nonverbal communication as much as possible. Language is a tool which enables communication with other people. Speaking a language means having a particular frame of mind. To talk to other people, a person tends to adopt sop of the speech structure of the language he is trying to talk with other people. It is a language that helps people to relate to one another. While a language is being used, other forms of communication without speech may also be used such as facial expressions and movements. Both verbal and non verbal forms of communication usually go hand in hand or one enhances the other. It is a well proven fact that non verbal communication is as important as verbal communication. Communication is through a mutual language used by the students and the teacher. It is the most important form of communication. Clothing can be changed, speech styles modified but the non verbal signals which provide communicative sense remain constant (Ali, 2011). Communication takes also beyond the words. It saves a teacher's time, less breakdown of communication (Elfatihi, 2006).

Kroehnert (2006), in his book "Nonverbal Communication", states: "the message can be altered or reinforced in any form of communication through nonverbal means." If people consider this

to be a very wide nonverbal communication definition, and they do not understand it, indeed, they are correct to some extent. It is because in communication, we do not only speak. For instance, we communicate through our dressing, speech, attitude, posture, facial expressions, eye contact, hand movements, and even in the simple sayings that have meanings capable of modifying the entire message true self of the message that we may want to alter and present.

Based on what Nierenberg and Calero (2001) said in their book “How to Read a Person Like a Book”, “Each gesture is like a word in a language. In a language, to be a part of it, a person would need to arrange his phrases in the form of units or ‘sentences’ that encapsulate a complete thinking.” In a similar sense, every gesture is like a word. However, to understand the complete sentence, one must arrange his thoughts in a form of a sequence or a structure where there is a meaningful sentence and it is relevant. It is best to refrain people from jumping to the meanings and conclusions of an entire context from only one gesture, especially any non-verbal communication action.

Nierenberg and Calero (2001) noted that when listening to something, people tend to have some level of ocular connection with the speaker or when attempting to answer questions, it is necessary to withdraw the gaze, while as a listener to a statement or when responding to a question that is aggressive, hostile, or attempting to elicit feelings of discomfort, eye contact is to be avoided, it is necessary to draw the conclusion that it is markedly increased.

Young (2006) noted that, physical distance is another cross cultural non verbal dimension that Differs among cultures. The closeness of the people is regarded as within some Middle Eastern cultures, the appropriate distance is less than 10 inches– more face to face, nose to nose. With rapid, increasing diversity, people are bound to experience cultural collisions with people from different cultures as a result of different cultures communication gaps.

Givens (2002) states that our hands are the most expressive parts of the body, and to some extents hands of the face, both verbal and non verbal IQs. We are able to read Braille, sign languages, and write. People tend to agree that hands are stupendously talented communicators that these instruments are under appreciated and need to be watched more closely.”

### 3. Methodology

This research examines yes/no questions and clauses and other parts of speech that can be identified as questions dependent on intonation in English and other English-Spanish bilingual speakers as well as students acquiring English as a second language. It has been shown that intonation accompanied with pauses before and after a statement coupled with low pitch and a variable mouth position warrants higher expectancies for affirmative responses. On the contrary the lowered vowels upon closure of the mouth and a settled tonic and pitch feature a low response expectancies. Thus the questions in this research are what speech features are salient and how do they function as signalers of questions and what is the bilingual speakers’ listening perception of such structures.

Based on the objectives of the study, the relationships are drawn vis a vis. There are 5 university teachers whose focus has been the sample of students for their classes. Alongside the students, the technique of direct elicitation was used to obtain their viewpoints. The students had to pass a simple questionnaire. Documented responses are a product of the post observation phase. The questionnaire data was put through summaries of some statistical processes. The final outcome was intended to be a percentage.

### 4. Discussion on Results

Teachers must consider how their students’ varying genders and backgrounds may affect their learning and how nonverbal communication impacts those factors. While these students



developed their learning outcomes, teachers' strategic use of facial expressions, gestures, eye contact, voice modulation, and even proximity enabled enhanced understanding.

#### **4.1.Important to any teaching and learning interaction**

Witnessing a demonstration of teaching and learning with face expressions, waste 45 as face expressions are witnessed as teaching and learning with face expressions. Implementation of formal education systems with aims to support and nurture educational systems, this proves that many students have been learning this way for over 85 decades would be correct thinking.

#### **4.2.The teacher's facial expressions above was espoused by students of any age**

Encouragement would be the same as the answer given by students of GC University, Hyderabad. Similarly, out of 50 students, 45 agreed that encouragement was given with regard to maintaining a barrier between the learners and the learning.

