

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

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Abstract

The research was descriptive. The objectives of the study were to explore the perception to teachers, students, regarding non-verbal communication as an important teaching learning tool, also to analyze the non-verbal communication use in English language teaching learning process. Research questionnaire were: 1. Why teachers use non-verbal communication in the English language classroom? 2. Does non-verbal communication influence English language learning at Middle level? 3. Is non-verbal communication in English language learning important? 4. What type of non-verbal communications are most frequently used by English language teachers in the classroom? Major findings were included that non-verbal communication was not only supportive and helpful for the students but also for the teachers. The researcher made the following recommendations. 1. Non-verbal correspondence is an expertise, which ought to be used by instructors at all levels of training. 2. Educators at all levels ought to be given an introduction in non-verbal correspondence and the abilities in this way gained ought to be used in their instructing strategies. The major findings were included that the use of eye contact is helpful in motivating the learners and also important for making teaching learning process effective. The study recommended that training about the use of eye contact should be given to teachers and its importance maybe highlighted in the future curriculum.

Key Words: Non-Verbal Communication, Eye Contact, Secondary Level, Teaching Learning Process.

Introduction

As educators we often look for confirmation that our students are grasping the concepts under discussion. This is frequently referred to metaphorically as a light bulb in or over a student's head. However, by nature, not all individuals are animated in a way that allows educators to identify their nonverbal communication. The way teachers communicate to students is one of the many factors that help determine effective teaching and how this is perceived by students might affect their affective and cognitive learning and their feelings throughout the learning process. Verbal and nonverbal immediate behaviors on the part of the teacher enhance positive and effective instructional interaction, which has direct effects on the students' attitudes towards the teacher and the course and the students' willingness to learn. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behavior and it has great impact on student's achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively.

Many educators receive formal or informal training in the nonverbal communication that we, as instructors, intentionally or unintentionally exhibit in the classroom. However, rarely does that training include discussion of how to interpret the nonverbal communication of our students.

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Nasrullah Khan

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In an environment where educators are consistently attempting to better understand and better communicate with our students, it should be critical that we develop the skills necessary to identify and interpret student nonverbal communication. Nonverbal communication plays a pivotal role in teaching learning environment but most teacher do not know about the nonverbal or the role of eye contact in teaching. They can get good results through nonverbal communication skills. Therefore an experimental class has been arranged on the eye contact in a high school by researcher at district Peshawar. The experience had a great impact on student's learnability. The selected topic of eye contact is usually neglected by teachers. Teachers and students communicate non-verbally constantly.

Objectives of the Study

- To investigate the use of teachers' use of eye contact in the classroom and its effect on students high school level.
- To highlight the present status of eye contact in Pakistan.
- To make workable recommendations for the use of eye contact in classroom setting.

Research Questions

This study was designed to find out answer to these questions:

- What non-verbal behaviors are used by effective teachers in high schools?
- What non-verbal behaviors are frequently used by effective teachers?
- What recommendations will be made for making eye contact use useful?

Literature Review

Khan & Akbar (2000) reports that in teaching learning process eye contact is perhaps the most powerful way we communicate. Longer eye contact is associated with trust, good feelings and participation of students. Most teachers already know that it is too much important to look at your students but some teachers ignore eye contact in teaching learning process as a result the students are sleeping in the classroom. Eye contact is very important in keeping a class focused.

Moore (2003) reports that the use of eye contact is probably the most meaningful channel of nonverbal communication. Through use of eye contact we can open communication, extend communication, or disconnect communication. Teachers often use eye contact to control discipline, disruptive behavior and interaction of students in the classroom. When teachers want a student to speak they make direct eye contact with him or her. In addition teachers sometime use eye contact to determine which students may not be able to answer a question, which student have not completed their home woks or which student may be lying. Direct eye contact can also be used to change behavior. Upton & Cook (2004).

