

**ASSESSMENT OF NONVERBAL COMMUNICATION  
SKILL OF B.ED STUDENTS UNDER SIMULATION  
PROGRAMME.**

**A**

**Dissertation Submitted to  
The Maharaja Sayajirao University of Baroda, Vadodara  
for the Degree of  
*Master of Education***

**Guide**

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## **DECLARATION**

I, Yadav Aarti hereby declare that the Dissertation study titled “**Assessment of nonverbal communication skill of B.Ed. students under simulation programme**”; is my original research work and no whole or partial part in the dissertation has been taken from anywhere. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature, acknowledgement of collaborative research and discussions. The work was done under the guidance of Prof. Satish Pathak.

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## CERTIFICATE

It is certified that, the dissertation entitled, “**Assessment of nonverbal communication skill of B.Ed. students under simulation programme**”, which is being submitted by **Ms. Aarti Yadav** for the degree of Master of Education through the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, is carried out by her under my supervision and guidance. She has completed the thesis with best of her capacities. I certify that this is her original work and find it fit for the submission and evaluation.

Vadodara  
June, 2021

(Prof. Satish P. Pathak)  
Guiding Teacher

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Count your blessings and  
Name them one by one.

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Vadodara,  
2021

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## ABSTRACT

Assessment of nonverbal communication skill of B.Ed students under simulation programme. The aim of study is to orient B. Ed students about the nonverbal communication skill and to assess nonverbal communication skill of B.Ed students with reference to its seven components (Facial expression, Oculistics, Haptics, Paralinguistics, Kinesics, Proxemics, and Artifacts). The researcher has employed descriptive survey on group of B.Ed. student -teachers of Vadodara city. Researcher collected data through checklist and anecdotal records of student - teachers.

Following are the major findings of the study:

1. Based on analyses of checklist and portfolio maintenance, it was clearly revealed that continuous changes took place among the student- teachers by continuous feedback on their nonverbal communication skills during simulation programme.
2. It was found out that beside the orientation, student -teacher's major focus were to develop pedagogical skills but due to the feedbacks from researcher on their nonverbal communication skills they got self aware and started to change their unnecessary habits which were hindrance in effective classroom transactions.
3. All the pedagogical skills support the integration of nonverbal communication skills during teaching learning process.

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# **CHAPTER - 1**

## **CONCEPTUAL FRAMEWORK**

## **CHAPTER - I**

### **CONCEPTUAL FRAMEWORK**

#### **1.0 INTRODUCTION:**

The citizen is responsible for the harmony, peace, and development of the country. Education plays a fundamental role in creating responsible citizens and sustainable development of the country. Education is not meant simply for content delivery but is to help in making children full potential and productive citizens. The interpretation of quality education according to a researcher is one that is pedagogical and developmentally sound and that teaches learners to become proactive and productive citizens. The effectiveness of quality education depends primarily on the competent educator who are available to it and the competency of educators depends on the standard of teacher education. A good teacher training program is necessary for the qualitative improvement of education (The Education Commission, 1966). Good teachers are trained and produced by excellent teachers-the teaching staff must be specialists in a variety of areas, both practical and theoretical (NEP draft, 2019). Therefore, teacher education plays the immanent part of any educational system. Teacher education aims to accredit student-teacher to develop their knowledge of the subject matter, pedagogy skills, child psychology, self-development, and to help them use this knowledge for effective classroom teaching and learning. Effective teaching and learning in the classroom depends on the use of appropriate instructional techniques, including communication with teachers and students. Thus, to accomplish the overall aim of teaching, teachers must first be effective communicators. Verbal and nonverbal communication is a harmony that can not be divided to communicate a meaning. One of the roles of non-verbal communication is to explain, affirm, or reject verbal communications (Eisenberg and Smith, 1971). Non-verbal communication typically enhances verbal communication (Garner, 1970). When carrying out the teaching-learning process, teachers should be able to integrate these two forms of communication. If you boost a teacher's inner self-esteem, motivation, communication skills, or stress rates, you can increase the overall efficacy of that teacher over the course. Consistency between the verbal and nonverbal communication of teachers plays a key role in maintaining classroom discipline and promoting educational achievement. Teachers frequently lament about classroom discipline, concentration and inspiration among students, and many other issues, all of which contribute to a breakdown of communication among students and teachers, or among students themselves. It is well understood that speech is just one aspect of communication, but teachers still ignore or underestimate the impact of nonverbal communication (Ledbury et al. 2004). Nonverbal

communication is also relevant as it reflects the competence and leadership of teachers (Ronald & Fajlik, 2007).

## 1.1 THEORETICAL FRAMEWORK

### 1.1.1 Concept of Communication:

“The way we communicate with others and with ourselves ultimately determines the quality of our lives”.

- Anthony Robbins



**Figure 1.1 : Communication**

Communication has been correlated with all living beings since the beginning of time. We are all born with the ability to communicate. Humans cannot live in isolation, so they spend the majority of their time every day seeing, showing, thinking, listening, speaking, reading, writing, or sending and receiving information. According to the African proverb “Two men in a burning house must not stop arguing,” communication is the lifeblood of all social activities and is synonymous with life. It is shaped by humans, and it allows them to live their lives.

Communication appears to come from the Latin term "communicare," literally meaning "to share". It is a process through which message is conveyed or exchanged via a common system of symbols, signs, voice, writing or actions.

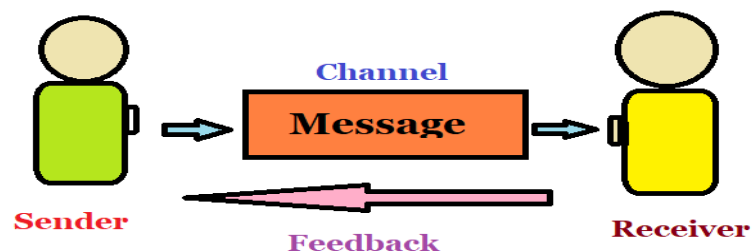
Communication is a well-defined method of exchanging various information, ideas, feelings, and so on between two or more people. The goal of this process is to reach a mutual understanding. Information can be exchanged using various verbal and nonverbal platforms such as speech, writing, signals, and so on. Communication is regarded as the beating heart of both professional and personal or social life.

Every communication process involves the sender, the message and the recipient. The sender 'encodes' the message and therefore, the receiver 'decodes' the message. The message is transmitted through a communication channel (i.e. face-to-face conversations, telephone calls, text messages, email, etc.).

The communication process is typically two-way, with people giving and receiving information and signals in both directions. When a sender's message is received and understood by a receiver, as well as the sender's desired feedback is sent by the receiver, the communication process is complete. As a result, the process requires more than one person and a constant flow of information.

The transmission of the message from sender to recipient are often tormented by emotions, the cultural state of affairs, the medium accustomed to communicate, and even location.

#### 1.1.1.a. Communication Process:



**Figure 1.2: Communication process**

The following are some elements or components of the communication process:

##### 1. Sources or people:

In the communication process, people are commonly referred to as the message source and the receiver. The sender creates a purposeful message in the form of verbal or nonverbal signs to express his or her thoughts to others. A variety of factors, such as their behavior, experience, and context, influence their message. Their goal in creating the message could be to share something, persuade someone, etc. Similarly, the recipient is an active participant in the communication



process. Some common factors influence both the communicator and the recipient. Beliefs, attitudes, culture, values, needs, society, and perceptions are examples of these.

## 2. Message:

When a message is sent through a channel, communication occurs. A message necessitates content, which can be factual information, an idea, a thought, an emotion, or a feeling. Messages are a collection of physical stimuli that have meaning and must be understood and interpreted. Because people are unable to directly transfer meaning, they use sign or code to create a message.

## 3. Channel/Medium:

The medium is the physical entity through which the communicator transmits and transports the message to the recipient. A channel is a vehicle or a path through which a message travels. It is a link that affects both the communicator's and the recipient's five senses. It could be a voice, a body movement, a phone call, a fax, the internet, a newspaper, or anything else.

## 4. Feedback:

The receiver's response to the sender is referred to as feedback. It is significant because it has a continuous impact on the ongoing behavior of both participants by dramatically influencing them during their communication.

### **1.1.2 Importance of communication:**

Communication is one of God's great gifts given to humans. Human communication is unique for its wide use of abstract language. As a social beings, humans need to join together with others to live and act. Communication involves social growth and the basis of community and moral progress in such a way that lack of communication contributes to a fairly stable state of human life, which prohibits civilization from evolving. However, Conflicts in communication also prohibit people from improving their social ties. In line with this, social wisdom dictates the life of an individual (Danial,2011). The actual aspect of this relational wisdom is the capacity to interact easily with others (Danial,2011). Without first-class communication skills, one can continue to struggle to make others understand oneself.

### **1.1.3 Classroom communication and its importance:**

Among different forms of communication in human communities, teaching requires effective communication with the learner to make the teaching-learning process successful. Classroom is a first-class example of a place of communication in group situations where teachers spend hours

communicating with students to share information and knowledge. It is therefore essential that there is a two-way communication between them to facilitate learning. (Sitihendon and Khalijah, 2007). Three key factors play a role in the classroom communication process including signaling (teacher), messages (instructional), receiver (student).

Besides, direct communication between a teacher and learners helps the teacher to provide immediate feedback to help him/her gauge learners' understanding of what was taught. Based on such suggestions the teacher can improve his/her communication. Our social system is undergoing rapid change; the teaching-learning environment is also changing at a rapid pace. Due to increased access to various mass communication channels, the knowledge explosion has increased learner awareness levels. As a result, their students have higher expectations than ever before. A teacher's position and profile often, and she has to take on varied roles. Although, on the one hand, the teacher must fulfill the role of being a source of information, on the other hand, he/she must serve as a counselor, mentor, and guide. The teacher will plan tasks and perform other administrative roles and use technology for educational purposes as well. While pedagogy, social interaction, management and technology constitute a teacher's vital activities and the role of communication in all these activities is paramount. Communication makes learning easier, helps students to realize fascinating goals, strengthen the affiliation between students and teacher, and creates a positive expertise. Communication helps the teacher to manage the classroom. Teachers must develop verbal and non-verbal communication skills for their learners to encourage, overcome the issues and inspire them (Witt & Wheelless, 2001).

#### **1.1.4 Types of classroom communication:**

Communication in classrooms occurs in three categories: verbal, nonverbal, and written.

##### **1.1.4.1 Verbal communication:**

Verbal communication is the use of language for the transfer of information through speech or sign language. It is one of the most common types, often used in seminars, video conferences and telephone conversations, meetings, and one-on-one conversations. Verbal communication is important because the communication is effective. It may be beneficial to encourage verbal communication with both non-verbal and written communication. A teacher can, for instance, ask a student to stand up which is verbal communication.

##### **1.1.4.2 Nonverbal Communication:**

The use of body language, gestures and facial expressions to communicate information to others is nonverbal communication. It can be used deliberately as well as involuntarily. For example, if you hear a fun or enjoyable idea or piece of information, you can smile unintentionally.

Nonverbal contact is useful in trying to understand the feelings and opinions of others. For example, if a teacher shakes their head while a student is speaking, this can be motivating to indicate that they agree with the student.

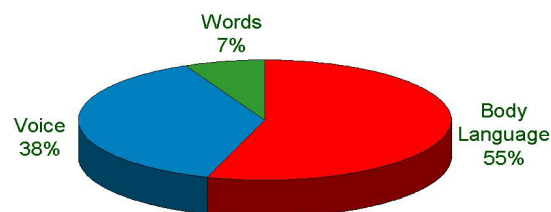
#### **1.1.4.3 Written communication:**

Written communication is the act by which symbols such as letters and numbers are written, typed or printed to convey information. It is helpful because it offers a reference record of information. Writing is widely used for books, journals, notes, and more to share information. For example, a teacher can plan a written assignment for students to check their knowledge or present lecture slides or notes for complicated information.

#### **1.1.5 Importance of Nonverbal communication:**

Hearing what isn't said is the most critical thing about communication. "(Drucker, 1995). Communication theorists conclude that non-verbal communication could be a ambiguous weapon (O'Hair & Friedrich, 1992). If used effectively, it may improve one's ability to communicate with others, or it may damage one's ability to act constructively.

Non-verbal communication is often more subtle and efficient than verbal communication and is better able to convey meaning than words. Perhaps a smile, for example, conveys our feeling much more easily than words. Silent speech is of immense significance to interpersonal experiences on a regular basis and impacts one's chances of loss or success in personal and professional social encounters. The three elements account for our liking for the person who sends out a message about their feelings differently: words account for 7 percent, voice tone accounts for 38 percent, and body language accounts for 55 percent of the liking (Mehrabian, 1971,1974). That means about 93 percent role is of nonverbal communication.



**Figure: 1.3 Mehrabian's model of communication**

Nonverbal communication is also used to check students ' understanding; confused gestures tell the teacher easily what needs to be revised or repeated. The classroom is a place in which

nonverbal activities of both the teachers and the students have significant learning implications. About 75 percent of nonverbal communication is used in classroom management (Darn,2005). Knapp, Hall, and Horgan (2014) cite a variety of nonverbal activities that commonly occur in the classroom and affect learning among students:

1. Nonverbal signals between teachers and students indicate closeness or distance.
2. To avoid participation the students avoid eye gazes with instructors.
3. The body postures and facial expression of the students show their interest in and attention to what the instructor is saying.
4. The dress, hair length, and adornment of students and teachers influence the communication and learning in the classroom.
5. Teachers ' disciplinary actions can manifest in negative facial expressions, threatening movements, or aggressive vocal tones.
6. Teachers declare they have plenty of time for student conferences but when students come to see them, they become uneasy and glance at their watch.
7. Teachers will try to assess the comprehension and learning of students by visually analyzing the facial expressions of the students.
8. Classroom architecture – wall colors, space between seats, window size, and location – influences student engagement and learning. (p. 405)

These nonverbal behaviors can affect student learning and may increase the reputation and relationship of a teacher with students (Andersen, 1979; Andersen & Withrow, 1981; Darrow & Johnson, 2009; Johnson, Darrow, & Eason, 2008). Smiling, retaining eye contact, and growing student proximity are nonverbal activities commonly referred to as immediacy behaviors. Positive interactions are correlated with the presentation of these behaviors (Andersen & Andersen, 1982; Richmond, Gorham, & McCroskey, 1987).

It has been said quite often that actions speak louder than words. If the verbal and nonverbal communication clashes, it is usually the receiving nonverbal message (Knapp et al., 2014). Teachers are generally aware of the words they use when teaching, but often do not know to what degree their nonverbal actions affect the learning process. Teachers who use consistent verbal and nonverbal actions send messages that their students are more likely to understand and, in turn, build a more effective learning experience (Richmond et al., 1987). Effective teachers

understand how nonverbal behaviors can be easily encoded and decoded in class. In all classrooms, the learning process is affected by nonverbal messages from teachers.

### **1.1.6 Function of nonverbal communication:**

The functions performed by nonverbal communication as described by Capper (2000) are as follows:

Regulatory function: when we engage in conversation with people of different linguistic, socio-cultural and other backgrounds, it takes a lot of effort to keep the conversation on track. Nonverbal clues tend to regulate conversational actions much here.

Interpersonal function: Nonverbal communication helps in interpersonal relationships to communicate attitudes and feelings (also known as 'affect displays').

Emblematic function: Major use of gestures to convey a particular message.

Illustrative function: Nonverbal communication used to signify size form, distance, etc.

Adaptive function: used as a means of reassurance, self-confidence; frequently involving involuntary actions such as hair playing, beard-stroking, pencil playing or cigarette playing, etc.

In educational settings, Nonverbal communication performs several functions. Argyle (1975) proposed that nonverbal behavior serves four functions: emotional expression, interpersonal behaviors, personality appearance, and verbal communication.

The first function is that of **emotional expression**. In teaching and educational settings, emotional expression is as critical as it is in personal encounters. As teachers express enthusiasm in their voices and movements, students get a sense that teachers are truly committed to what they say. Therefore, teachers may have an idea of how students feel about school through their sitting or facial expressions. Without nonverbal behavior, it would be difficult to express feelings and teachers would have less understanding of how their students feel and respond to new content, teaching, and learning in general.

