

Non-Verbal Communication and Its Effect on Students at Secondary Level in District Buner, Pakistan

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Abstract

This paper examines and focuses on some issues and questions related to the effective use of non-verbal communication. Nonverbal communication or body language is an important part of how people communicate and there are differences from culture to culture. The study was descriptive in nature. The objectives of the study were: To know about the impact of non-verbal communication on students in class. To know about the effect of non-verbal communication on teaching learning process and the research questions of where: What is the impact of non-verbal communication on students in class? What is the effect of non-verbal communication on teaching learning process? At the end of the data analysis it was concluded that non-verbal communication is an important teaching learning factor for teaching learning process and it create effects on class environment. The recommendations made were that non-verbal communication should be used in teaching learning process by all teachers. The text books may be included the exercises about effective non-verbal communication scope .teachers should be trained in non-verbal communication for making teaching more effective. Teacher should use non-verbal communication for effective responses from the learners because when teachers contact students they will be bold and will get confidence.

Key Words: communication, Non-verbal communication, Girls, Secondary schools.

Introduction

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Non-verbal communication plays an important role in second language communicative competence, yet little attention has been given to practical teaching techniques that will help English language teachers incorporate this essential element into their classrooms. It considers the interplay of body language, particularly gesture, facial expression and gaze behavior, among interlocutors and gives special consideration to the second language learner and the obstacles that can be encountered in communicating cross culturally. Subsequently, specific activities that bring the visual and auditory channels together through video, drama and role play, and interviews are shared with the purpose of stimulating teachers' creativity in producing their own classroom activities to raise students' awareness of how to encode and decode the visual as well as auditory cues in communicative exchanges.

Communication is a transfer of meaning from one person or group to another. It focuses on the nature of meaning and ways to maintain the integrity of meaning through the process of dissemination and reception of a message. This unit also provides an overview of the nature and elements of verbal and nonverbal communication. Communication has been called the transfer of meaning from one mind to another definition: Communication is a sharing of meaning through the transmission of information via mutually understood signs. Nonverbal communication also is bound to culture. In particular, there are differences among cultures and nationalities about the relative value of speech versus silence, the relative value of talk versus action, the social role of small talk or gossip, and the role of animation, rhyme and exaggeration in speech. Because of these differences, the study of verbal and nonverbal communication always must be done within a social or cultural context. Nonverbal communication or body language is an important part of how people communicate and there are differences from culture to culture. Hand and arm gestures, touch, and eye contact (or its lack) are a few of the aspects of nonverbal communication that may vary significantly depending upon cultural background.

Objectives of the Study

1. To know about the impact of non-verbal communication on students in class.
2. To know about the effect of non-verbal communication on teaching learning process.

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Research Questions

1. What is the impact of non-verbal communication on students?
2. What is the effect of non-verbal communication on teaching learning process?

Literature Review

Studies examining judgments of facial expressions were instrumental in the original universality studies and have been replicated by many authors, and Elfenbein and Ambady's (2002) meta analysis of judgment studies of emotion (not limited to facial expressions) demonstrated convincingly that people around the world recognize emotions at levels well above chance accuracy.

A recent study from our laboratory, however, has closed this loop. In this study, American and Japanese participants completed the DRAI and viewed a series of facial expressions of emotion portrayed at high and low intensities (Matsumoto, Choi, et al., 2005). They made three judgments for each face: a categorical judgment of which emotion was portrayed, and intensity ratings of the strength of the external display and the presumed subjective experience of the expressor.

In particular, the use of verbal message is thought to have the most impact on the cognitive side of communication, whereas vocal variety, eye contact, and smiling seemed to produce the highest scores for student learning (Roach, Cornett-Devito & Devito, 2005; Zhang & Zhang, 2006).

Consider NVC behavior as a universal component of effective teaching owing to some reasons. First, effective teaching itself is a relative concept which may vary across cultures. The understanding of a good classroom communication, teacher and student interaction and efficient teaching methodology may emerge different pictures and concepts in different cultural environments. Second, either under NVC term or under other terms or concepts, the student teachers have been introduced to the critical literature of immediacy as a procedural or

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declarative knowledge. However, no studies available in the literature have focused on the perceptions of student teachers on NVC and effective teaching. Therefore, it was difficult to claim confidently that student teachers associate NVC with effective teaching. Similar studies support these arguments (Beverly & Smith, 2007; Özmen, 2010; Schrodt & Witt, 2006).