Castagnaro (2007) cites a famous proverb “The eyes are the mirror of the soul”. Eyes can attract an individual and convey what words may be able to deliver and may not be able to deliver. Words expressed upon the sincerity of the eyes. With the help of spoken words nearly one can reach the minds of others, this is why eye contact is important in teaching learning process. Eye contact often equals to our ability to verbally express a thought. Interestingly, we are least aware of this skill, yet this skill often speaks louder than our words. When a teacher maintains eye contact, he presents an air of confidence in students. If a teacher loses eye contact or focus on everything else but the students he is speaking to, the students may not be taken seriously and the truth in points may be lost. If a teacher fail to maintain eye contact during his discussion can create lack of interest in between the students. Eye contact convey our inner most warm thoughts and desires, it can let the students we are speaking with know our emotional connection and interest in what we are conversing about. The ability to smile with your eyes can often deliver a fine message of interest.

Shah (2007) finds that eye contact plays a very significant role in maintaining discipline, confidence, interest and communication within the students at elementary school. Ibrahim (2008) adds that there is significant relationship between eye contact of teachers and academic achievement of students at secondary school level, eye contact also helpful in maintaining discipline in teaching learning process. Moore (2009) is of the opinion that eye contact is perhaps the most powerful way we communicate. Longer eye contact is associated with interest,

confidence, trust and good feelings all of which are important qualities. So although we want to utilize the power of eye contact and should use it often, we shouldn't overdo it.

1. This is an easy habit to get in to.
2. You become so focused presenting your material that you fail to engage your students.
3. Eye contact of just 2-3 seconds with each student acts as an invitation to take part in whatever you're presenting.

It pulls them into your lessons and stories and causes them to become invested and committed to seeing them through to the end.

Eye contact also builds instant rapport, influence, and likability. When you purposefully seek out brief moments of eye contact while presenting lessons, you'll notice your students nodding along with you, smiling, and hoping you'll make another eye-to-eye connection with them. Eye contact helps to maintain discipline in the classroom and to watch students to make sure that students are participating in the activities. A relaxed and/or smiling facial expression is an indication of student satisfaction with their current environment (Gukas et al., 2010).

Atta (2012) writes, "When sum of the series is divided by its number of items with in the same series then so obtained value is called arithmetic mean". Arithmetic mean is most popular and sItem average and is based on all observations. It is used in the calculation of t-distribution. Miller (2005) provides a rather simplistic view of nonverbal communication as communication without words. Non-verbal (sic) communication refers to all aspects of message exchange without the use of word,and goes on to say that "it includes all expressive signs, signals and cues (audio, visual, etc.)"

Nonverbal communication includes the tone, loudness, speed, and timing of the words used in communication, but it does not include words and their associated meanings. Thus, when communication occurs, in a face-to-face context, it can and likely Brock E. Barry, P.E. Ph.D. Student Nonverbal Communication in the Classroom does include more than just words.

In fact, of all the physical activity and parameters that is involved with communication, including the use of words, intonation, pace of speech, facial expressions, gaze, gestures, etc.

Trehnolm & Jensen (2008) note that nonverbal actions modify and refine concurrent verbal messages and help to regulate the flow of interaction. Zoric, Smid et al. (2007) describe nonverbal conditions occurring in clusters (multiple displays at one time). Nonverbal cues are exhibited both consciously and unconsciously some nonverbal behaviors are learned such as a wink; while others are innate, such as a blush. As an educator, looking for a student's nonverbal cues, it is important to realize that unconscious actions and reactions are often the manifestation of a statement that a student feels uncomfortable otherwise expressing.

The nonverbal process of looking directly at an individual, gazing, is also a cultural variable. While listening to another speaker, White Americans make eye contact 80% of the time. Further, while speaking, White Americans only make eye contact 50% of the time. Conversely, African-Americans make more eye contact while speaking and less eye contact while listening (Suinn, 2006).