#### **4.3.Students gets encourage when teacher commend them using his/her face**

Indeed, much of our communication is conducted through facial expressions and body motions. If teachers focus on sustaining their affirmative expressions during class, it will enhance engagement and enthusiasm to learn more from their teachers. Of 50 students, 48 were in consensus with the statement.

#### **4.4.Do you feel adequate distance between the teacher and students enhance the learning atmosphere in the classroom?**

There is no doubt that adequate distance is one of the factors a teacher can use to improve the learning potential of a classroom. Of 50 students, 25 students supported the assertion that the distance between the teacher and the class improves the learning atmosphere during class.

#### **4.5.How comfortable do you feel when teachers maintain professional distance with you?**

Most of the students were in consensus with the statement. According to the students, when teachers maintain a distance that is balanced and appropriate, they feel able to focus and learn more readily. Of 50 students, 35 students support the statement.

#### **4.6.Is the pitch of the voice an important tool in the teaching learning process''?**

38 out 50 students believed voice pitch is an useful tool in the process of teaching learning.

#### **4.7.When lesson is being taught it is easier to grasp the content and the teacher is able to portray her ideas clearly.**

A teacher may seem less mature and lacks the confidence needed to capture the audience's focus if they speak far too slowly and softly. 48 out of 50 students agreed that if the instructor speaks in a soft tone, students will have difficulties in grasping the lecture.

### **5. Conclusion**

The present study assessed the importance of non-verbal communication in BS classes of G. C. University, Hyderabad. The researchers also aimed to find out the ways students of G. C. University, Hyderabad, apply non-verbal skills during the learning process. The following chapter presents the outcomes of the study and the conclusions drawn from the facts evaluated, interpreted, summarized, and computed by the methods and tools presented in the earlier section, four, of this work.

1) The present study concludes that there is more than one way to arrange and analyze non-verbal behaviors, and that the skill with which a teacher 'attends to non-verbal behaviors' can lead to a marked change in the learning zenith of the learners. The researchers of the present study certainly articulated the understanding of nonverbal behaviour, and they also documented that nonverbal phenomena are non discriminatory. Nonverbal phenomena are communications that are not discriminatory. Such communication works on both males and females in a classroom context.

2) During the signs of the lecture and many difficult concepts were taught with the help of body language and practices like body movement gesture posture eye content and various facial

expressions. Students were calm and comfortable, and they were also very interested in the learning process. With the teacher's appreciation of the nonverbal sign, the focus of the teacher on each and everything's details in teaching learning process also matters very a lot.

3) In the classroom interaction between the students and the teachers, communication both spoken and body language has ebbed and flowed. The teachers were also able to create the learning environment using the verbal and nonverbal cues. The teachers of GC University, in my observation, have mastered the presence of both verbal and nonverbal language.

4) In their presentation the students were able to demonstrate their particular facial expressions that added value to the presentation and with the right tone and speed of voice, maintained the full attention of the students for that period, and also the best voice was able to the students at that moment, optimum voice.

5) The instructor's employment of non-verbal communication is not only essential to their instruction, but also assists the students in comprehending the value of the instructor's engagement, including the ways in which they express concern on particular communication tasks with their facial expressions like eye engagement, facial expressions, head movements, postures and gestures.

6) Throughout the presentation, the teacher's non-verbal communication as well as actions was very well synchronized. The faculties of GC University, Hyderabad do not have any excess, or do not have any contradictions in speech, and truly, and very wise do not have any contradictions in speech, and truly, and very wise use of body movements and facial expressions, and on the other side students in the positive non-verbal communication and interaction of the teacher felt highly motivated and also students in the positive non-verbal communication and interaction of the teacher felt very motivated and also very proficiently and very actively contributed in the classroom interactions and discussions.

7) While learning, if students had any kind of difficulty, non-verbal signs were helpful in guiding them. Students were fully aware of non-verbal signs, and understood every single sign on the teacher's face and actions, and quickly responded to every sign during class. In this way, students actively participated in the discussions on any topic provided to them by their instructors.

8) Unlike in other institutions, all the instructors in GC University Hyderabad maintained a high level of congruence in the use of speech and body language. In cases of negative behavioral correction, instructors would use body language to give attention, and face, eye, and head movements to signal, and would try to eliminate any use of words while in rage. This made a big difference in attitude maintenance in the presence of students. The researchers also noted that instructors from both genders offered a lot of praise and encouragement to students, and tried to incorporate humor within their lessons to eliminate any possible confusion or difficulty during instruction.