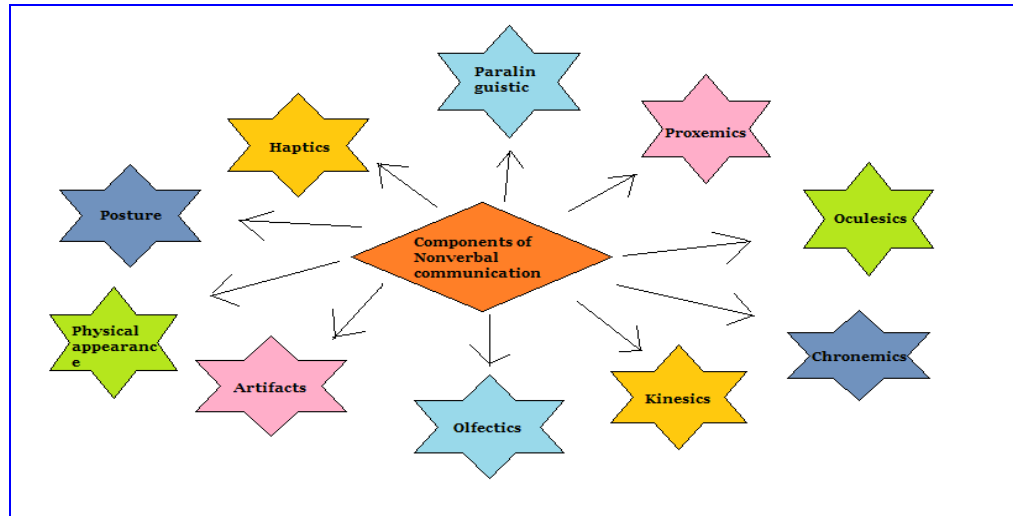
The second nonverbal communication feature is the conveying of **interpersonal behaviors**. This includes expressing opinions towards others. As students enter the classroom in the morning, a perceptive teacher can say through nonverbal communication of the students how they feel about school and themselves. If the students say "hey" in their voice without much expression and without looking directly at the teacher, they can simply go through the perfunctory motions all children need. If, on the other hand, the children smile, look at the teacher directly, and turn to the teacher, they are interpreted in the salutation as real.

The third role of nonverbal communication is to present one's personality to others, often referred to as the process of forming and managing the impression (Burgoon, Buller & Woodall, 1989). Teachers will look and sound like robots without a tone of voice, motions, facial expressions and so on. Teachers, as human communicators, can get an accurate sense of what others are trying to communicate by knowing their personality. Understanding the personality characteristics of another person allows teachers to make and confirm predictions about their acts, intentions, and behaviors. That makes it easier to communicate. To some degree, how students or parents use language can provide teachers with an indication of their personality, but their nonverbal behavior often provides a rich source of information about their character, temperament, and temper.

Nonverbal contact goes with verbal communication as well. Non-verbal conduct can enhance what is said verbally (smiling when indicating that I am pleased with a class project); it can help to control verbal actions (breaking eye contact to indicate that a discussion is over); it can support oral speech (speaking very slowly and deliberately to make a point); It can replace verbal actions (nodding, winking, or gesturing the approval); and it can even counter what you're doing verbally (saying you're very happy to meet your parent without eye contact) (O'Hair, 1992).

#### **1.1.7 Aspects of nonverbal communication:**

Several scholars have classified non-verbal communication into four fields: proxemics, chronemics, kinesics, and paralinguistics (Denzin & Lincoln, 1994). Henely (1977) (as cited in Anderson, 2001 and Ahuja, 2009) mentions that non-verbal messages include how we tell things about body posture, movement, facial expressions, gestures, touch, eye contact, space, and distance. Non-verbal behaviors that make a significant difference in the classroom are kinesics, proxemics, haptics, oculars, and vocals (Burgoon, Buller, & Woodall, 1996; Knapp et al., 2014; McCroskey, 1972; Remland, 2009) (as cited in Heath-Reynolds, 2014). The Aspects of non-verbal communication identified from the review of related literature are shown in figure 2.



**Figure 1.4 Components of Nonverbal communication**

The role of each aspect of nonverbal communication is summarized as follows:

**1.1.7.1. Paralinguistic:** Voice inflection or variation, commonly known as paralinguistic, vocals or paralinguistic, offers a tonal variation in the speech which also helps to convey the context behind non-verbal gestures. There is a saying that not only what you say, but how you say it also matters. Early researchers (Trager, 1958) (as cited in O'Hair & Ropo, 1994) identified five forms of paralinguistic: voice range, voice quality, voice variety, vocal segregation, and voice filler. Specifically, the components of paralinguistic are pitch, resonance, inflection, pace, speed, rhythm, pause and sounds such as gaps and murmurs. Such different behaviors also convey the nature and confidence of an individual (DeVito, 1988) (as cited in Simmons, 1992). One of the biggest critiques is those of teachers who speak in a monotonous voice. Listeners consider these teachers as annoying and boring. Students seem to learn less and lose confidence more easily as they listen to teachers who have not known how to modulate their voices.

#### **1.1.7.2. Proxemics:**

Proxemics is described as the usage of physical space and how individuals communicate through the use of space (Hall, 1965). The amount of personal space that we perceive is highly influenced by the culture in which we live. Edward T. Hall (1966), an American anthropologist, categorized interpersonal space into four zones:

- The intimate zone: Intimate distance can reach up to 18 inches and is reserved for people that you love. Close family members, friends, pets, and lovers all fall into this category.

- The personal zone: This distance is approximately 18 inches to 4 feet and is reserved for people you don't know very well.
- The social zone: This is reserved for acquaintances and ranges from 4 to 7 feet.
- The public zone: Maintain a distance of 10-12 feet when addressing a group of people, as in public speaking.

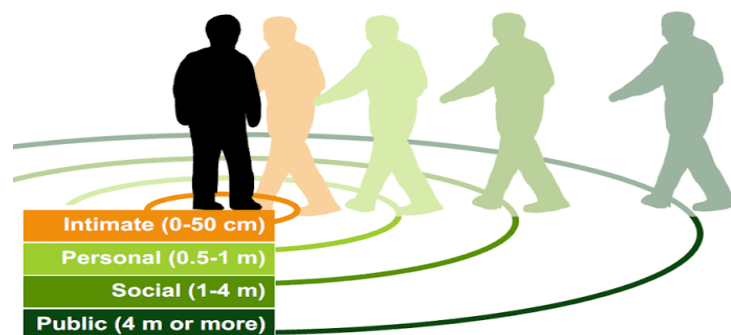
**Figure : 1.5 Zones of proxemics**

Teachers often use proxemic subsets such as proximity (i.e., heading towards or away from students). The teacher manages the proxemics of the classroom by fixed seats, or by positioning the student chairs in a near circle. Physical structure influences the conversation and engagement of classes between students and teachers.

**1.1.7.3. Kinesics:** kinesics is a broad area of study including body postures, and gestures, which are discussed in brief as follows:

**a. Body posture or body movement:**

The way people present themselves, their body posture, makes a significant impact on their body language and conveys a feeling of self-confidence. Body language can involve two types: involuntary gestures and intentionally controlled gestures. For example, when a person becomes bored, he might glance around the room instead of staring at the speaker, or he may often change positions. If a person becomes anxious, he may bite his nails or chew his teeth. Typically, they are rendered unintentionally. Standing, upright, but not stiff, and leaning slightly forward can convey to students that the instructor is approachable, open and polite. The differences in posture vary from culture to culture. After researching the postures used in various cultures, anthropologist Hewes (1957) discovered that the number of human postures was very wide, around 1000. For example, an instructor at a Thai student might be unaware that sitting with his legs crossed and his toe pointed in the direction of the student is considered an insult to the

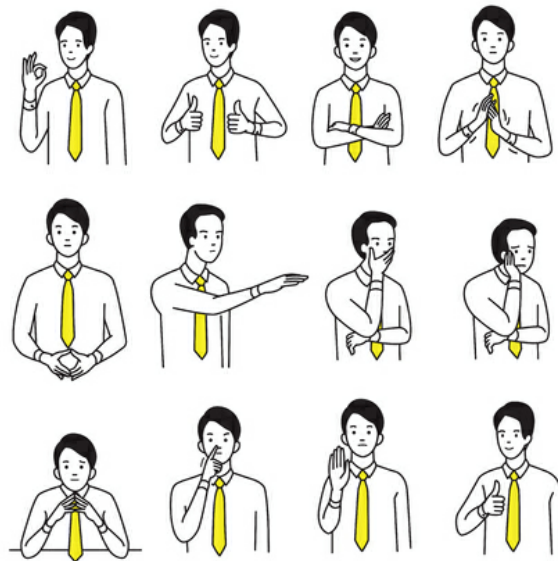




student. Thais find the legs to be the lowest, most disgusting part of the body and claim that it is highly disrespectful to have a leg pointing at them (Smutkupt & Barn, 1976).

**Figure 1.6: Different Body postures**

**b. Gestures:**



**Figure 1.7: Hand gestures**

Gestures are used deliberately to convey meaning. Hand movements are often quite descriptive.

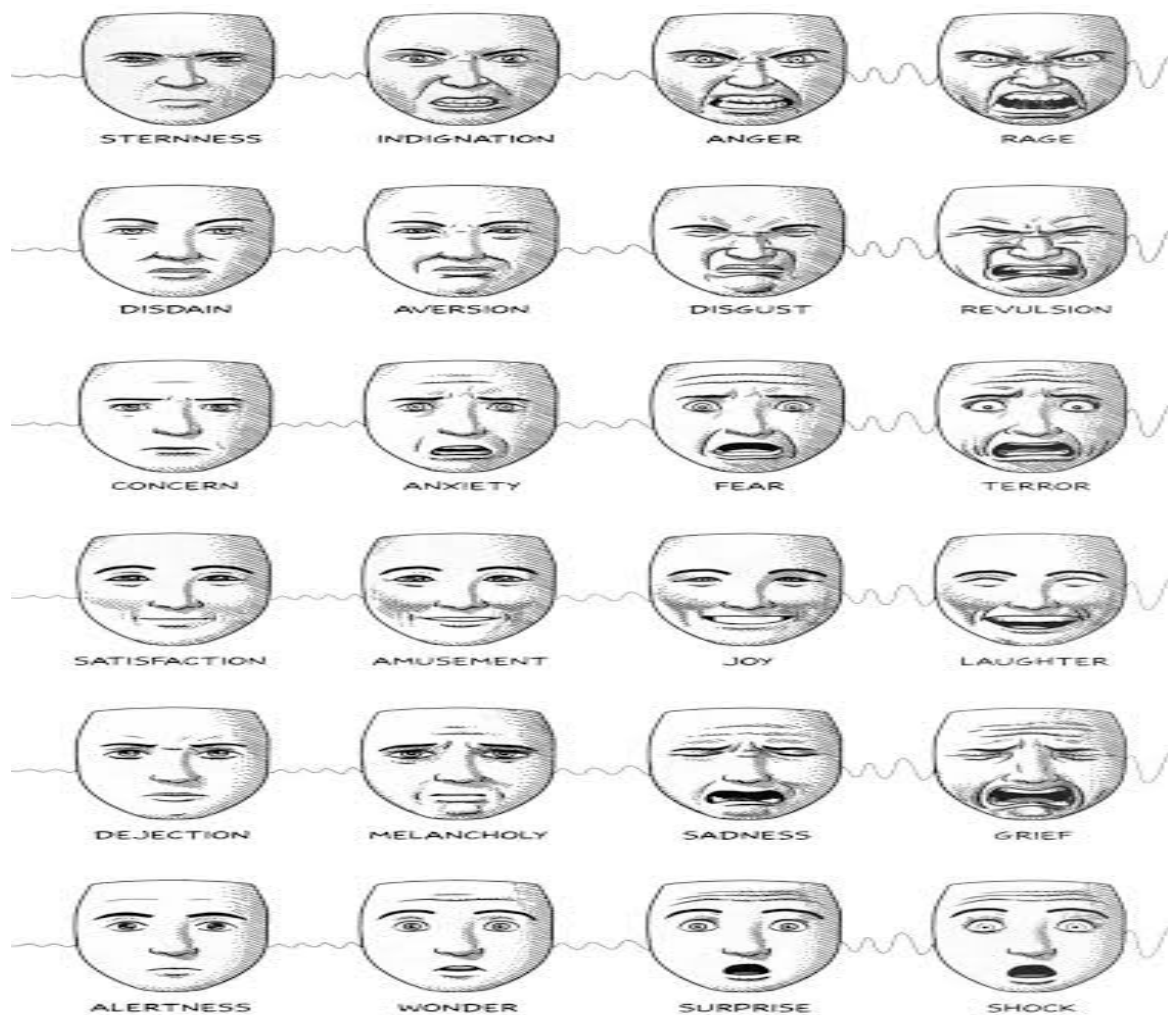


Open gestures continue to make us seem to be accessible and truthful. By pointing our fingers or bringing our hands closer together, we will emphasize what we're saying. If the teachers struggle

to behave while speaking, they can be viewed as dull, rigid, and pretender. A vibrant and interactive instructional style catches the attention of pupils, making the content more engaging, encourages learning and offers a bit of enjoyment. Head nods, a type of gestures, convey positive feedback to students and show that the teacher is listening.

#### **1.1.7.4. Facial expressions:**

The most significant area for "reading" emotions is the face. Facial expressions seem to be the most significant non-verbal way in which emotions are expressed. They express mood, attitude, viewpoint, feelings, or other signals through the muscles of the face. There are about six major styles of facial expressions seen in all cultures: joy, disgust, panic, outrage, surprise, and sorrow. Teachers with appropriate facial expressions (e.g., smile, raised eyebrows) receive higher performance ratings from learners in their classrooms (Richmond et al., 1987). An instructor who is mindful of facial gestures and uses suggestions correctly will be considered a good communicator, and students will see the instructor as more approachable. Teachers that are described in this way are more successful in the classroom in terms of higher cognitive learning (Gorham, 1988; Richmond, McCroskey, Kearney & Plax, 1985) and efficient understanding (Gorham, 1988; Plax, Kearney; McCroskey And Richmond, 1986). Among other facial expressions, the smile, a global symbol of friendliness and acceptance, seems to receive special consideration. When educators smile often, they would be viewed as more likable, polite, pleasant and accessible.

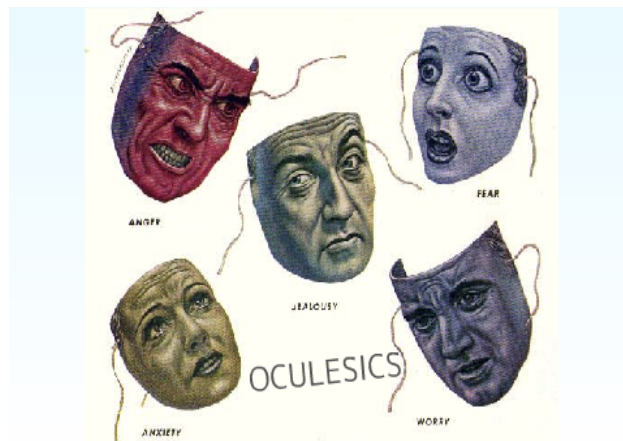


**Figure 1.8: Facial expressions**

#### **1.1.7.5. Oculesics:**

Oculesics is a subcategory of kinesics that applies mainly to eye movements. The eyes are always communicating, eye contact is a strong and effective form of communication. Gaze or eye contact can be used as a method of classroom management as well as a tool for strengthening relations with students (Andersen, 1979; Johnson et al., 2008). Teachers who make eye contact open up the flow of communication and express curiosity, empathy, affection, and respect. Pollitt (2006) also found out that eye contact is a major influence in the context that if an educator doesn't look learners in the eye when teaching them, it may display a lack of self-confidence, and a teacher is likely to have issues with discipline. Jecker, Maccoby, and Breitrose (1965) identified visual cues provided by students that appeared to be correlated with the understanding

of teaching content and stated that teachers trained to interpret these cues had been more successful in their estimation of student understanding than untrained teachers.



**Figure 1.9: Oculistics**

#### **1.1.7.6. Haptics:**

Touch in communication is called haptics. This is one of the most intimate and effective means of communication since it can create the most positive or negative reactions. Through touching, one can show a variety of emotions. But, the accepted mode of touch largely depends on the gender, age, intimacy and cultural background of the persons. A new research by Kleinfeld (1972) found that teachers used such strategies as laughing, touching, and close body distance and that small children appeared to learn substantially more. But, as children get older, such tactile behaviors become less acceptable. Communication has various impacts in the classroom, based on the age and gender of the pupil. Still, with older students, handshake and an occasional pat on the back might prove to be beneficial.



**Figure 1.10: Haptics**

#### **1.1.7.7. Olfactics:**

Olfactics is an analysis of scent concerning human contact. They respond to people based on their body smell, use of too much perfume. The body smell of the educator often affects learners in the classroom; if the teacher sweats and stinks, the teacher might not be aware of it, however, the learner gets distracted and experiences uncomfortable.

#### **1.1.7.8. Artifacts:**

Artifact communication is related to personality, reputation, and position. Artifactual communication communicates through clothes, footwear, makeup and hairdos (DeVito, 1988), he also said, "what you wear (or don't wear) and with whom you associate with (or don't associate with) should convey something about you" (p. 139). Appearance evokes information that can be interpreted positively or negatively by others (Minnick, 1979). Artifact communication can play a significant role in handling classrooms in a subtle way (Seiler, Schuelke, & Lieg-Brilhart, 1984). Chaikin, Gillen, and Derlega (1978) observed that the physical appearance of an instructor has strong impacts on teenage students' perceptions.