Cultural norms influence behavior at multiple levels; including the nonverbal cues that individuals exhibit and the way that we interpret nonverbal cues made by others. Riggio & Feldman (2005) discuss the influence of culture on the encoding (sending out) and decoding (interpreting) of nonverbal behavior. As instructors, Suinn (2006) says that we must be aware that our own cultural backgrounds are what we use to make meaning of behavior in the classroom.

Women tend to use more animated facial expressions and are more animated with head, hand, and arm gestures during communication than men. Women are more likely than men to engage in self-touch and touch other individuals during communication. Women also exhibited a higher level of what he calls interpersonal sensitivity. He suggests that women tend to more readily notice, are better at decoding, and are more influenced by nonverbal cues than are men. In general, men tend to be more restless (foot and leg movement, shifting, fidgeting), assume more expansive stances (arms and legs further apart), and recline when seated more than women.

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

Men also establish and maintain a larger interpersonal space than women do. McCroskey, Richmond, & McCroskey, 2006). Thus, given the potential impact on student learning that nonverbal communication has, it would seem important that all instructors be mindful of their personal outward nonverbal projection, as well as observation of student nonverbal cues.

The following list of cues is generalized relative to culture, gender, type of academic institution, and course subject. It has been accumulated from a variety of sources and in most cases adapted specifically to classroom conditions.

Miller (2005) also points out that students will avoid eye contact when they simply dislike or are disinterested in the subject matter.

Breed & Colaiuta (2006)) researched and found a positive correlation between the amount of student eye contact with an instructor and student comprehension. Specifically, higher test scores were associated with increased time looking at the instructor during discussions and less time looking elsewhere about the room.

Kinesics: Kinesics encompasses all forms of body movements. As such, several of the primary kinesics' indicators are addressed separately in the following paragraphs. Eye movement: Observation of eye movement can provide instructors with an indication of a student's mindset and thoughts.

While studies have shown that deliberate and appropriate student/instructor touching in the classroom can be academically beneficial (Miller, 2005), the modern academic environment suggests that the risks of misinterpretation outweigh the benefits. At the college-level a hearty handshake between student and instructor, for a job well done, appears to be the limit of appropriate physical touch. Physical Appearance: Students project their outward view of the world through their dress, hairstyle, and jewelry.

Methodology of the Study

It was a descriptive study to analyze the current status of the problem and to find out the gaps for remedial solution and propose a strategy for effective implementation of eye contact in

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

teaching learning process in district Peshawar. The data was collected both from primary as well as secondary sources.

Population and Sample of the Study

There population was all the Teachers and Students of the Government High Schools of district Peshawar. The sample of the study was 100 students and 100 teachers of the High Schools of district Peshawar.

Data Collection Tools

- 1.Questionnaire for Teachers
- 2.Questionnaire for Students.

The researcher developed a set of questionnaires for the Teachers and Students of High Schools. The researcher analyzed the collected data by using tabulated and percentile method and made it clarified with the help of discussion. The researcher made recommendation on the basis of finding which were drawn from the analysis.

Questionnaire about Teachers Responses

No	Question Items	YES %	NO %
1	I use eye contact in my classroom regularly.	50%	50%
2	Eye contact is a useful tool in Teaching Learning Process	60	40
3	Eye contact can improve classroom discipline.	25	75
4	Eye contact can make students attentive.	45	55
5	Eye contact is useful for students 'motivation.	50	50
6	I control my class through eye contact.	50	50
7	Eye contact relaxes me in classroom	35	65
8	I Prefer eye contact in the classroom.	50	50

9	Eye contact makes classroom healthy.	65	35
10	Eye contact is supportive in the classroom.	57	43
11	Eye contact is an important part of learning.	50	50
12	I Look at students' eyes while talking.	45	55
13	I uses a variety of vocal expressions while talking to the class	23	77
14	Eye contact has a very tense body position while talking to the class.	60	40
15	Teachers makes different Gestures while teaching class	13	87