Sample of the Study

The sample of the study was selected randomly and was included 60 class teachers.

Technique: Checklist (Observation Method).

Data Analysis

Table-1

1.	Check list Items	Always	Never	Seldom	Rarely
2.	Teachers use eye contact during teaching the class.	50	2	4	4
3.	Teachers use eye contact to encourage the students.	49	3	3	5
4.	Teachers use eye contact for making discipline.	46	4	4	6
5.	Teachers use eye contact for positive effect in classroom.	51	2	6	1
6.	Teachers use eye contact for making classroom healthy.	50	2	4	4
7.	Teachers use nodding for making classroom active.	52	2	2	6
8.	Teachers use non-verbal communication for getting students attention.	49	1	1	9
9.	Teachers use non-verbal communication for making learning interesting.	50	2	4	4
10.	Teachers use non-verbal communication for explaining different items.	47	10	3	
11.	Teachers use non-verbal communication for motivating the learner.	45	5	3	7
12.	Teachers use good voice quality for students to learn easily.	52	2	2	6
13.	Teachers use non-verbal communication for better teaching.	46	4	5	5
14.	Teachers use non-verbal communication for getting response from students.	50	2	4	4
15.	Teachers use non-verbal communication for healthy environment.	52	2	2	6
16.	Teachers use non-verbal communication for effective response.	50	5	5	

Discussion: Table-1

The researcher observed that majority of the teachers use eye contact always in the class while the remaining teachers use eye contact regularly. The observed response showed in the data result. The respondents observed that most of the teachers use eye contact always to encourage the students while others use it regularly. So the respondents' view according to the data result is that mostly teachers use eye contact to encourage the students. The respondents observed by the researcher in the class that most of the teachers use eye contact regularly during teaching learning process and it is showed through data result while the others use it always. The given response showed in the data result that most of the students use eye contact always in the classroom for positive effect during teaching learning process while the remaining teachers use it in the classroom regularly and rarely. The respondents observed that most of the teachers use eye contact always and regularly for making classroom healthy during teaching learning process and it is proved by data result. The respondents observed that most of the teachers use nodding always and regularly for classroom active during teaching learning process and the responses showed in the data result.

The given data result showed that majority of the teachers used always non-verbal communication for getting classroom attention during teaching learning process while the others scales have least responses. The majority of the teachers used non-verbal communication always for making learning interesting during teaching learning process and it is clearly showed in the data result. The respondents showed the most of the teachers used non-verbal communication always for explaining different items during teaching learning process and it is showed in the data result. The given data result showed that most of the teachers use non-verbal communication always for motivating the learner during teaching learning process and the respondent observed in the classroom. The respondents observed that majority of the teachers used always good voice quality for students to learn easily during teaching learning process and the respondents showed it in the data result. The respondents observed that most of the teachers used always non-verbal communication for better teaching and then regularly during teaching learning process and it is shown in the data result. The respondents observed that most of the

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teachers used always non-verbal communication for getting response from students during teaching learning process. The given data result showed that most of the teachers use always non-verbal communication for healthy environment during teaching learning process and it is showed in the given data result. The data result represents that majority of the teachers use always non-verbal communication for effective response of the students during teaching learning process and it is observed by the respondents.

Recommendation

1. Teacher should use non-verbal communication in class regularly so that the students can get closure to them and can ask questions from the concerned teachers.
2. Teacher should use non-verbal communication for effective responses from the learners because when teachers contact students they will be bold and will get confidence.
3. Teacher should use non-verbal communication for getting response from students.
4. Teacher should use non-verbal communication for healthy environment.
5. Teacher should use non-verbal communication for better teaching. So that the students can get closure to them and can ask questions from the concerned teachers.
6. Teacher should use good voice quality for students to learn easily.
7. Teacher should use non-verbal communication for explaining different items.
8. Teacher should use non-verbal communication for making learning interesting.
9. Teacher should use nodding for making classroom active. So that the students can get closure to them and can ask questions from the concerned teachers.
10. Teacher should use eye contact to encourage the students in teaching learning process.

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