**Figure 1.11: Artifacts**

#### **1.1.7.9. Environmental factor:**

The environmental factor applies to how educators and learners perceive, create and control physical space in classroom environments. The classroom arrangement is just as critical and effective when analyzing students' attitudes and emotions as any other dimension of non-verbal communication. Nonverbal researchers and trained teachers say that the optimal space arrangement is one that puts the minimal gap and the minimal barriers between teachers and students in the classroom (Jones, 1988). For example, a teacher's desk may be an issue by increasing the distance between the teacher and the pupil.

#### **1.1.7.10. Chronemics:**

This area of communication research concerns the arrangement of time, the response to it, and what the person's use of time expresses to others (DeVito, 1988). A teacher that stresses a schedule will express a specific meaning. This chronemics can also be used by both the student and the teacher to communicate a sense of respect to each other.

#### **1.1.7.11. Silence:**

Silence is another essential part of communication. This can have either a positive or a negative interpretation. Silence in the classroom means that students are paying attention. In the same manner, one may express by silence one's lack of involvement or lack of understanding.



**Figure 1. 12: Silence**

#### **1.1.7.12. Physical appearance:**

Western society puts an incredibly high emphasis on people's weight, skin color, height, and gender. We may interfere with other personalities based on their physical appearance. This may have no logical basis but may affect personal and social relationships, recruitment and promotion decisions. We frequently make judgments about a person's personality or attitude based on physical features, and scholars are fast to recognize that such decisions are often wrong.

# **CHAPTER 2**

## **REVIEW OF RELATED LITERATURE**



## **CHAPTER - II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION:**

Knowledge is built up over time and is constantly expanding. Every piece of research adds to the body of knowledge. A true effective review is a pacesetter that stimulates additional research efforts while also playing a significant role in shaping the nature of that research. The review of related literature allows the investigator to further clarify his objectives and define the limits of his field, avoiding unfruitful and useless problem areas.

By conducting a literature review, we can critically summarize current knowledge in the area under investigation, identifying any strengths and weaknesses in previous work, allowing us to identify them in our research and thus eliminate the potential weaknesses while highlighting the potential strengths. A thorough literature search will also provide us with a context in which to conduct our research.

#### **2.1 REVIEW OF RELATED LITERATURE:**

A review of related literature serves several specific purposes in addition to acquainting the researcher with current knowledge in the field or area on which he or she is conducting research. Knowledge of related literature keeps the researcher up to date on the work of others, allowing the researcher to state the objectives clearly and concisely. By reviewing previous knowledge, the researcher can identify areas where positive findings are likely to emerge.

Good (1963) underlined the importance of review of literature in connection with educational research in following words:

"The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of problem, background for selection of procedures and comparative data for

interpretation of results. In order to be creative and original one must read extensively and critically as a stimulus to thinking."

The exploration of previous research studies conducted in the concerned field is very important in any research study to pave the way for further studies. The researcher must be well informed about previous research studies in order to ensure that the work is original and avoids repetition. It broadens the investigator's perspective and makes him more aware of research possibilities that might otherwise go unnoticed. In addition, by reviewing previous knowledge, the researcher can identify areas where positive findings are likely.

To develop an understanding of the inter-dependency of both verbal and nonverbal communication for good classroom management, the role of nonverbal communication in rapport building of teacher, and to know the various aspects of nonverbal communication, the investigator reviewed various the related literature.

The literature reviewed are categorized into three parts, as given below.

1. Studies related to both verbal and nonverbal communication.
2. Studies related to only nonverbal communication
3. Studies related to aspects of nonverbal communication.

#### **2.1.1. Studies related to both verbal and nonverbal communication:**

The following are the selected studies related to both verbal and nonverbal communication.

**Balzer (1968)** performed an Exploratory Investigation of Verbal and Non-verbal Behaviors of Bsc Teachers and Non-Bsc Teachers. A program for the systematic evaluation of verbal and non-verbal behavior of high school biology teachers in both classroom and laboratory contexts has been developed. This method was used to investigate correlations and disparities between the Biological Sciences Curriculum Study (BSCS) and non-BSCS teachers. Individual teachers varied significantly in terms of laboratory management, control, release, experimental method, facilitated communication, and negative affect, but no major variations were found between the two groups. Eleven biology teachers from the school systems of Cincinnati, Ohio, and the Greater Cincinnati area, were selected as a sample in the study, who are video-recorded five

times each and observation was recorded separately by repeatedly playing the video. It was clear from the observation that BSCS teachers were higher in scientific process behaviors than non-BSCS teachers. Results showed that non-verbal behaviors affected the learning condition in some 65% of all teacher behaviors observed.

**Amos (2008)** by a basic qualitative approach studied the communication between paraprofessional and teacher. The goals of this study were to (a) explore communication between a paraprofessional and management teacher; (b) reflect on the experiences and perceptions of teacher and paraprofessional groups implementing a current, structured communication process; and (c) generate insights regarding paraprofessional and management teacher communication. research results reflect the input from twenty-four participants, twelve paraprofessionals, and twelve management lecturers, determined by purposeful sampling, situated in central Kansas. The results of the study highlighted the positive and proactive effects of communication.

**Chauhan (2009)** Conducted a study to examine the effectiveness of a classroom communication programme for pre-service teachers. For this purpose, the researcher has designed 35 tasks about different aspects of classroom communication skills. The researcher has employed a quasi-experimental design for which two groups of pre-service teachers from different cities (Vadodara and Anand) were selected. The experiment was carried out for three months and the result was calculated with the mix method. From the result, the researcher concluded that he developed programmed on classroom communication for the pre-service teachers was found effective in terms of raising classroom communication of the pre-service teachers and their overall communication behaviors.

**D'Mello S. et.al, (2009).** According to the researcher, both verbal and nonverbal communication co-ordinate with each other in our interactions with others. While words constitute the message's content, nonverbal communication plays an important role in articulating our emotions and feelings. This article looks into the significance of various body cues. They contend that postures and gestures resemble boredom, while the face conveys emotions such as anger and disgust. However, the face is not the only important way to express communication; the entire body communicates different emotions. Body signals are mostly involuntary and cannot be manipulated, modified, or misrepresented.

**Dlumbrova G., et.al, (2009).** The paper discusses two points: first, that formal communication is an effective way of interacting with others, and second, that nonverbal communication accounts for 70% of all communication with others. This paper discusses the fundamental but critical aspects of nonverbal communication, with a particular emphasis on proxemics i.e. the use of space between two people while communicating, as well as body language, which is the use of body signals while communicating. The authors discuss the use of personal space as well as the significance of first impressions. This study confirms that nonverbal communication is an extremely effective tool. When compared to verbal communication, this has a much greater impact and credibility. This is because we have a strong ability to interpret visual symbols in general. We can depict and read people's emotions, states of mind, feelings, and so on through nonverbal communication.

**Shi Y., et.al., (2010).** The researchers investigate two interconnected aspects of communication in this paper: nonverbal communication and intercultural communication. According to the authors, instructors should make good use of nonverbal communication in language classrooms to improve learner motivation. Various terms have been discussed, such as understanding nonverbal skills, the relationship between culture and nonverbal skills, experiences with using and interpreting nonverbal behaviors, its influences, and so on. According to the findings of this study, inappropriate nonverbal behavior can lead to breakdowns. Finally, it is stated that these skills are regarded as a critical component of our interactions and have a strong relationship with culture. Nonverbal communication is very important in all of our interactions and aids in the development of interpersonal relationships with others. If we want to avoid misunderstandings and conflicts, we must learn and apply nonverbal skills correctly and in the right proportion at the right time. Normally, nonverbal communication is associated with the use of touch, smile, eye contact, body movements, and so on, but people have begun to focus on par language as well and are gradually recognising the importance of it in effective delivery.

**Bee B.S., (2012).** The authors tried to follow the evolution of pre-service teachers' perceptions of their communications, as well as the consequences and perceptions they might have of their classroom contact. Effective communication is an art form that is practised today by all business practitioners as well as educational institution instructors. Classroom communication encompasses not just the material presented, but also the teaching styles and techniques used, the

appearance and delivery of the instructor, and the relationship between the instructor and the learner. After the training sessions, the teachers are instructed to write down their strengths and limitations in terms of their ability to interact in the classroom. The majority of them concentrated on paralanguage skills and their effect on student communication, as well as other factors such as the ability to make students feel at ease, making oneself approachable, having clarity of thinking and speech (tone, postures), and providing inspiration to students.

**Zhan L., (2012).** The author states that contact encompasses not only verbal but also nonverbal means of sending and receiving visual messages when communicating with others. When compared to verbal communication, it is capable of transmitting a large amount of information. As teachers, we should be mindful of our strengths and weaknesses in terms of communication and nonverbal skills, and work to resolve them so that the learning process is more successful.

**Surkamp C., (2014).** According to the author, teaching is a combination of verbal and nonverbal communication that has a positive impact on the learning process, especially on students' participation and willingness to communicate. Nonverbal skills play a critical role in language learning, according to the source. This experience will aid in the development of skills related to improving language and content, as well as having a significant impact on the reader.

**Ho (2016)** examined the attitudes of college students towards their native and non-native English speakers in Brunei. During this study, the investigator cross-compared 2 lecturers; one native, one non-native, in terms of immediacy behavior. Expectations of immediacy are shown to be across all cultures, and the inability to follow cultural non-verbal immediacy criteria means that the instructor is viewed as non-immediate, which in turn leads to lack of inspiration, cognitive and perceived learning. The results counsel that the native lecturer is looked as if it would be a lot of immediate in terms that aren't personal however cultural.

**Wahyuni (2018)** presented a paper at the 1st International Conference on Global Responsibility for Intellectuals (ICIGR 2017) on The Impact of Verbal and Nonverbal Communication in Education. Teaching and learning practices include communication with educators and learners, both verbal and non-verbal. Such communications become interlinked in the process of studying. The willingness of the teacher to incorporate these will further increase the level of learning in the classroom. It has an effect on students ' academic and non-academic success. Instead, if

educators are unable to interact successfully through the transfer of knowledge, skills, and attitudes, it would be difficult to accomplish the expected objectives. It means that pupils who understand and can execute activities very much depend on the type of verbal and non-verbal communication of instructors. Verbal communication involves short talk, debate, comments, thoughts, and so on. Non-verbal communication skills include body language, eye contact, space between pupils, touch, and listening. The two communication skills will also be strengthened by the educators, in order to achieve quality learning.

### **2.1.2. Studies related to only nonverbal communication:**

The following are the selected studies related to only nonverbal communication.

**Lewis & Page (1974)** gave a research article on the topic of educational implications of nonverbal communication. The conclusions to be taken from this article are that if the educational atmosphere is one of the contexts in which students acquire social identification and the means of engagement, the successful, professional instructor is one who facilitates conditions in which the student's self-conception is not compromised. He is the one that not only manages emotions correctly by verbal and non-verbal communication but also makes it possible for students to learn to communicate their feelings verbally and to develop the capacity to understand non-verbal gestures. The significance of non-verbal communication for education is an essential component of interpersonal communication. Knowing more about non-verbal communication requires learning another tool for more efficient conversation, both within and outside the classroom.

**Andersen (1979).** This investigator examined the connection between teacher immediacy and teaching effectiveness. Teacher immediacy was defined as nonverbal actions that equalize physical and/or psychological differences between teachers and learners. Teaching effectiveness was examined in light of teacher ability to provide affections, behavioral, and cognitive student's learning. Hypothesized results indicated that during a multiple regression model, teacher immediacy predicted 46th of the variance in students have an effect on the course teacher and regarding 2 hundredth of the variance in students affect the course content. Immediacy collectively predicted eighteen of the variance in student cognitive commitment. psychological

feature learning is operationalized by test scores wasn't significantly predicted by teacher immediacy.

**Young (1979)** conducted a study to examine Nonverbal Communication among the EFL classroom. Fifty EFL teachers were consulted to find out whether they felt that nonverbal communication was important (1) in classroom interaction, and (2) to help students improve communicative skills. The study concluded that (1) Nonverbal behaviors are mainly learned behaviors. (2) issues in communication will arise between EFL students, and Americans because of culturally learn variations in nonverbal behavior. (3) Three-fifths of the lecturers interviewed do not purposely integrate nonverbal considerations into their EFL lesson plans. of those three-fifths, some had never thought of the relevancy of nonverbal communication to language teaching; some did not care to. (4) Existing materials for integrating these aspects of nonverbal communication into foreign instruction unit few and not comprehensive.

**Beebe (1980)** given a Paper at the speech communication Association Convention New York titled the role of Nonverbal Communication in Education: analysis and Theoretical views. This paper reviewed several studies that had sought to elucidate the role of nonverbal communication in education contexts. the particular areas that were explored embody kinesics, eye contact, communication, classroom atmosphere, proxemics, and physical look. when reviewing analysis in these areas, the paper examined the analysis conclusions every normally and for each for every. One in all the conclusions given is that teacher teaching programs mustn't ignore the impact of teacher-controlled nonverbal communication variables in affecting student accomplishment and student attitudes toward learning.

**O'Hair & Ropo (1994)** has written an article entitled Unspoken Messages: understanding diversity in education needs focus on non-verbal communication. The conclusions to be drawn from this text are two-fold: (a) understanding diversity needs stress on nonverbal communication, and (b) teacher education programs should incorporate nonverbal communication research and apply into the curriculum. The communication, especially nonverbal, is important to flourishing teaching and student learning. The challenge for teacher educators is to integrate and apply nonverbal communication theory and research to help prepare pre-service teachers for multicultural classrooms.

**Ahuja (2009)** conducted a study to know the impact of non-verbal communication of B.Ed. student-teachers on their classroom transaction. The sample for the present study was taken objective-wise using a purposive sampling technique (from schools of Agra and Faculty of Education, D.E.I. University, Agra). The study concluded that the use of nonverbal communication by the experimental group was better than the control group for all the components of non-verbal communication and all the stages of teaching. The findings related to classroom transactions revealed that the classroom transaction by the experimental group was better than the classroom transactions by the control group. The difference in the classroom transaction of the experimental group and control group was found to be statistically significant and the classroom transaction of the experimental group was better than the control group. Also, the student-teachers of the experimental group revealed in their reactions towards the training program that the training program on non-verbal communication helped them to improve their classroom Transaction.

**Negi J., (2009).** The researcher has worked on a topic regarding the importance of nonverbal skills in the context of English teaching in the classroom. After observing classroom environments with teachers and students, it was discovered that the way teachers used nonverbal skills had a significant impact on the students' understanding of the concepts and their motivational levels. The researcher has discussed the various forms, functions, benefits, and principles of nonverbal communication in the classroom. The analysis shows that sometimes these have a positive effect, and in other cases, if these skills are not used in the right proportion or with less maturity, there may be negative effects on the audiences, i.e. students as well. To give an example, if the teacher greets and begins the session with a smile on his or her face, the students will feel pleasant, energetic, and so on. However, if the same teacher arrives with a frown on his or her face, it will have a negative impact on the students as well. It is also stated that nonverbal abilities can be applied in both formal and informal settings. Every teacher should try to get more exposure to understanding the importance of these skills so that they can use them to their advantage and become more proficient communicators in their jobs.

**Wang H., (2009).** The author discusses the importance of interpersonal communication as well as the role of nonverbal communication in our society. The significance of body signals, dressing, grooming, postures, gestures, etc - are described here. He says that nonverbal



communication brings to light what and how we should interact with others. Aside from defining the term nonverbal communication, the various types are also discussed here. Nonverbal skills should be used with caution because they are so important to our interpersonal skills. It may either help or hinder the development of positive, healthy relationships with others. Some even form opinions about us based on our grooming and dressing, and they interact with us as a result. As a result, in the corporate world, dressing and grooming are crucial. We form impressions of others based on how they are dressed and accessorized, and we also make assumptions about their family background, age, seniority, maturity, sophistication, and so on. It is heavily weighted in interviews, meetings with clients, meetings with seniors, and so on. Similarly, body movements, such as kinesics, facial expressions, and other components, are crucial in communicating with others. Studies are also being conducted to demonstrate that we communicate through silence and that it is an essential element.

**Chaudhry A. N. et al, (2012).** The authors used the observation approach to see if the nonverbal abilities of the teachers had any effect on the learners' development. The research also looked at the relationship between teachers' nonverbal skills and students' academic achievement in various educational institutions. The analysis came to the conclusion that it was consistent.

**Malathi P., (2013).** The author conducted the study on J.J. College of Engineering & Technology students to examine the role and implications of using nonverbal communication in classroom transactions. Giving and receiving nonverbal cues, as well as understanding them, is essential for both teachers and students. To effectively manage classrooms, the teacher should have a good communication style, maintain good and active postures while interacting with the class, and be dressed formally and appropriately. The authors concluded that excellent subject knowledge is not enough to maintain classroom control; it must also be accompanied by positive nonverbal communication from the teacher in order to foster an interactive learning environment.

**Haneef M. et al, (2014).** Nonverbal contact is justified in teaching practise, according to the authors. They believe that teaching and imparting knowledge to learners is a difficult task because it requires a teacher to not only impart knowledge through his or her delivery, but also to ensure that it is well understood while also maintaining the classroom environment, creating interest, motivating students, and so on. It was concluded that teachers and students are also

partners in the learning process, and that giving and taking without the use of signals, expressions, body expression, and body postures will be more difficult.