Discussion

As the question was asked, the respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50% as well. So the result is 50 %. As the question was asked, the respondents replied yes were 70, which is 70% and those who not agree were 30, which is 30%. So the result is 70 %. As the question was asked, the respondents replied yes were 40, which is 40% and those who not agree were 60, which is 60%. So the result is 40 %. As the question was asked about the student's attention by teacher using eye contact in the classroom during teaching. The respondents replied yes were 25, which is 25% and those who not agree were 75, which is 75%. So the result is 75 %. The question was asked by researcher about the student's motivation by teacher's eye contact in the classroom during teaching. The respondents replied yes were 45, which is 45% and those who not agree were 55, which is 55%. So the result is 45 %. The question was asked by researcher about the controlling students by teacher using eye contact in the classroom during teaching. The respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50%. So the result is 50%. The question was asked by researcher about relaxing of teacher's body by using eye contact in the classroom during teaching. The respondents replied yes were 35, which is 35% and those who not agree were 65, which is 65%. So the result is 35%. The question was asked by researcher about the preference eye contact in the classroom during teaching. The respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50%. So the result is 50%. The response of the Item-9 shows that the teacher uses eye contact makes classroom healthy, because the respondent replied with yes are 65, which is 65% and those who not agree is 35, which is 35%. So the result was 65%. The responses of the Item-10 shows that the teacher uses eye contact makes classroom

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

healthy, because the respondent replied with yes are 57, which is 57% and those who not agree is 43, which is 43%. So the result was 57%. The response of the Item-11 shows that the teacher uses eye contact plays an important role in teaching learning process, because the respondent replied with yes are 50, which is 50% and those who not agree is 50, which is 50%. So the result was 50%. The question was asked by researcher about eye contact in the classroom during talking. The respondents replied yes were 45, which is 45% and those who not agree were 55, which is 55%. So the result is 45%. The response of the Item-13 shows that teacher uses a variety of vocal expression while talking to class. The respondents replied with yes are 23, which is 23% and those who not agree is 77, which is 77%. So the result was 23%.

The question was asked by researcher about the body language during classroom. The respondents replied yes were 60, which is 60% and those who not agree were 40, which is 40%. So the result is 60%. The response of the Item-15 shows that teacher makes different gestures while teaching. The respondent replied with yes are 13 which is 13% and those who not agree is 87 which is 87%. So the result was 13%.

Questionnaire about Students Responses

Table -1 your teacher uses eye contact in the classroom.

No	Questions Items	YES %	NO %
1	Your teacher uses eye contact in the classroom.	60%	40%
2	Teacher encourage you by using eye contact	50%	50%
3	The teaching is effecting while teacher gazing at you.	70	30
4	I get nervous when the teacher asks questions	70	30
5	I get upset when I don't understand what the teacher is correcting.	21	79
6	I feel confident when I speak in class	33	66
7	It wouldn't bother me at all to take more eye contact classes.	67	33
8	I don't understand why some people get so upset over eye contact in classes.	80	20
9	I feel confident when I speak in class.	51	49

Language in India www.languageinindia.com ISSN 1930-2940 16:4 April 2016

Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

Discussion

The question was asked by researcher about the teacher using eye contact during classroom. The respondents replied yes were 60, which is 60% and those who not agree were 40, which is 40%. So the result is 60%. The response of the item-2 shows that the respondents replied with yes are 50 which is 50% and those who not agree is 50 which are 50%. So the result was 50%. The question was asked by researcher about the teacher's gazing and its effect on you during classroom. The respondents replied yes were 70, which is 70% and those who not agree were 30, which is 30%. So the result is 70%. The question was asked by researcher. The respondents replied yes were 70, which is 70% and those who not agree were 30, which is 30%. So the result is 70%. The question was asked by researcher. The respondents replied yes were 21, which is 21% and those who not agree were 79, which is 79%. So the result is 21%. The question was asked by researcher. The respondents replied yes were 33, which is 33% and those who not agree were 66, which is 66%. So the result is 33%. The question was asked by researcher. The respondents replied yes were 67, which is 67% and those who not agree were 33, which is 33%. So the result is 67%. The response of the Item-8 shows that the respondents replied with yes are 80 which is 80% and those who not agree is 20 which are 20%. So the result was 80%. The response of the Item-10 shows that the respondents replied with yes are 51 which is 51% and those who not agree is 49 which are 49%. So the result was 51%.