9) The researchers observed that the careful application of unspoken words and the unspoken actions by the teacher not only assisted the students in the learning of the material but facilitated the acquisition of how to use unspoken words and actions in given situations. The students equally motivated and learned very keenly massive unmotivated and unintentional use of unspoken words had very positive results.

10) Conversely, teachers who ignored both the acquisition and teaching. Learning of the target subject new proficient had non verbal accompanying speech to his learners and the instructional shift suffering. Teaching grammar was emotionally detached and was unable to "spark students' interest". Educators spending so unmotivated in nonverbal and how students to offer edutainment were so emphasized that the students were performing in a pseudo-educational environment.

11) The last conclusions of the lesson should explain about taking into account the non verbal actions presented in the lesson planning - it serves as one of the foundations upon which the teaching and controlling in the lesson rests. The ten to fifteen percent of the teaching arm are non verbal in nature controlling and supporting the active students refers to a researched basis of these proportions.

## References

- Allan & Pease, B. (2004). *The definite book of Body language*. Buderim, Australia: Pease international.
- Amulya, J. (2004). *Guide to Integrating Reflection into Field-Based Courses*. Center for Reflective Community Practice.
- Arifa, B., & Aaqil. B. (2015). Non-verbal communication: An integral part of teaching. *International Journal of Research in Advent Technology*. 12 (1), 51-62.
- Bovee, L. C., Thill, V. J., & Barbara. (2003). *Business communication today*. (7th ed.). New Jersey, USA: Prentice Hall
- But, M. N., Sharif, M. N., Muhammad, N., Fanoos, A., & Ayesha, U. (2011). Eye Contact as an Efficient Non-Verbal Teaching Technique: A Survey of Teachers' Opinion. *European Journal of Social Sciences*, 7 (1), 43-52.
- Butt, M. N. & Shafiq, M. (2013). Significance of the Nonverbal Communication in Teaching-Learning Process. *FWU Journal of Social Sciences*, 7(1), 27-32.
- Calero, G. I. (2001 ). *How to Read a Person Like a Book*. Barnes & Noble Digital.
- Carlin, D. P., & Payne, J. (1995). *Public speaking today* (2nd ed.). Lincolnwood, USA: National Textbook
- Chinyeaka L O, (2016). Listening For Effective Communication: A Study Of Undergraduates Of Nnamdi Azikiwe University" *Journal of African Studies*, 2(1), 37-52.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage Publications, Inc
- Cruickshank, D. R. (2003). *The Act of Teaching*. Boston: McGraw-Hill Companies.
- Dileo, J. H. (1977). *Child development: Analysis and synthesis*. New York: Brunner/Mazel.
- Given, D. B. (2002). *The nonverbal dictionary of gestures, signs & body language cues*. Washington: Centre for nonverbal studies press.
- Haneef, M., Faisal, M. A., Alvi, A. K. & Zulfiqar, M. (2014). The Role of Non-verbal Communication in Teaching Practice., *Science International*, 26(1), 513-517.
- Kroehnert, G. (2006). *Basic training for trainers*, New Delhi, India: McGraw-Hill.
- Ledbury, R. (2004). The Importance of Eye Contact in the Classroom. *The Internet TESL Journal*. 10 (2), 52-62.
- Lesikar, R. V., Flatley, M. E. (2005). *Basic business communication: Skill for empowering the internet generation*, New York: McGraw-Hill
- Locker, O. K. (2004). *Business and administrative communication*, New York, USA: McGraw-Hill Companies.
- Miller, P. W. (1998). *Nonverbal communication: what a researcher says to the teachers*, USA, Nea.
- O'Rourke, S. J. (2004). *Management communication, A case-analysis approach*. Delhi, India: Pearson Education.
- Pease, A. (1998). *Body language: how to read other's thoughts by their Gestures*. UK: Sheldon Press.
- Santrock, J. (2001). *Educational Psychology*. New York: McGraw Hill

- Shokrpour, N. & Bambaeroo, F. (2017). The Impact of the Teachers' Non-verbal Communication on Success in Teaching. *Journal of Advances in Medical Education and Professionalism*, 5(2), 51–59.
- Thill, V. J. and Bovee, L. C. (1999). *Excellence in business communication*, New Jersey: Prentice Hall. (p.21)
- Young, D. J. (2006). *Foundations of business communication: An Integrative approach*. New York: McGraw-Hill