**Heath-Reynolds (2014)** analyzed the effect of teachers' nonverbal efficiency on teacher effectiveness ratings and student performance. The aim of this study was: (1) to work out if levels of teacher quality (low, medium, or high) have an effect on ratings of teacher effectiveness, lesson content, and on student learning, (2) to work out if a relationship exists between ratings of teacher nonverbal behaviors and teacher effectiveness. 3 scripted videos were created of constant input teacher presenting a lesson to a hypothetical category of elementary-aged kids. within the 3 videos, the input teacher exhibited low, medium, or high levels of communicating nonverbal behaviors. Results discovered that (1) higher ratings of teacher nonverbal behaviors were considerably associated with higher ratings of teacher effectiveness.

**Asit G., (2016).** Education is one of the fields where face-to-face contact is needed, and this involves both verbal and nonverbal communication factors. Body language is a nonverbal aspect that complements verbal communication and adds meaning to what is said. A instructor who effectively uses his or her body language affects students; motivates and assists them in remaining involved throughout the lecture; and promotes constructive contact between teachers and learners. The author attempted to determine the students' reactions to the trainer's body language. He claims that lecturers who use their bodies to their benefit have better experiences with students, are better able to inspire them, understand them better, and, most importantly, maintain good rapport with them. He has also defined communication as a mechanism that aids in the development of our social skills, allowing us to establish positive relationships with others and avoid conflicting situations. He also encouraged us to use nonverbal communication in not only the teaching process but also in student counselling where necessary. He strongly recommends the use of appropriate body language to have a better impact on people and has asked trainers to try to develop positive attitudes in students through the appropriate use of both types of communication.

**Shams F. et al, (2016).** The writers have attempted to concentrate on the different aspects and consequences of nonverbal communication as they relate to the learning process. They also recommended that teachers be taught how to use nonverbal skills effectively in the classroom

while communicating with students. It is said that when we use nonverbal communication, there are some cultural differences, and that a few body signs used in one culture may not necessarily mean the same thing in another. However, it cannot be denied that it has an effect on people and is useful in understanding them. It is an important tool for communicating with students during the learning process, resulting in smooth and safe experiences. Nonverbal skills are mostly used to inspire students when teaching, according to the findings. Role plays, games, video clips, and the use of drama are only a few examples of how to use this ability to make teaching more exciting. The responses that were recorded stated a number of things about how teachers use non-verbal skills when teaching. For example, some people believe that most teachers use nodding to show that they are paying attention. Some teachers make good eye contact with their students to ensure that they are paying attention and that they are confident enough to manage the class and the subject, while others use their voice to monitor and order. As a result, it is common knowledge that teachers use nonverbal communication on a daily basis to ensure their effectiveness.

**Bambaeeroo & Shokrpour (2017)** performed an analysis of a study mainly focused on the effect of non-verbal communication by instructors on the success of teaching. Considering the analysis methodology, i.e. a review article, the researcher looked for all publications in this area using terms such as teaching progress, verbal communication, and non-verbal communication. The results of this disclosed that there was a strong relationship between the quality, quantity and also the method of using non-verbal communication by lecturers while teaching. based on the findings of the studies reviewed, it had been found that the more the lecturers used verbal and non-verbal communication, the more efficacious their education and the students' academic progress were. it had been concluded that if this skill is practiced by lecturers, it'll have a positive and profound impact on the students' mood. Non-verbal communication is highly reliable within the communication process.

### **2.1.3. Studies related to aspects of nonverbal communication:**

The following are the selected studies related to aspects of nonverbal communication.

**Rollman (1977)** in his doctoral research conducted a study to know the effects of teachers' style of dress upon students' perceptions of teachers' characteristics. Two sets of stimulus images were

designed. One collection was composed of three photographs of a male teacher; the other was composed of three photographs of a female teacher. For each collection, the models were shown from the neck down in a comparatively informal, moderate and formal outfit. The study used a measurement tool that required participants (university students) to look at stimulus images and then score each of the observed teachers on a five-point rating scale. The study found that the type of clothing of teachers has some effect and thus requires significant consideration from teachers and classroom interaction investigators.

**Williams (1977)** conducted a study to know the effect of certain modalities of nonverbal communication of classroom teachers on student perception of classroom climate and relationships of this perception to achievement. The methods selected were eye contact, proximity-tactility and proximity only. The efficacy of these methods has been compared, in collaboration (eye touch, proximity-tactility, proximity only) and separately, with the efficacy of the conventional approach of teaching on environment and achievement. The subjects of this study were 150 sixth grade students of a middle school in the Atlanta Public Schools randomly assigned to three experimenter-teachers. Each teacher had five groups of ten students each. The research skills program was taught to all participants using one treatment per group. The treatments included the use of all non-verbal methods (Treatment One), the use of eye contact (Treatment Two), the use of proximity-tactility (Treatment Three), the use of proximity-only (Treatment Four) and the use of a conventional teaching approach (Treatment Five). Treatments 1, 2, 3, and 4 were experimental groups with treatment 5 the control group. Comparisons were made between the means of treatments 1 and 5; 1, 2, 3, 4, and 5; and between 2, 3, and 4 relative to classroom climate and achievement. Data was obtained from the student response through the student awareness questionnaire. The findings revealed a clear connection between teacher use of non-verbal communication and student understanding of a positive classroom environment. Eye contact was viewed as provocative and humiliating due to the existing correlation with the intent of the teacher's stare.

**Miller (1978)** conducted a study on the effects of four proxemic zones on the performance of selected sixth, seventh and eighth-grade students. 120 participants in the research were randomly chosen from the sixth, seventh and eighth-grade population of East Tennessee State University. The participants were assigned to four treatment groups and one control group. The findings of

the experiment revealed that the effectiveness of the instruction was greater when delivered in the intimate proxemic zone. Review of post-test means suggested increasingly decreasing means for personal, social and public proxemic zones. The preliminary proposition suggested that the more the teachers distance themselves from the pupils, the more successful the Teaching will be.

**Simmons (1992)** conducted a study to research the attitudes of educators regarding nonverbal communication skills with classroom management. This study centered on 5 major communication domains: paralinguistic communication, Kinesics, Proxemics, Chronemics, and artifactual Communication. A survey instrument was developed (Teacher attitude Towards Communication Skills Questionnaire) which used a Likert-based scale and that on attainable behavioral actions. 96 in-service lecturers and 94 pre-service lecturers were surveyed. Descriptive and inferential statistics were accustomed to interpret the information, and also the following results were found: within the domain of paralinguistic communication, each pre-service and in-service lecturer believed that voice volume and quality were necessary communication factors. within the domain of kinesics, in-service lecturers graded sixty-one eye contact as additional important than pre-service teachers ranked it. within the domain of proxemics, in-service teachers felt that teacher movement round the space was additional necessary than did pre-service lecturers. within the domain of chronemics, each pre-service and in-service lecturer believed that an organized teacher is taken into account by students to be more aggressive or strict. in the domain of artifactual communication, both preservice and in-service teachers believed that teacher appearance isn't a very important issue. Conclusions and implications for more analysis were created.

**Stanulis & Manning (2002)** published an article in the Early Childhood Education Journal, reflecting on the role of teachers in developing verbal and non-verbal environments in early childhood classrooms. In this article, children's literature is used as a medium to enhance understanding of (a) how teachers speak to children, (b) how teachers encourage children to speak to each other in positive and reinforcing or negative ways, and (c) how teachers facilitate children talk to themselves regarding their learning and participation in class. The role of the instructor as a constructive, mindful and intentional model of self-regulatory learning is encouraged.

The Journal of Health Management, **Preston (2005)** presented a research paper entitled Nonverbal Communication: do you actually say what you mean? The key highlights of his paper are: Communication experts typically believe that when two people engage in a face-to-face discussion, just a small portion of the actual communication they exchange. is contained in the words they use. A significant portion of the communication is found in vocal elements such as voice tone, accent, rhythm, intensity, and inflection. the most important a part of the message-and arguably the most important-is sent by kinesics, or the mixture of gestures, postures, facial expressions, clothing, and even scent. In persuasion, nonverbal messages will support or interfere with the verbal messages that an individual is delivering. methods that will not only hone one's ability to read nonverbal cues but additionally guide one's body language are given.

**Lohmus M. et.al, (2009).** In his article "Dress for success- Human Faial Expressions are important signals of emotions explains the significance of facial expressions and the ability to interpret them are discussed. What is it about them that makes them charismatic and appealing? According to them, the human face plays an adaptive role in social perception. During communication, the face is said to be the source of vital information. The findings of this paper show that even when people are expected to make neutral decisions, they are unable to ignore facial expressions and information. Human communications are controlled by facial expressions, according to studies, implying that facial expressions are more strong than spoken words.

**Zeki (2009)** investigate the importance of non-verbal communication in schoolroom management. This study aimed to look at students' perceptions regarding nonverbal communication in class focusing on eye contact, mimics, and gestures. sixty-seven students who were registered in 2 classroom management teams of the investigator were adopted as the participants of the study. The findings disclosed that non-verbal communication is often a very important source of motivation and concentration for students' learning further as a tool for taking and maintaining attention.

**Subramani R., (2010).** The author investigates the various aspects of nonverbal communication and provides numerous reasons for its use, such as they are powerful, more genuine, can express feelings depending on the situation, a separate communication channel is

not required, and so on. The author has provided useful information about the various components of nonverbal communication and also its different functions.

**Castaner, Camerino, Anguera, Jonsson (2011)** conducted a study to research the sequential para-verbal communication used whereas teaching by skilled and novice PE lecturers. Four skilled and 4 novice lecturers were observed using a coding scheme of para-verbal behavior. The results indicate that compared to skilled lecturers, novice lecturers used a greater variety of gestures and failed to continuously make effective use of the teaching space. Their gestures were conjointly less qualitative in nature as they did not take full advantage of the communicative possibilities offered by a number of the gestures analyzed.

**Vatsa S. et.al., (2012).** According to the authors of, this paper facial expressions, when used and read correctly, can benefit both the sender and the receiver. These are common, but they may differ depending on the culture. This study takes on a new dimension because they believe that the facial expressions depicted and interpreted by men and women differ. Gender plays an important role in interpreting and giving different facial cues. They have also identified around seven different facial expressions to emote the various moods that we show, such as anger, astonishment, disgust, and so on. The significance of other nonverbal signals used, such as eye contact, body movements etc. in developing relations with others through our interaction with them was also emphasized in the research paper. It is claimed that nonverbal responses such as standing, sitting, smiling, frowning, and so on have an effect on participants and influence how they perceive the message. It is critical that we do not overuse these signals, nor do we ignore or undermine their effectiveness. We can avoid misunderstandings if we use them effectively.

**Qiang K. (2013).** According to the author, it is a crucial aspect of human communication. Para-language helps to improve the accuracy of communication. The author has detailed the classification and functions of para-language in this section. Finally, the author mentions that para language is very important in strengthening the voice and helps in exchanging thoughts, conveying emotions, and so on. Language, when combined with another language, strengthens the communication system. Pronunciation is crucial in this context because when it is done correctly, it improves the communication process and aids in impress and influence others.

Right pauses in our verbal delivery of words are also thought to be effective. Language is regarded as an essential component of nonverbal communication because it increases effectiveness and allows for a powerful impact on the listeners. He emphasizes the use of tone, pitch, modulation of our voice, volume, and emphasizing key words, all of these help in enhancing our communication delivery. All of the topics discussed here are related to the language and words that we use and have a positive impact on the other person. Without it, our conversations would be flat, dull, boring, and monotonous, and listeners are usually unimpressed with such speakers.

**York (2013)** conducted a study to analyze the connection between nonverbal communication and student learning. The objectives were the connection between standardized measurements of student learning, students' perceptions of their learning, students' perceptions of educator quality, students' gender, and instructors' nonverbal communication. The study centered on 5 parts of nonverbal communication they're eye contact (Oculesics), arm movement (postures), facial expression (Kinesics), voice fluctuation (Paralinguistic), and position within the classroom (Proxemics). The man of science collected information from eighty-five students of western University within the variety of tests and survey strategies. The finding of the study discovered that instructors' nonverbal communication is useful to students' tutorial success.

**Lather R.et al, (2014).** Gestures are various body language signals that are used to convey messages either in place of or in addition to words. The authors have discussed the significance of gestures, stating that they are essentially the use of body parts to communicate meaningful messages.

**Singh S. (2015).** In this paper, the author focuses not only on student gestures but also on teacher gestures. It is determined that the nonverbal communication of the teacher and student must be in sync. The more positive it is, the more positive the outcome will be. It emphasizes both the verbal and nonverbal aspects of communication in classroom. Teachers should carefully observe students in the classroom for nonverbal cues such as slouching or yawning, as well as boredom expressed through their eyes or yawning, fidgeting, or playing with something. To change the environment and make teaching more effective, the teacher should immediately change the strategy or incorporate new things. The author has shared his personal experience of teaching



and interpreting the various signals given by students in the classroom. Both the teacher and the students are accountable for the success of the processes in the classroom. Both have an equal responsibility for using and interpreting body signals appropriately so that their expectations are met.

**Tandon R., (2015).** In terms of public speaking, the author has described and analyzed the image of Lord Krishna speaking to Arjuna on the battlefield of Kurukshetra. The author has demonstrated that even without using words, people can convey everything effectively because our body language plays an important role in a conversation. The author has explained the meaning of the various components of nonverbal communication and their roles in our communication. According to her, Kinesics is the use of our body signals to convey messages, which can be combined with words or delivered independently. The term oculusics is used to describe the use of our eyes to express our mental intent. The definition of para language is everything we use to convey meaning or messages through our voice, such as tone, modulation, pitch ups and downs, and so on. Here is information about how important space is between people who communicate with each other, which is explained so that we are aware of it in formal situations with others. Finally, but most importantly, how we groom and dress ourselves for a particular situation is critical. This is due to the fact that it has a long-lasting effect or impression on others.

**Sulaymonov A., (2016).** According to the author, all charismatic teachers have one thing in common: they use brilliant body language, smile, movements, focus of eyes, postures used during class, describe subjects in a positive way, seldom overreact when dealing with behaviour issues, and control the entire classroom environment with their effective presence. The subject knowledge of the instructor is insufficient. Motions and emotions are also important in teaching. It offers advice to young professionals about how to use a variety of nonverbal skills, with a focus on paralanguage. The author has also shared his own impressions of observing leaders, their mannerisms, grooming, and skills, among other things, with the readers. He also advises us that if we as teachers don't have a clear understanding of non-verbal skills, it will hinder our ability to produce an impactful presentation and achieve performance. He claims that knowing about these skills isn't enough; we still need to believe in ourselves to be able to deliver them to our full potential.

## **2.2 IMPLICATIONS OF THE PRESENT STUDY:**

The review of related literature closely related to the present study is intentionally presented in three segments. The first segment consists of literature deals with both verbal and nonverbal communication. The second segment consists of literature deals only with nonverbal communication and the third segment consists of literature deals with aspects of nonverbal communication.

The categorization of the review of related literature helped the researcher to know the inter-dependency of both verbal and nonverbal communication for good classroom management, the role of nonverbal communication in rapport building of teacher, and to know the various aspects of nonverbal communication.

The study conducted by Bazler (1968), Amos (2008), Chauhan (2009), D'Mello S. et.al, (2009), Dlumbrava G., et.al, (2009), Shi Y., et.al., (2010), Bee B.S., (2012), Zhan L., (2012), Surkamp C., (2014), Ho (2016). and Wahyuni (2018), shows that there is direct or indirect dependency of both verbal and nonverbal communication for good classroom management and effective content delivery in the classroom.

The study conducted by Lewis & Page (1974), Andersen (1979), Young (1979), Beebe (1980), O'Hair & Ropo (1994), Ahuja (2009), Negi J., (2009), Wang H., (2009), Chadhry A. N. et al, (2012), Heath-Reynolds (2014), Malathi P., (2013), Haneef M. et al, (2014), Shams F. et al, (2016), and Bambaeroo & Shokrpour (2017), shows that nonverbal communication plays important role in rapport building of teacher and good classroom management. The study also shows that nonverbal communication has an impact on student's achievement.

The study conducted by Rollman (1977), Williams (1977), Miller (1978), Simmons(1992), Stanulis & Manning (2002), Preston (2005), Zeki (2009), Lohmus M. et.al, (2009), Zeki (2009), Subramani R., (2010), Castaner, Camerino, Anguera, Jonsson (2011), Vatsa S., et.al. (2012), Qiang K. (2013), York (2013), Lather R. et al, (2014), Singh S. (2015), Tandon R., (2015), and Sulaymonov A., (2016), shows the impact of different aspects of nonverbal communication in classroom transaction.