Summary, Findings, Conclusions and Recommendations

Summary

It was a descriptive study which attempted to carry out the need assessment of eye contact for improving the performance of High School Teachers in public sector in district Peshawar. The following key questions were examined in the study.

- What non-verbal behaviors are used by effective teachers in high schools?
- What non-verbal behaviors are frequently used by effective teachers?
- What recommendations will be made for making eye contact use useful?
- What is the current status of non-verbal communication in district Peshawar?
- What's the importance and benefit of eye contact in local as well as global prospective?

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Nasrullah Khan

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- What implemented strategy does the study propose for introducing eye contact in teacher education at High level?
- What recommendations does the study make for implementation of the proposed strategy?
- The sample of the study will be the government High Schools, its Teachers and Students of the schools of district Peshawar.
- To investigate the use of teachers' use of eye contact in the classroom and its effect on students high school level.
- To highlight the present status of eye contact in Pakistan.
- To make workable recommendations for the use of eye contact in classroom setting.

The study used both quantitative and qualitative techniques for the analysis of data. The quantitative techniques converted the data into percentages and presented them in Items for understanding and discussion while the qualitative treatment ensured placement of data under different categories, pattern and its explanations.

The study found out that there was dire need to introduce non verbal communication in main stream of education at High level in district Peshawar Khyber Pakhtunkhwa. Many gaps were found which included lack of proper use of eye contact.

It was also discovered that the contact helped teachers establish goal and fulfilled their psycho-social and career related needs. The effectiveness of teachers and their pedagogical skill could be improved with the use of eye contact. Teachers generated self-confidence, enthusiasm and communication skills. It motivated teachers to accept challenges, find solution of the problems and learn to manage stress.

The study proposed a mechanism of eye contact for training teachers and other key stakeholders of education department and made recommendations for its proper induction in main stream of education for Govt. Boys' High Schools in Khyber Pakhtunkhwa- Pakistan.

Findings

1. The question was asked, the respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50% as well. So the result is 50 %. As the question was asked, the respondents replied yes were 70, which is 70% and those who not agree were 30, which is 30%.
2. The question was asked, the respondents replied yes were 40, which is 40% and those who not agree were 60, which is 60%. So the result is 40 %. The question was asked about the student's attention by teacher using eye contact in the classroom during teaching. The respondents replied yes were 25, which is 25% and those who not agree were 75, which is 75%. So the result is 75 %.
3. The question was asked by researcher about the student's motivation by teacher's eye contact in the classroom during teaching. The respondents replied yes were 45, which is 45% and those who not agree were 55, which is 55%. So the result is 45 %.
4. The question was asked by researcher about the controlling students by teacher using eye contact in the classroom during teaching. The respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50%. So the result is 50%.
5. The question was asked by researcher about the controlling students by teacher using eye contact in the classroom during teaching. The respondents replied yes were 35, which is 35% and those who not agree were 65, which is 65%. So the result is 35%.
6. The question was asked by researcher about the preference eye contact in the classroom during teaching. The respondents replied yes were 50, which is 50% and those who not agree were 50, which is 50%. So the result is 50%.
7. The response of the Item-9 shows that the teacher uses eye contact makes classroom healthy, because the respondent replied with yes are 65, which is 65% and those who not agree is 35, which is 35%. So the result was 65%.
8. The responses of the Item-10 shows that the teacher uses eye contact makes classroom healthy, because the respondent replied with yes are 57, which is 57% and those who not agree is 43, which is 43%. So the result was 57%.
9. The response of the Item-11 shows that the teacher uses eye contact plays an important role in teaching learning process, because the respondent replied with yes