The researcher found out that almost all the study was conducted regarding in-service teachers except few studies [Ahuja (2009) and Chauhan (2009)] focuses on pre-service teachers. Moreover, the studies which were conducted on aspects of nonverbal communication mainly focuses on only two aspects, namely eye contact and proxemics. Other aspects of nonverbal communication which are easily observable during classroom transaction were less focused or neglected.

Thus by thoroughly studying the review of related literature and tracing the research gap, the researcher decided to take up the present study as none of the study completely focused on pre-service teachers and all the major aspects of nonverbal communication which are easily observable in classroom transaction.

### **2.3 CONCLUSION :**

In the Modern Age classroom, teachers are the facilitators of students learning and the designers of effective educational experiences in which students can develop the skills they may need in the present or future. Under the objectives of teacher education as outlined in the NCTE-Curriculum Framework (1988), specified that the pre-service teacher education program at all levels would aim at the development of future teachers, professional skills and skills related to efficient communication, efficient curriculum transactions, etc. Promote all-round development for the learner.

Good teachers express interest and anxiety through their tone of voice and the use of body language. They express sincere dedication and affection to their pupils. Successful communication requires the turning of boredom into fascinating and strong presenting skills. Among the two forms of communication skills, verbal and non-verbal, the research indicates that there is a substantial influence of non-verbal communication in a classroom transaction.

Teachers who are mindful of the value of and use of non-verbal communication will express curiosity, concern, comfort, and integrity. They will make eye-contacts and thus regulate the flow of communication. Using gestures will make their teaching style exciting and animated, capturing the attention of students. They should express their posture and body orientation to

students that they are approachable, attentive and helpful. If they smile often, they would be viewed as more likable, more polite and more accessible.

Strong assurance has been expressed about the role of non-verbal communication in student learning (Andersen et al., 1981). McDowell and Hyerdahl (1980) observed a favorable link between the non-verbal communication of educators and the results of learners. There is a popular saying, "Practice makes a man perfect." Yes, the emeralds of knowledge emanating from our forefathers have a major significance in every field, especially in the academic world. Without practice, it is not necessary to meet perfection in whatever area that you pursue. Few creative approaches are introduced for practice in the field of teacher education, including simulation. Since teaching is highly complex, it involves the learning of various key skills, which are accomplished through simulations in the first instance. Simulation is the very first level of real-life experience for student-teachers. Simulation allows you to understand more in actual circumstances. While no one in this world is flawless, education assessment means that the student-teachers are delivered to the closest level of excellence. Accuracy cannot be done effortlessly, so assessment is a means to do it. Repeated review can allow the student to improve his or her expertise on an ongoing basis, leading to a better understanding and skills for the course he or she pursues.

# **CHAPTER - 3**

## **RESEARCH METHODOLOGY**

RESEARCH METHODOLOGY

**3.0 INTRODUCTION:**

Research is a detailed analysis that takes many theoretical and technical aspects into account. Any research that shares the idea of how to facilitate the study was an important aspect of its methodology. This chapter concerns the methodology in which the researcher focussed on the plan and procedure to achieve the objectives of the study. The methodology of the present study will design with the components like design, population, sample, tools, and techniques of data collection, the procedure of data collection and data analysis given as follow.

**3.1 OBJECTIVES OF THE STUDY:**

1. To orient B. Ed students about the nonverbal communication skill.
2. To assess nonverbal communication skill of B.Ed. students with reference to its seven components (Facial expression, Oculistics, Haptics, Paralinguistics, Kinesics, Proxemics, and Artifacts).

**3.2 RESEARCH QUESTIONS:**

1. To what extent it is possible to integrate nonverbal communication skill?
2. Which different pedagogical aspects support the integration of nonverbal communication skills during the teaching-learning process?

**3.3 OPERATIONAL DEFINITION OF THE TERMS USED:**

**3.3.1. B.Ed. students:** The students who are studying Bachelor of Education (B.Ed.) in Teacher Education Institutes, after completing their degree or Graduate level courses.

**3.3.2. Assessment:** Assessment is the process of gathering information from multiple subjects, analyzing the data and using it to improve student-teachers teaching and development.

**3.3.3. Simulation Programme:** The Simulation Programme is a part of the School internship programme (SIP), which include the skill-based orientation and simulated teaching. In Simulated

teaching, the student-teacher plays the role of teachers in artificial premises to acquire teaching competences and they enact their role as if they are part of real teaching situations.

### **3.4 DELIMITATION OF THE STUDY:**

The present study was delimited to first year B.Ed. Students studying in the Department of education and psychology of The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, during the academic year 2019-20. And this study was also be delimited to seven aspects of nonverbal communication skills (Facial expression, Oculesics, Haptics, Paralinguistics, Kinesics, Proxemics, and Artifacts), which is easily measurable during Simulation programme.

### **3.5 POPULATION:**

The population of the study consisted all B.Ed. collages of Vadodara city, Gujarat, India. In that collages all the B.Ed trainees were the population of the study.

### **3.6 SAMPLE:**

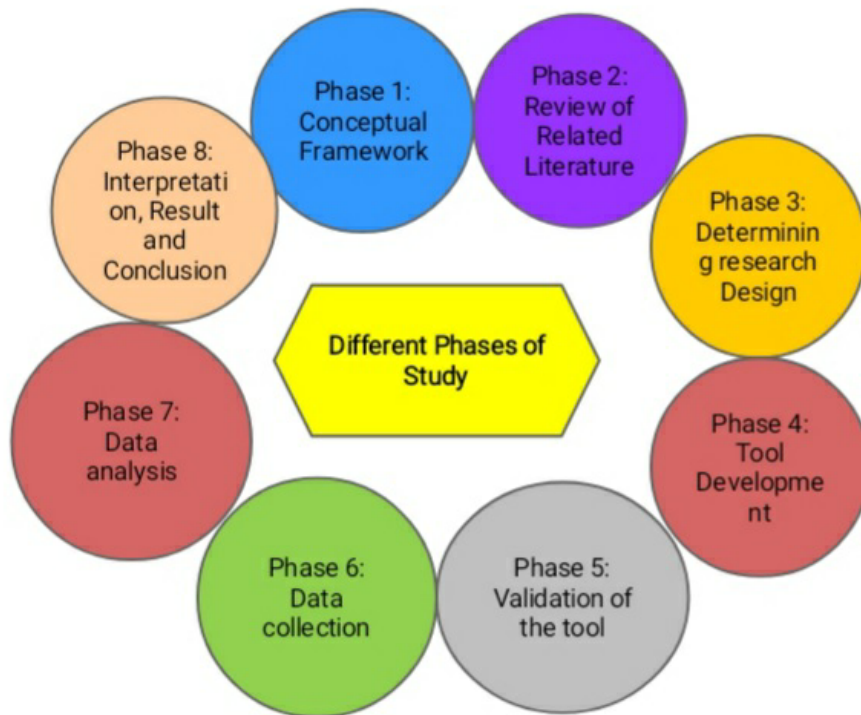
The sample for the study was taken out by using purposive sampling technique. There were 10 simulation group and as the researcher had to observe each lesson and assess the student - teachers, one group had been selected consisting of 9 student-teachers by purposive sampling technique.

### **3.7 RESEARCH METHOD:**

The next important matter in the research to determine was to select a research design for the study once the problem and objectives of the study were decided. The descriptive survey method was considered appropriate and suitable according to the objectives of the study and it has now been used in this study. According to Best and Kahn (2006), descriptive survey type studies are used to find out '*what is*' and therefore the detailed information is required for answering the research questions. Descriptive research studies are intended to obtain relevant and accurate information on the current phenomenon status and to draw valid conclusions from the facts discovered wherever possible.

### **3.8 PLAN AND PROCEDURE:**

The present study was carried out in the following phase:



**Figure 3.1 : Different phases of Study**

The research study was scheduled in a phase manner when the conceptual framework was commenced. In the first place research topic was decided. Once the topic was decided, a framework was created to understand the concept of Communication and specifically Nonverbal communication in the field of Education. In the second phase, the literature was reviewed and analyzed to better understand the study and to learn about the gaps that exist in the research. Further discussions on the proper research design have been held in the next phase. The survey is a successful way to gather information on the state of practice in the educational institution, according to Best and Kahn (2006), and therefore a Descriptive Research Design has been chosen for this research. Following this in Phases 4 and 5, the investigator developed the tools and validated them based on the opinions of the experts. The next major task in the phase 6 was to collect the data. With the help of tools and techniques developed during Phase 4, the investigator collected data in person. The main task of the data analytics in Phase 7 was performed once the data was collected. In the final phase that was Phase 8 the results or results were analyzed with the help of data and the conclusions were attained.

### **3.9 TOOLS FOR THE DATA COLLECTION:**



The following tools were used to collect the necessary data:

1. Checklist
2. Casual observation
3. Anecdotal records

### **3.9.1 Checklist:**

A checklist of nonverbal communication skills was developed by the researcher. It consisted of 33 statements based on Nonverbal communication and its seven aspects which can be easily observable during classroom transactions. That was filled by researcher based on two responses i.e. yes or no. The checklist was validated by the suggestions given by the experienced faculty members of the department. The main purpose behind developing the checklist was

### **3.9.2 Casual Observation:**

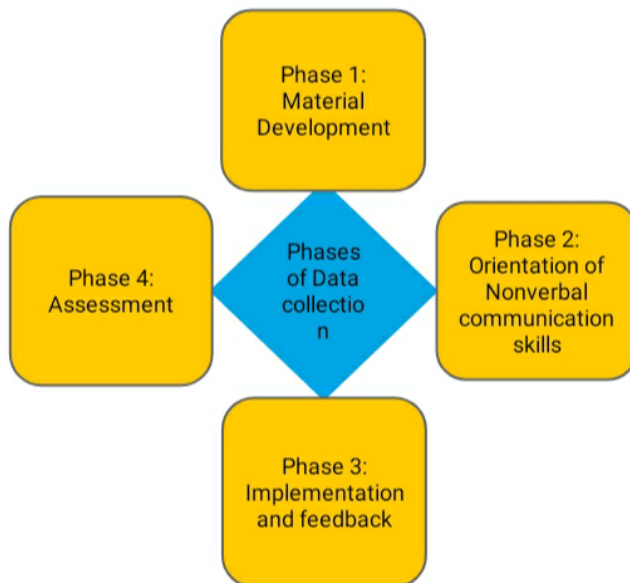
Casual observation techniques were used to supplement the data by other means. The researcher could analyze the program process using this technique. As a feedback to the intervention the researcher could find the behavioral and attitude changes in the preservice teachers. The investigator made a casual observation without observation schedules and a scoring system.

### **3.9.3 Anecdotal records:**

Anecdotal records describe the actual examples of the participants' typical behavior, as the researcher observed. These reports of the behavior of participants accumulated over time increase the researcher's understanding of the participant, as patterns and profiles start to emerge.

## **3.10 DATA COLLECTION:**

The researcher personally collected the data in the form of a checklist and based on that individual profile was developed. For that researcher went through following phases:



**Figure 3.2 : Phases of data collection**

#### **Phase - 1: Development of Material**

The researcher will develop a written material on Nonverbal communication skills. These handouts will be given to B. Ed students after completion of their orientation program. This material will contain a brief knowledge of nonverbal communication skills, its components and guidelines to incorporate it in the teaching-learning process. To make this material more relevant, it will develop with the support of faculty members.

#### **Phase - 2: Orientation on Nonverbal communication skill**

The researcher will orient the B. Ed students about nonverbal communication skills under the guidance and direction of her research supporter Dr. Bhavin Chauhan. The orientation will schedule on Saturday, February 29th, 2020 in the time slot of 11:45 am to 12:30 pm during the skill-based orientation programme and simulation for the B. Ed students. As per the department's regular school internship program (SIP), student-teacher will practice their skills in a simulated setting which will schedule from February 2nd to 7th.

#### **Phase - 3: Implementation and feedback**

The researcher will observe the lessons of student-teacher of a particular group in the presence of a supervisor allotted to that group. Researcher will give feedback to student-teachers on the following basis:

- a. use of nonverbal communication skills used during whole lessons.
- b. At What extent nonverbal communication skill will be effectively used?
- c. How student-teacher use nonverbal communication skills with other pedagogical skills.?

#### **Phase - 4: Assessment**

The researcher will assess the student-teacher with the help of developed tool during the simulation program.

#### **3.11 DATA ANALYSIS:**

The qualitative data were collected through checklist, anecdotal records and casual observations. Collected data were analyzed by using percentages and frequencies. The next chapter provides the details on Data analysis and interpretation of collected data.

**CHAPTER- 4**

**DATA ANALYSIS,  
INTERPRETATION AND  
CONCLUSION**

**DATA ANALYSIS, INTERPRETATION AND CONCLUSION**

**4.0 INTRODUCTION**

The present study focused on the nonverbal communication skills for pre-service teachers and to assess their nonverbal communication skills. The data was acquired through qualitative method. A checklist was used to seek the evidence regarding the various aspects of nonverbal communication skills. The investigator thoroughly documented the field notes, and since the sample size was small, an individual portfolio was created for each participant. This chapter contains a detailed description of the data analysis and interpretation.

**4.1 OBJECTIVES OF THE STUDY:**

The followings were the objectives of the investigation:

1. To orient B. Ed students about the nonverbal communication skill.
2. To assess nonverbal communication skill of B.Ed. students with reference to its seven components (Facial expression, Oculistics, Haptics, Paralinguistics, Kinesics, Proxemics, and Artifacts).

**4.2 QUALITATIVE ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED:**

For qualitative analysis, detailed field notes and portfolios were created for each student - teachers. Because the sample size was small (9), managing the portfolio for each participant was relatively easy. Each participant's portfolio is shown below:

**STUDENT - TEACHER 1**

He was chirpy, enthusiastic, chatty, mischievous and helping in nature. He had loud and clear voice but due to nervousness and lack of confidence it got low, unclear and sometimes sounded more like mumbling. His smile used to depict over friendliness while delivering the lessons. He used to show movement in class but sometimes that got unnecessary. He used to keep eye contact with all but while using teaching-aids it was more focused on teaching-aids than on students. He used voice modulation only when he recited poem. Following actions of him showed nervousness: Unnecessary shaking of leg, shrugging of shoulder, rubbing hands, often touching eyes and nose unnecessarily, keep holding and playing with chalk. In one class he

showed negative expressions i.e. he gave expression like he didn't care and cracked his fingers. His appearance on first two days were of college student than of teacher. As days passed he gained confidence, his voice get clear and louder, unnecessary movements got very less.

#### **STUDENT - TEACHER 2**

He had personality and appearance more likely of artist. Earlier he used to wear floral printed shirts, he had long beard and hair which was highly unprofessional look. Later he shorten his beard and hairs. He had low and soft voice. While delivering lecture he didn't use any voice intonation, break in between words and spoke in slow rate which make him sound flat and boring. Following actions of him showed nervousness: Tapping finger on hand and acting as his recalling something, rubbing hands, hands clumped together or kept on back side, used to hold duster or chalk and sometimes even used to play with chalk. Used voice intonation only once while teaching type of sentences. His attention and eye contact was only on one side of students while other side was neglected. Later he used to see first on right side of students and after sometimes on left side or vice versa. And also improved his hand gestures.

#### **STUDENT - TEACHER 3**

She is friendly and soft spoken. She was very confident and enthusiastic on her first class but as time passed it got low. She became too nervous while delivering the content. But later on she improved her confidence. Following actions of her showed nervousness: nervous smiles, clumped hand together, rubbed the finger, played with chalk, kept on moving on one place. She gave negative expressions ones like she twitched her lips and wide her eyes when student asked question which seemed she was threatening him. Used voice intonation while reciting the poem.

#### **STUDENT - TEACHER 4**

She is chirpy, self conscious and soft spoken. She used to speak too low and rapidly. Later she improved her confidence and started speaking loudly. No hand gesture used as hands were occupied with chalk, teaching-learning material. Earlier she didn't use voice intonation even reciting poem but than while narrating a story, in explanation she used hand gestures, Voice intonation and facial expressions. There was no eye contact with all when she explained from laptop and while writing on board, while explaining one side of students used to be neglected and sometimes not aware of students behavior but later she improved and kept eye contact on all and was aware about students behavior. Following actions of her showed nervousness: Unnecessary kept on touching mouth, hold chalk, played with hair, and shook leg. She twice gave negative expressions in class like rolled her eyes and made irritated look when answers were not coming.

#### **STUDENT - TEACHER 5**

She was sincere and quite in nature. Earlier she used to speak in low to moderate voice and sometimes even words not coming clear but as than her voice get louder and clarity came. Even during poem recitation her voice was not modulated. There was no gap between sentences. But later she improved. She had no facial expressions or her face used to be in serious mode. But than she kept smiling face and also used to show different expressions accordingly. There was no hand gesture as she used to keep her hand clumped and hold chalk but then she used hand gestures in explanation. She kept looking on board and no eye contact with all while engaged in

activity. Following actions of her showed nervousness: gulping saliva, kept standing on one place.

#### **STUDENT - TEACHER 6**

She had clear, loud, confident and enthusiastic voice. She had some urgency or rapidness in her voice while achieving closure. She had good ability of showing various facial expressions but it's kind of confusing, naughty, scary or even amusing but later she improved it to normal. No hand gestures were used while asking questions, writing on board, explaining the answers, listening the answer and attention was more on player in activity than rest students. Hands were used to occupied with pen, chalk, textbook or holding table from it which became barrier in using hand gestures but later she improved. Following actions of her showed nervousness: moving unnecessarily, fumbleness, hesitation, set hair, rubbed hands, hand shivered, and kept on touching her dress nad face.

#### **STUDENT - TEACHER 7**

She was enthusiastic and lively in nature. Earlier she used to keep blank facial expression but than she improved and used to give various facial expressions accordingly, like while reciting poem and narrating poem she gave vivid expressions. She used to lean too much forward while asking questions and interacting with students. She used to keep eye contact to one who used to read, who perform activity or one from whom she listened comments but later she improved and used to keep eye contact on all. Following actions of her showed nervousness: nervous smile and facial expressions, pacing at one place, keeping hand on mouth, playing with chalk, clumping the hand, less confidence, climbing and hesitation. Sometimes she used to give greet students in a amusive way and also used to make her entry amusingly. She showed negative expression by pointing out fingers to students. Her behaviour of clumping hand, playing with chalk, holding book, chalk or scale became barrier in her hand gestures but later she improved and used it effectively while narrating stories and explaining the content matter.

#### **STUDENT - TEACHER 8**

He was inquisitive in nature. He wasn't keep eye contact with all while explaining, asking questions, giving comments or instructing about game but later he improved. His behaviour of holding book all the time, clumping hand, holding scale became barrier in using hand gestures effectively and even sometimes hand gestures were little bit confusing, but his improvement could be easily seen when he used it effectively while planning the poem. He had lack of facial expressions. His voice was monotonous, low voice and shows hurridness in achieving closure but than he improved. Following actions of him showed nervousness: kept on touching face, clumped the hands, and fumbleness in using flipcards. Once his first two buttons of shirt were open. He showed negative expressions like pointing out finger and scale on students, once got aggressive, widen his eyes, once even came in personal space of student and watch time on wrist watch while delivering the content.

#### **STUDENT - TEACHER 9**

She was lively in nature. She had clear and loud voice. She had lack of command on language which was barrier for her communication and confidence. Following actions of her showed nervousness: gulping saliva, hesitation, touching her hairs and dress, kept standing at one place,

got blank for a while, and while asking questions paced back and forth unnecessarily. She was not using any facial expressions, voice modulation or hand gestures and even kept lethargic face. She used to keep eye contact on one side or where Supervisor was sitting and usually on her front side only but later she improved it and used to keep on all. On first two days she had inappropriate dressing.

#### **4.3 ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED THROUGH CHECKLIST:**

The following table shows analysis of the data obtained from the checklist regarding nonverbal communication skills.

Sr. No		Yes	No
1.	GENERAL		
	Does the student-teacher's nonverbal messages reflect confidence?	38.90 %	61.10 %
	Does the student-teacher's nonverbal messages reflect fairness?	88.9%	11.1%
	Does the student-teacher's nonverbal messages reflect friendliness?	85.2%	14.8%
	Does the student teacher's nonverbal behaviors support verbal messages?	33.3%	66.7%
	Does the student-teacher provide positive feedback through his/her nonverbal cues to student?	57.40 %	42.6%
2.	FACIAL EXPRESSIONS		
	Does the student-teacher's facial expressions convey positive expressions while interacting with students?	59.3%	40.7%
	Does the student-teacher's smile provide reassurance and approval?	51.9%	48.1%
	Does the student-teacher use facial expression to show his/her various feelings?	20.4%	79.6%
3.	OCULESICS (EYE BEHAVIOUR)		
	Does the student-teacher make eye contact with all the students?	66.7%	33.3%



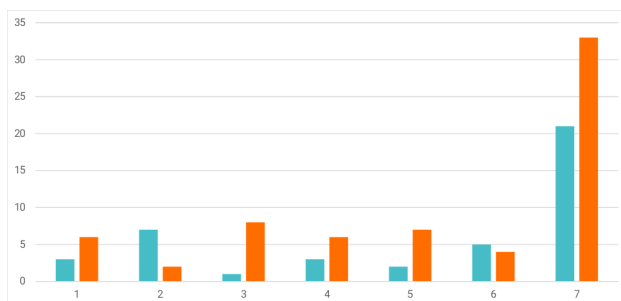
	Do students look at the student -teacher when s/he is teaching?	55.60 %	44.4%
	Does the student-teacher use stern look to control discipline in classroom?	5.6%	94.4%
4.	HAPTICS (TOUCHING)		
	Does the student-teacher touch his/her student while taking the class?	0%	100%
	Does the student-teacher touch himself/herself frequently while teaching in the class?	64.8%	35.2%
5.	PARALINGUISTICS (VOCAL INTONATION)		
	Does the student-teacher's tone is loud enough so that all student can hear him/her?	75.9%	24.1%
	Does the student-teacher's tone and pitch varying to emphasize words?	24.4%	75.6%
	Does the student-teacher's voice project confidence?	45.3%	54.7%
	Does the student-teacher speak at moderate rate (not to slowly, not to rapidly)?	35.2%	64.8%
	Does the student-teacher's voice project enthusiasm for the subject matter being taught?	25.90 %	74.1%
6.	KINESICS (BODY MOVEMENTS AND GESTURES)		
	Does the student-teacher cognizant of students' posture in classroom?	40.70 %	59.3%
	Does the student-teacher lean forward when listening to students' questions or comments?	55.6%	44.4%
	Does the student-teacher's gestures natural and consistent with his/her verbal messages?	29.6%	70.4%
	Does the student -teacher stand up straight without slouching, in front of students?	77.8%	22.2%
	Does student-teacher's body movement and gestures communicate confidence?	33.3%	66.7%

	Does the student-teacher aware of his/her own postures in classroom?	24.10 %	75.90 %
7.	PROXEMICS (USE OF SPACE)		
	Does the student-teacher maintain a consistent space with the students?	96.3%	3.7%
	Does the student-teacher move in the classroom while teaching?	53.7%	46.3%
	Does the arrangement of classroom furniture affect the communication?	4%	96%
8.	ARTIFACTS (DRESS)		
	Does the student-teacher's attire represent a professional image appropriate for school?	79.6%	20.4%
	Does the student-teacher wear clean and acceptable clothing?	92.6%	7.4%
	Does the student-teacher wear suitable jewelry or accessories (wristwatch, spectacles, etc.)?	90.7%	9.3%
	Does the student-teacher wear clunky jewelry?	0%	100%
	Does the student-teacher wear garish makeup?	0%	100%
	Does the student-teacher wear strong cologne?	0%	100%

#### 4.4 STATEMENT-WISE INTERPRETATION OF ANALYSIS:

**Statement 1:** Does the student-teacher's nonverbal messages reflect confidence?

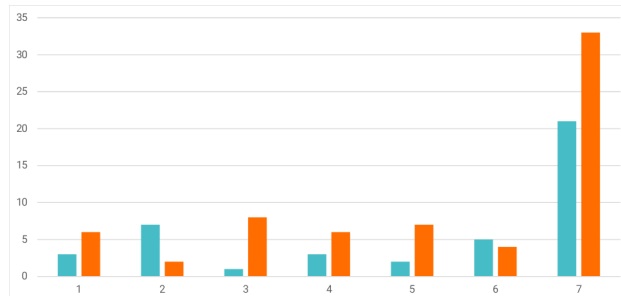
From the total 9 (100%) the 38.90% student-teacher's nonverbal messages reflected while 61.10% didn't reflect confidence.



**Graph 4.1: Nonverbal messages reflect confidence**

**Statement 2:** Does the student-teacher's nonverbal messages reflect fairness?

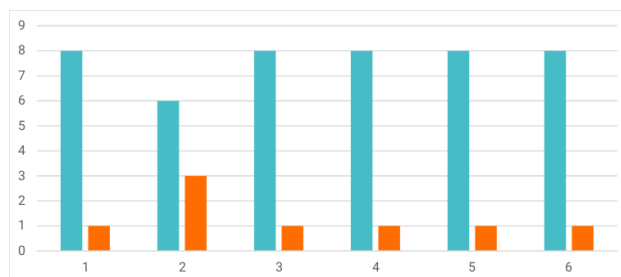
From the total 9 (100%) the 88.9% student-teacher's nonverbal messages reflected while 11.1% didn't reflect fairness.



**Graph 4.2: Nonverbal messages reflect fairness**

**Statement 3:** Does the student-teacher's nonverbal messages reflect friendliness?

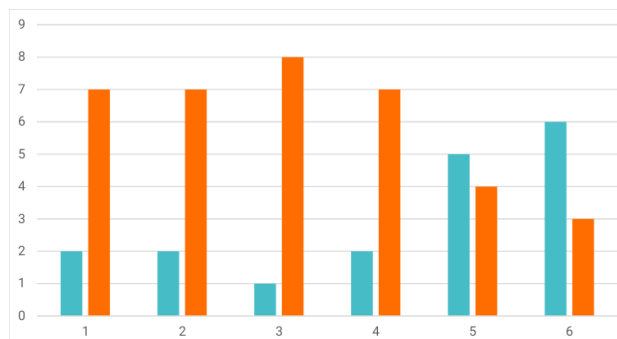
From the total 9 (100%) the 85.2% student-teacher's nonverbal messages reflected while 14.8% didn't reflect friendliness.



**Graph 4.3: Nonverbal messages reflect friendliness**

**Statement 4:** Do the student teacher's nonverbal behaviours support verbal messages?

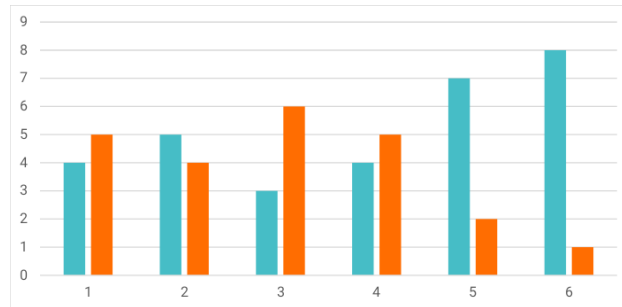
From the total 9 (100%) the 33.3% student teacher's nonverbal behaviours supported while 66.7% didn't support verbal messages.



**Graph 4.4: Nonverbal behaviours support verbal messages**

**Statement 5:** Does the student-teacher provide positive feedback through his/her nonverbal cues to students?

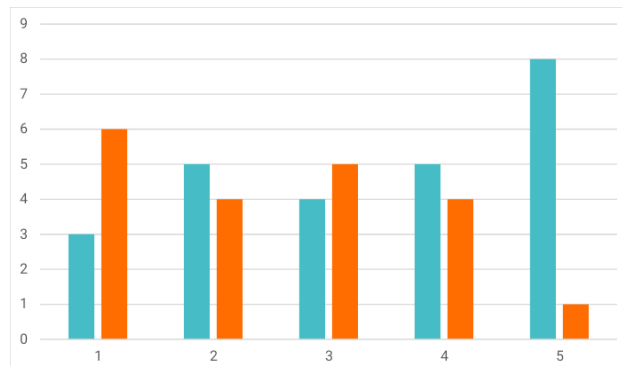
From the total 9 (100%) the 57.40% student-teacher provided while 42.6% didn't provide positive feedback through his/her nonverbal cues to students.



**Graph 4.5: Positive feedback through nonverbal cues**

**Statement 6:** Does the student-teacher's facial expressions convey positive expressions while interacting with students?

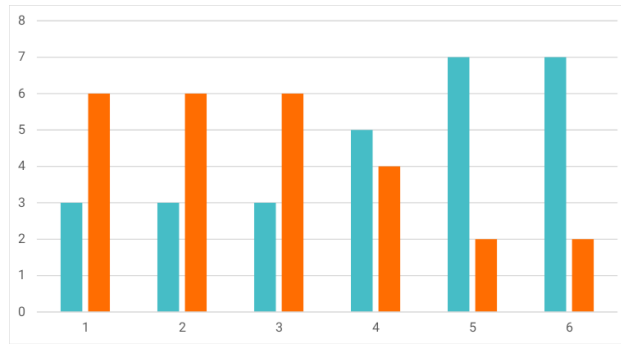
From the total 9 (100%) the 59.3% student-teacher's facial expressions conveyed while 40.7% didn't convey positive expressions while interacting with students.



**Graph 4.6: Facial expressions convey positive expressions**

**Statement 7:** Does the student-teacher's smile convey reassurance and approval?

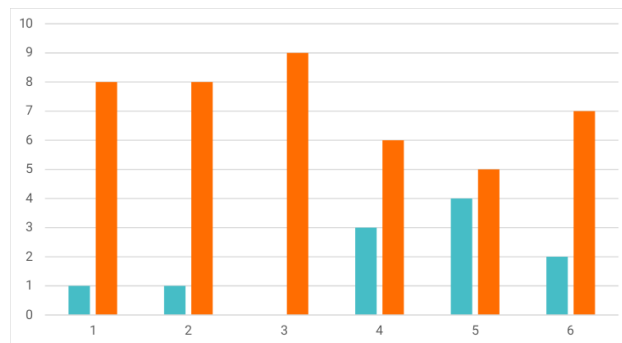
From the total 9 (100%) the 51.9% student-teacher's smile conveyed while 48.1% didn't convey reassurance and approval.



**Graph 4.7: Smile convey reassurance and approval**

**Statement 8:** Does the student-teacher use facial expressions to show his/her various feelings?

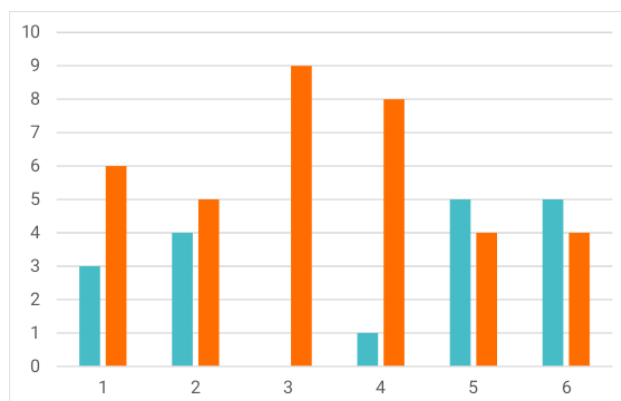
From the total 9 (100%) the 20.4% student-teacher used while 79.6% didn't use facial expressions to show his/her various feelings.



**Graph 4.8: Use facial expressions to show various feelings**

**Statement 9:** Does the student-teacher make eye-contact with all the students?

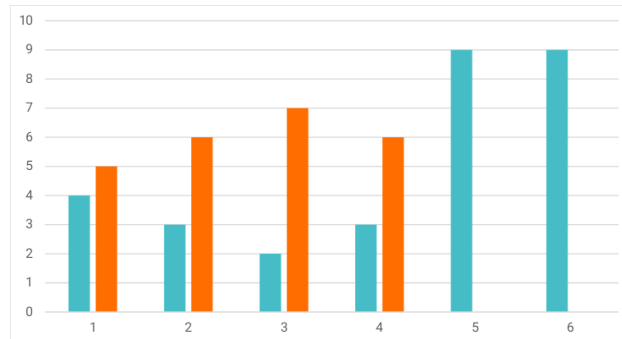
From the total 9 (100%) the 66.7% student-teacher made while 33.3% didn't make eye-contact with all the students.



**Graph 4.9: Make eye-contact with all the students**

**Statement 10:** Do students look at the student -teacher when s/he is teaching?

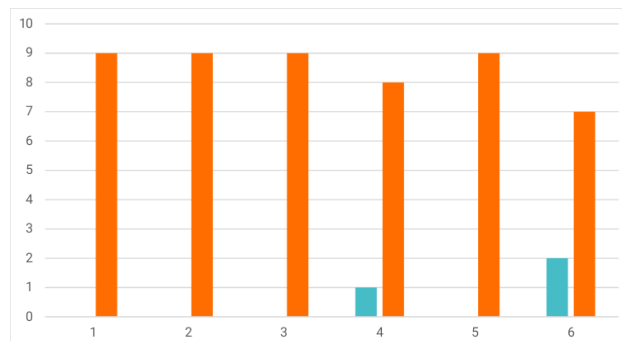
From the total 9 (100%) the 55.60% students looked while 44.4% didn't look at the student -teacher when s/he is teaching.



**Graph 4.10: Students attention towards student -teacher**

**Statement 11:** Does the student-teacher use stern look to maintain discipline in classroom?

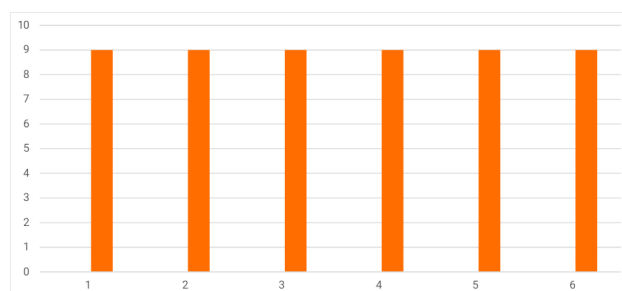
From the total 9 (100%) the 5.6% student-teacher used while 94.4% didn't use stern look to maintain discipline in classroom.