- are 50, which is 50% and those who not agree is 50, which is 50%. So the result was 50%. The question was asked by researcher about eye contact in the classroom during talking. The respondents replied yes were 45, which is 45% and those who not agree were 55, which is 55%. So the result is 45%.
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 12. The response of the Item-15 shows that teacher makes different gestures while teaching. The respondent replied with yes are 13 which is 13% and those who not agree is 87 which is 87%. So the result was 13%. The question was asked by researcher about the teacher using eye contact during classroom. The respondents replied yes were 60, which is 60% and those who not agree were 40, which is 40%. So the result is 60%.
 13. The response of the Item-2 shows that the respondents replied with yes is 50 which are 50% and those who not agree is 50 which are 50%. So the result was 50%. The question was asked by researcher about the teacher's gazing and it effect on you during classroom. The respondents replied yes were 70, which is 70% and those who not agree were 30, which is 30%. So the result is 70%.
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 15. The question was asked by researcher. The respondents replied yes were 33, which is 33% and those who not agree were 66, which is 66%. So the result is 33%.
 16. The question was asked by researcher. The respondents replied yes were 67, which is 67% and those who not agree were 33, which is 33%. So the result is 67%.

17. The response of the Item-8 shows that the respondents replied with yes are 80 which is 80% and those who not agree is 20 which are 20%. So the result was 80%. The response of the Item-9 shows that the respondents replied with yes are 70 which is 70% and those who not agree is 30 which are 30%. So the result was 70%.

Conclusions

On the basis of the findings and results analysis of the collected data, the following conclusions were drawn:

- The data analysis supported that there is a need to introduce eye contact programme in the education system at High level.
- Some of the gaps were found i-e lack of non-verbal communication system, need of professional support to the prospective and new teachers, poor performance of the Students in the field and lack of opportunities to career exploration.
- Eye contact provided the services of highly qualified persons to develop teaching learning process.
- It was found that eye contact helped teacher to establish goals and develop objectives for students.
- A large number of respondents agreed to the assumption that high quality professional development of teachers could be insured through eye contact of commitment, devotion and dedications.
- A majority number of the respondents admitted that the relationship between teacher and student may be strengthened to overcome weaknesses and solve problems.
- The study revealed that eye contact provided opportunity to learn coping strategies to build the capacity of student. Proper staff may be inducted. Good teachers to be promoted.
- There was no denying fact that eye contact motivated teachers to find solution of the problems, avoid pitfalls and to manage stress.
- A majority of the respondent agreed that eye contact did help to improve and refine the attitude of the teachers towards professional duties.

- The summary of the study was that there was no formal system of eye contact in vogue in High system of education at Government level.

Recommendations

After analyzing the Secondary Education System in Khyber Pakhtunkhwa and carrying out a detailed survey of district Peshawar, the following recommendations were proposed for integrating non-verbal communication in Government High Schools for Boys and training of the Teachers and other key personnel's of education department.

1. There is no material in the present curricula at secondary level about the use of non-verbal communication. It is suggested that curricula must include the effective items.
2. Teachers should be trained not in the effective use of verbal but also in non-verbal communication.
3. Training should be given to the school head teachers about nonverbal communication so that they guide their teachers for the use of effective eye contact.
4. Instructors must use eye contact for classroom motivation. They must use it while teaching to the students and explaining the difficult items by using eye contact in support of the items to be explained.
5. He/ she must use eyes contact for students' attention. As students always feel happy when get teachers attention.
6. Instructors should use eye contact for maintaining classroom discipline. All the instructors are to be careful about the classroom discipline.
7. Eye contact is an effective tool for making a friendly environmental classroom. Now days the environment for learning must be made very students friendly.

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Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District Peshawar

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Nasrullah Khan

A Study of the Use of Eye Contact in Teaching Learning Process at Secondary Level in District
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