**Graph 4.11: Use stern look to maintain discipline**

**Statement 12:** Does the student-teacher touch his/her student/s while taking the class?

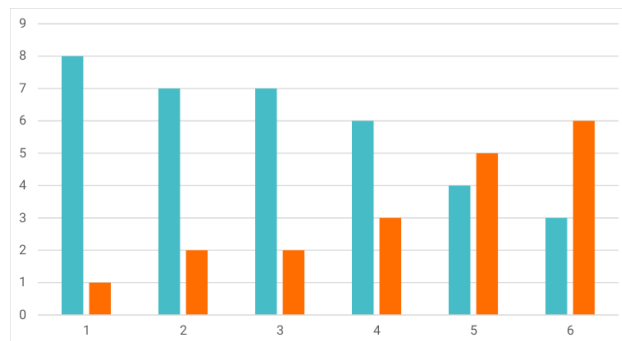
From the total 9 (100%) the 0% student-teacher touched while 100% didn't touch his/her student/s while taking the class.



**Graph 4.12: Touch his/her student/s while taking the class**

**Statement 13:** Does the student-teacher touch himself/herself often while teaching in the class?

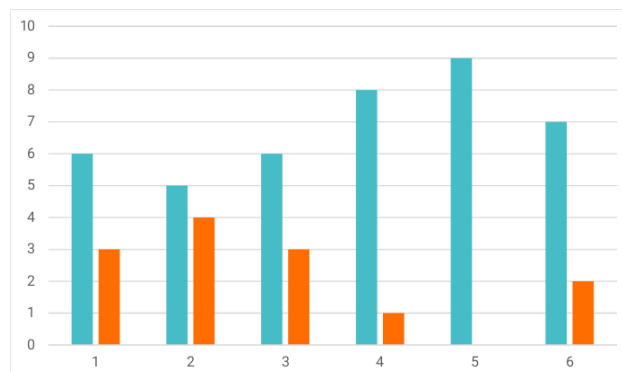
From the total 9 (100%) the 64.8% student-teacher touched while 35.2% didn't touch himself/herself often while teaching in the class.



**Graph 4.13: student-teacher touch himself/herself often while teaching**

**Statement 14:** Does the student-teacher's tone is loud enough so that all students can hear him/her?

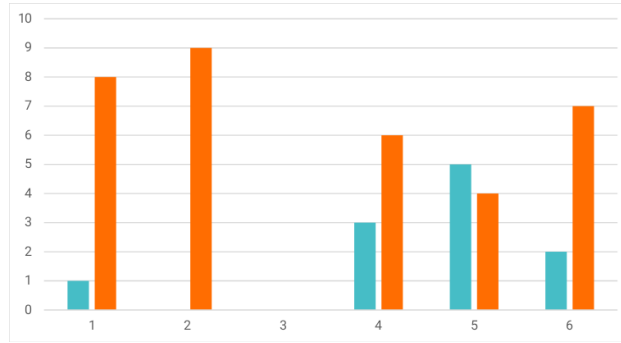
From the total 9 (100%) the 75.9% student-teacher's tone was loud while 24.1% wasn't loud enough so that all students can hear him/her.



**Graph 4.14: Louder tone**

**Statement 15:** Does the student-teacher's tone and pitch vary to emphasize words/ important points?

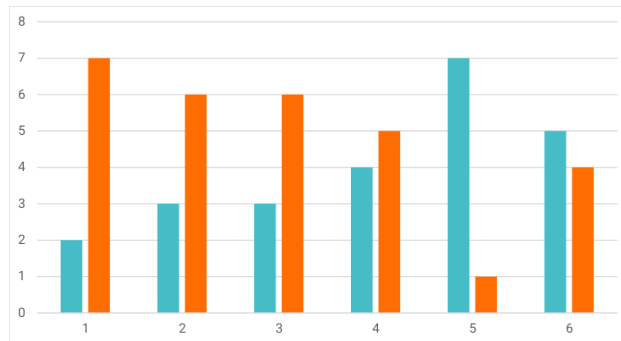
From the total 9 (100%) the 24.4% student-teacher's tone and pitch varied while 75.6% didn't vary to emphasize words/ important points.



**Graph 4.15: Varied tone and pitch**

**Statement 16:** Does the student-teacher's voice project confidence?

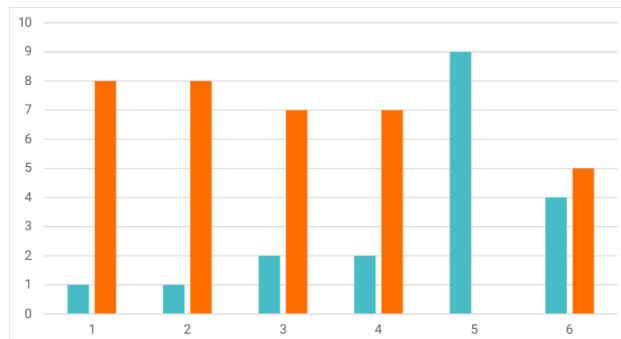
From the total 9 (100%) the 45.3% student-teacher's voice projected while 54.7% didn't project confidence.



**Graph 4.16: Voice project confidence**

**Statement 17:** Does the student-teacher speak with moderate rate (not to slowly/ not to rapidly)?

From the total 9 (100%) the 35.2% student-teacher spoke while 64.8% didn't speak with moderate rate (not to slowly/ not to rapidly).

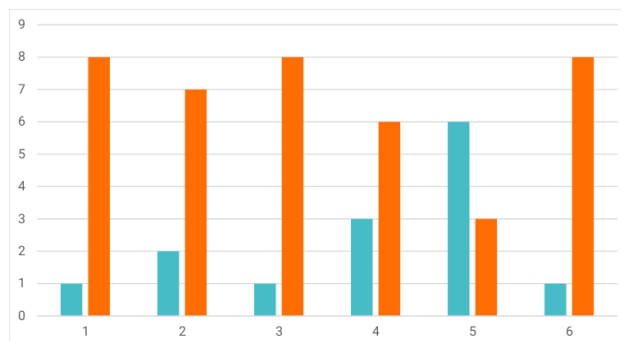


**Graph 4.17: Speak with moderate rate**



**Statement 18:** Does the student-teacher's voice project enthusiasm for the subject he/she is teaching?

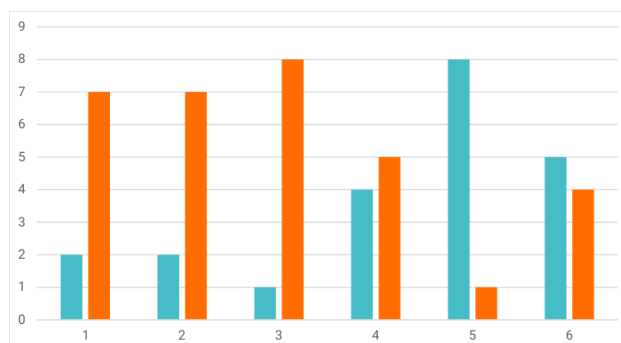
From the total 9 (100%) the 25.90% student-teacher's voice projected while 74.1% didn't project enthusiasm for the subject he/she is teaching.



**Graph 4.18: Voice project enthusiasm for the subject**

**Statement 19:** Does the student-teacher aware of students' postures in classroom?

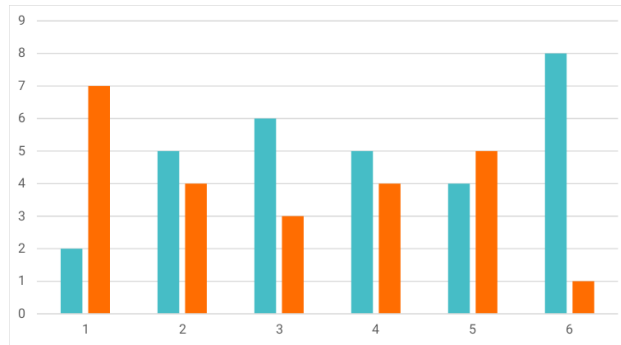
From the total 9 (100%) the 40.70% student-teacher was aware while 59.3% wasn't aware of students' postures in classroom.



**Graph 4.19: Aware of students' postures in classroom**

**Statement 20:** Does the student-teacher lean forward/ move towards when listening to students' questions or comments?

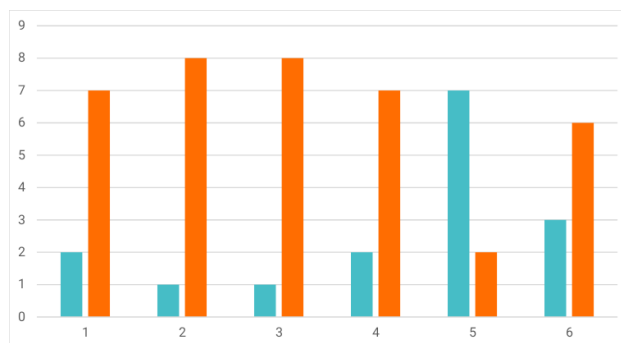
From the total 9 (100%) the 55.6% student-teacher was while 44.4% wasn't lean forward/ move towards when listening to students' questions or comments.



**Graph 4.20: lean forward/ move towards when listening to students' questions or comments**

**Statement 21:** Are the student-teacher's gestures natural and consistent with his/her verbal messages?

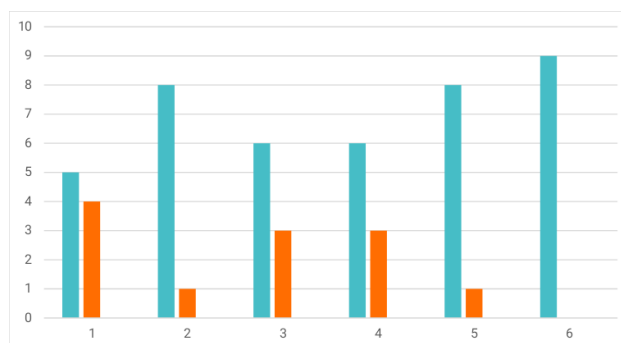
From the total 9 (100%) the 29.6% student-teacher's gestures was while 70.4% wasn't natural and consistent with his/her verbal messages.



**Graph 4.21: Natural and consistent gestures**

**Statement 22:** Does the student -teacher stand up straight without slouching, in front of students?

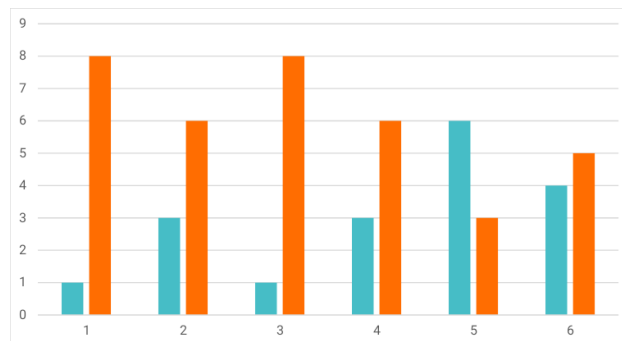
From the total 9 (100%) the 77.8% student -teacher stood up while 22.2% wasn't stand up straight without slouching, in front of students.



**Graph 4.22: Stand up straight without slouching**

**Statement 23:** Does student-teacher's body movements and gestures communicate confidence?

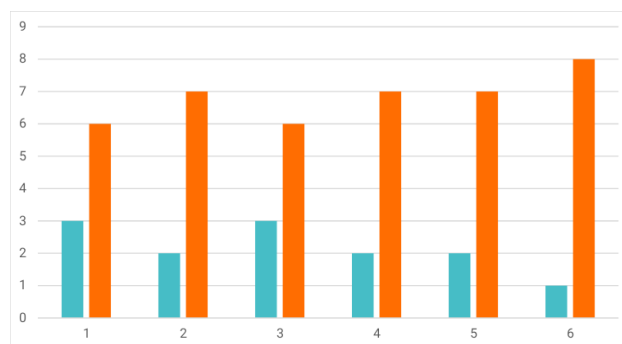
From the total 9 (100%) the 33.3% student-teacher's body movements and gestures communicated while 66.7% wasn't communicate confidence.



**Graph 4.23: body movements and gestures communicate confidence**

**Statement 24:** Does the student-teacher aware of his/her own postures in classroom?

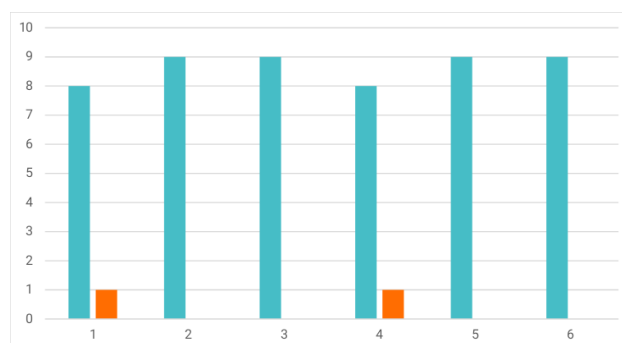
From the total 9 (100%) the 24.10% student-teacher was while 75.90% wasn't aware of his/her own postures in classroom.



**Graph 4.24: Aware of his/her own postures in classroom**

**Statement 25:** Does the student-teacher maintain a consistent distance with the students?

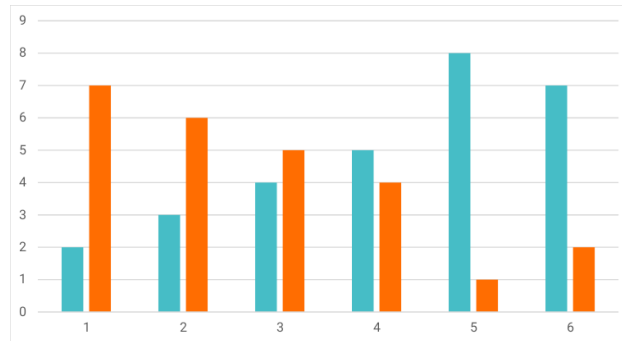
From the total 9 (100%) the 96.3% student-teacher maintained while 3.7% didn't maintain a consistent distance with the students.



#### Graph 4.25: maintain a consistent distance with the students

**Statement 26:** Does the student-teacher move in the classroom while teaching?

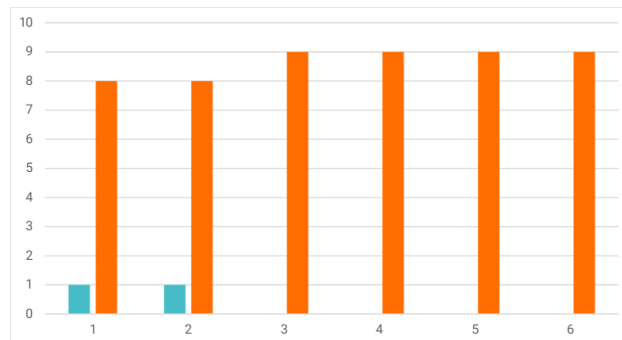
From the total 9 (100%) the 53.7% student-teacher moved while 46.3% didn't move in the classroom while teaching.



**Graph 4.26: Movement in classroom**

**Statement 27:** Does the arrangement of classroom furniture affect the communication of the student-teacher?

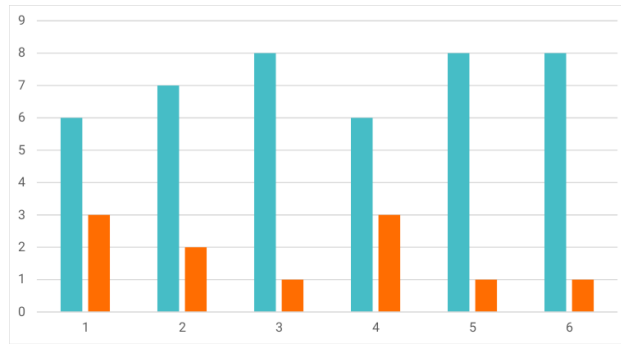
From the total 9 (100%) the 4% arrangement of classroom furniture was while 96% wasn't affect the communication of the student-teacher.



**Graph 4.27: Affect of arrangement of classroom furniture**

**Statement 28:** Does the student-teacher's attire represent a professional image appropriate for profession?

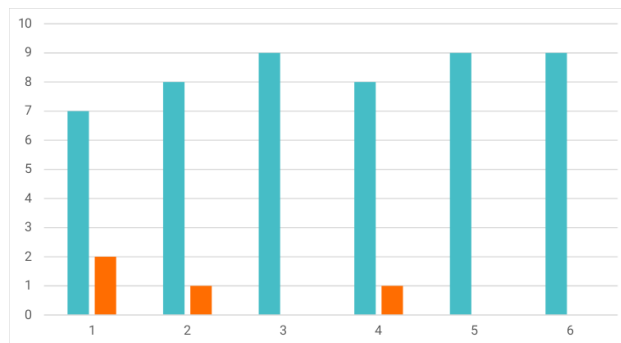
From the total 9 (100%) the 79.6% student-teacher's attire represented while 20.4% didn't represent a professional image appropriate for profession.



**Graph 4.28: Attire represent a professional image**

**Statement 29:** Does the student-teacher wear clean and acceptable clothing?

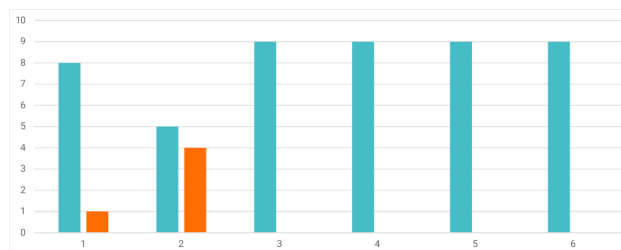
From the total 9 (100%) the 92.6% student-teacher wore while 7.4% wasn't wear clean and acceptable clothing.



**Graph 4.29: Clean and acceptable clothing**

**Statement 30:** Does the student-teacher wear suitable jewellery or accessories (wristwatch, spectacles, bracelet, make up, etc)?

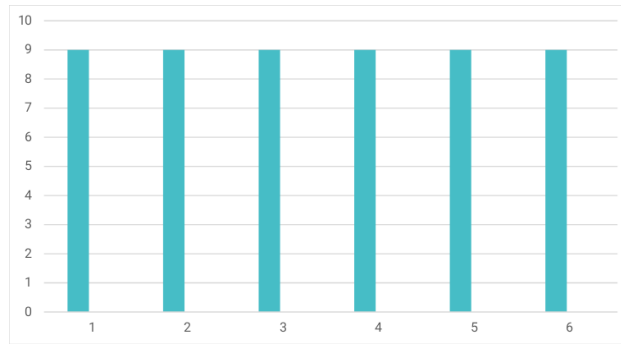
From the total 9 (100%) the 90.7% student-teacher wore while 9.3% wasn't wear suitable jewellery or accessories (wristwatch, spectacles, bracelet, make up, etc).



**Graph 4.30: Suitable jewellery or accessories**

**Statement 31:** Does the student-teacher wear clunky jewellery?

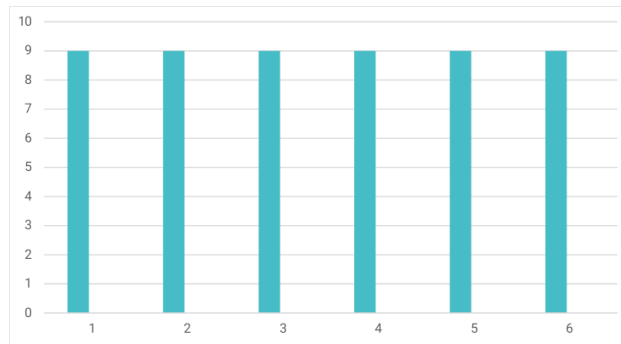
From the total 9 (100%) the 0% student-teacher wore while 100% wasn't wear clunky jewellery.



**Graph 4.31: Clunky jewellery**

**Statement 32:** Does the student-teacher wear garish makeup?

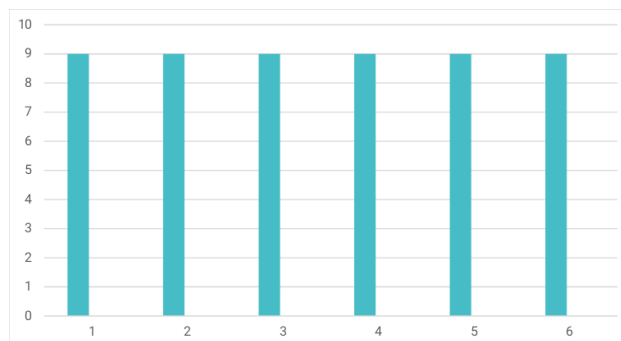
From the total 9 (100%) the 0% student-teacher wore while 100% wasn't wear garish makeup.



**Graph 4.32: Garish makeup**

**Statement 33:** Does the student-teacher wear strong cologne/ perfume/ deo?

From the total 9 (100%) the 0% wore student-teacher while 100% wasn't wear strong cologne/ perfume/ deo.



**Graph 4.33: Strong cologne/ perfume/ deo**

#### **4.5 CONCLUSION:**

The analyses and interpretations of the data obtained in the present study using different tools and techniques point out that there was observable changes occur in all students - teachers in six days. Their self confidence, nervousness, hesitation changed from very low to moderate and low to high. They improved their facial expressions, hand gestures, hand movements and eye behaviour after getting feedbacks. They still need to work on voice intonation, facial expression, enthusiasm for subject and dressing style.

# **CHAPTER - 5**

## **MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS**



## **CHAPTER-V**

### **MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS**

#### **5.0 INTRODUCTION:**

The findings and discussion are essential because they are the essence of the study. They represent the ultimate value derived from the research. They represent not only the findings, but also the context and concrete reasons for the findings, as well as the sample group's feedback, experience, and expressions during the simulation program.

#### **5.1 MAJOR FINDINGS OF THE INVESTIGATION:**

The particular study was conducted to study throughout the relevance and importance of non-verbal communication to the pre-service teachers. It's not enough that we have only pedagogical and technical knowledge to be a successful teacher, but it's important that we can communicate well. Besides, non-verbal communication is becoming a matter of great importance, not only verbal or written communication but also non-verbal Communication.

This study attempts to provide more evidence and persuade teachers to pay attention to non-verbal communication in classroom transactions. The analysis of the data collected resulted in some important findings in this regard. The study was concluded on the basis of these findings, and suggestions for further research are presented and summarized herein.

It can be concluded with the review of all studies of previous and current studies that nonverbal communication is a process in which our feelings are expressed and what we want to communicate by the use of body signals. In the classroom, we all interact with each other using both verbal and nonverbal communication skills, and the effectiveness of our communication is more dependent on the effective use of nonverbal skills than verbal skills because it helps to emphasize and add meaning to our communication, thus making our class more effective. As correctly stated, nonverbal communication changes our views, feelings about people and vice versa, and the teacher's eye contact, rapport with the students, para language, facial expressions, and so on have a direct relationship with the student's relationship with the teacher (Negi, 2009).

As this study majorly focused on effective use of various aspects of nonverbal communication skills during classroom transactions. Nonverbal communication is fundamentally an abstract, thus qualitative, process. Its success is dependent on the participants' rapport, mutual feedback, and dialogues. The qualitative data were gathered during the simulation program by keeping track of improvements and using a checklist. The content of these non-obstructing observations was rigorously analyzed. Each participant's individual portfolio was kept. The following are the findings from the same:

1. Based on analyses of checklist and portfolio maintenance, it was clearly revealed that continuous changes took place among the student- teachers by continuous feedback on their nonverbal communication skills during simulation programme.
2. It was found out that beside the orientation, student -teacher's major focus were to develop pedagogical skills but due to the feedbacks from researcher on their nonverbal communication skills they got self aware and started to change their unnecessary habits which were hindrance in effective classroom transactions.
3. All the pedagogical skills support the integration of nonverbal communication skills during teaching learning process.

The use of different components of non-verbal communication by student - teachers were studied. The components identified by observation of its use by student - teachers in classroom transaction were oculesics, kinesics, paralinguistics, facial expressions, proxemics, chronemics, artifacts and posture. These student - teachers did not use haptics component. It was due to the reason of misinterpretation of use of this component by students. During the six days of simulation programme of pre-service teachers, it was found out that there were lack of self confidence, hesitation and nervousness in student-teachers in starting phase of the programme but as they got feedback and rapport was built among them, the nervousness and hesitation started to fade away and they gained self confidence. They improved their facial expressions, hand gestures, hand movements and eye behaviour after getting feedbacks. They still need to work on voice intonation, facial expression, enthusiasm for subject and dressing style.

The students - teachers showed following weak points: In first class their behaviour was very informal. They didn't used facial expressions or sometimes it was negative. Except few student-teachers, rest need to work on their dressing style which shows professionalism. They used to hold chalk (or play with it), duster, scale, textbook or other teaching learning material when not in use, which act as a barrier in hand movement. There was no any enthusiasm for subject matter being taught. They had good content knowledge but lack of pedagogical skill especially communication skills. Voice intonation was not used properly. While it was found that student -teachers used the above-mentioned non-verbal components during the classroom transaction but they were not the best and there were still scope to improve the use of these components for classroom transactions. Teacher education is a program that prepares teachers for effective classroom interactions. Therefore, a group of student - teachers studied the use of these non-verbal communication components.

## **5.2 EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY**

The present study's findings indicate that nonverbal communication aids in maintaining classroom discipline, attracting students' attention, generating student interest, improving classroom interaction, and making the classroom environment lively and conducive to learning. More specifically, the present study found that nonverbal communication has a positive impact on classroom transactions. Strategies can rule classroom management, but the unavoidable medium for putting these strategies into action was, is, and will be effective communication. A teacher with strong communication skills is a valuable asset to the institution. The communicatively challenged teacher, on the other hand, is a liability to the institution and society, and in the long run, detrimental to the nation's development. Those who are unable to

articulate their ideas and thoughts in the classroom will also be unable to teach their subject. The present study's findings have implications for a variety of educational fields that strive for good classroom interactions in order to provide quality education. The following are the study's implications.

### **5.2.1 IMPLICATIONS FOR TEACHER EDUCATION PROGRAMMES:**

There is some understanding of the role of communication in the teaching learning process, as it is an essential component of the teaching process. It is nevertheless taken as a matter of course. The present study was conducted on pre-service teachers, i.e. B.Ed. student-teachers. The findings revealed that student-teachers' appropriate use of nonverbal communication improved their classroom transactions. As a result, the present study's findings have immediate implications for pre-service teachers. Using the training program developed for the current study, pre-service teachers can be trained in the appropriate use of nonverbal communication for classroom transaction in order to improve their classroom transaction.

The emphasis can be given on non-verbal cues when training student - teachers for other skills of teaching like in giving reinforcement, student-teachers can be made aware about their posture, tone, facial expression while, giving reinforcement or reciting poem or narrating a story. Similarly while introducing the explanation skill, the student-teachers should be made aware that the meaningful pauses during explanation (chronemics) and appropriate use of gestures (kinesics), appropriate distance with the students (proxemics), emphasis on proper words and variation in the tone and pitch, the speed of explanation (paralinguistics) can have impact on their explanation of the content. In the similar manner all the skills of teaching can be taught emphasizing the proper use of non-verbal communication in the practice of these skills.

The study was carried out on pre-service teachers. Therefore, although the results of this study have direct implications for pre-service teachers, they can also be extended to the Education program of in-service teachers. For in-service teachers too the awareness and training of non-verbal communication are helpful. Detailed discussions with in-service teachers during their workshop programs can be held on the concept, importance and impact of components of non-verbal communication. This awareness of the appropriate use of 'non-verbal communication' and its influence on classroom transactions can help teachers to manage the classroom; attract attention from all students in the class, identify inattentive students, revitalize the classroom environment and therefore improve the classroom transactions.

### **5.3 SUGGESTIONS FOR FURTHER RESEARCH:**

The researcher has realized the following areas from the findings and the conclusion drawn from the study where further study is possible:

1. The present study was carried on pre-service teacher training programme. Similar study can be carried out on in-service teacher training programme.
2. A comparative study of impact of nonverbal communication skills of pre-service teachers and In-sevice can be carried out.

3. The present study had assess only seven components of nonverbal communication skills. Similarly study can be carried out to assess other components of nonverbal communication skills.
4. The study can be carried out to assess the integration of all the aspects of nonverbal communication skills with respect to alll the pedagogical skills.
5. A comparative study to assess non-verbal communication of B.Ed. student- teachers on their classroom transaction for different streams like science, social science, commerce and arts can be undertaken.
6. A comparative study to assess non-verbal communication of B.Ed. student- teachers on their classroom transaction with respect to their gender can be carried out.
7. A study to assess the non-verbal communication of teachers on the academic achievement of students at different levels can be conducted.

#### **5.4 CONCLUSION:**

The findings from the study suggest that better use of non-verbal communication can help improve the transactions in classrooms, rapport building, to ensure that students are attentive in the classroom, create interest for the classroom transaction, improve interaction in classrooms and improve the classroom environment. These findings lead to the conclusion that student-teachers can improve the transaction in classrooms by educating them to better use non-verbal communication. Non-verbal communication training is part and parcel of the teacher training programme. The only effort needed is a deliberate effort to highlight the use of non-verbal communication to make the student - teachers aware of its positive impact in the transaction in the classroom. The training program must not be added to the teacher education program as a separate course but must be incorporated into the teacher's training program only as part of its emphasis on the right and conscious use of nonverbal communication and its impact on the teaching-learning process of classrooms.

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# APPENDICES

## Appendix A

CENTRE FOR ADVANCED STUDY IN EDUCATION  
Department of Education Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda Vadodara

### Checklist of Nonverbal Cues from Student-teacher during Simulation (2019-2020)

Name of Student-Teachers: \_\_\_\_\_

Method \_\_\_\_\_ Medium \_\_\_\_\_ Gender \_\_\_\_\_

No.	Reflections to Check	Yes	No
1.	<b>GENERAL</b>		
	Does the student-teacher's nonverbal messages reflect confidence?		
	Does the student-teacher's nonverbal messages reflect fairness?		
	Does the student-teacher's nonverbal messages reflect friendliness?		
	Do the student teacher's nonverbal behaviours support verbal messages?		
	Does the student-teacher provide positive feedback through his/her nonverbal cues to students?		
2.	<b>FACIAL EXPRESSIONS</b>		
	Does the student-teacher's facial expressions convey positive expressions while interacting with students?		
	Does the student-teacher's smile convey reassurance and approval?		
	Does the student-teacher use facial expressions to show his/her various feelings?		
3.	<b>OCULESICS (EYE BEHAVIOUR)</b>		
	Does the student-teacher make eye-contact with all the students?		
	Do students look at the student -teacher when s/he is teaching?		
	Does the student-teacher use stern look to maintain discipline in classroom?		
4.	<b>HAPTICS (TOUCHING)</b>		

	Does the student-teacher touch his/her student/s while taking the class?		
	Does the student-teacher touch himself/herself often while teaching in the class?		
<b>5.</b>	<b>PARALINGUISTICS (VOCAL INTONATION)</b>		
	Does the student-teacher's tone is loud enough so that all students can hear him/her?		
	Does the student-teacher's tone and pitch vary to emphasize words/ important points?		
	Does the student-teacher's voice project confidence?		
	Does the student-teacher speak with moderate rate (not too slowly/ not too rapidly)?		
	Does the student-teacher's voice project enthusiasm for the subject he/she is teaching?		
<b>6.</b>	<b>KINESICS (BODY MOVEMENTS AND GESTURES)</b>		
	Does the student-teacher aware of students' postures in classroom?		
	Does the student-teacher lean forward/ move towards when listening to students' questions or comments?		
	Are the student-teacher's gestures natural and consistent with his/her verbal messages?		
	Does the student -teacher stand up straight without slouching, in front of students?		
	Does student-teacher's body movements and gestures communicate confidence?		
	Does the student-teacher aware of his/her own postures in classroom?		
<b>7.</b>	<b>PROXEMICS (USE OF SPACE)</b>		
	Does the student-teacher maintain a consistent distance with the students?		
	Does the student-teacher move in the classroom while teaching?		
	Does the arrangement of classroom furniture affect the communication of the student-teacher?		
<b>8.</b>	<b>ARTIFACTS (DRESS)</b>		
	Does the student-teacher's attire represent a professional image appropriate for profession?		
	Does the student-teacher wear clean and acceptable clothing?		
	Does the student-teacher wear suitable jewellery or accessories (wristwatch, spectacles, bracelet, make up, etc)?		
	Does the student-teacher wear clunky jewellery?		
	Does the student-teacher wear garish makeup?		
	Does the student-teacher wear strong cologne/ perfume/ deo?		

## **Appendix B**

### **ORIENTATION MATERIAL**

The nonverbal way is the most commonly used communication medium in the world in culture.

#### **Nonverbal Communication**

Non-verbal communication occurs without using any oral or written word.

Instead of written or oral words, it relies on various non-verbal cues like physical movements, tasks, colors, signs, symbols, signals charts, etc. to express feelings, attitudes or information.

Although no word is used in non-verbal communication, it can effectively communicate many human feelings more accurately than verbal methods of communication.

#### **Aspects of Nonverbal Communication:**

##### **1. Eye contact:**

Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others.

Furthermore, Eye contact with audiences increases the speaker's credibility.

Teachers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

##### **2. Facial expressions:**

The face is an important communicator. It is commonly said that face is the index of the mind.

It expresses the type of emotions or feelings such as joy, love, interest, sorrow, anger, annoyance, confusion, enthusiasm, fear, hatred surprise, and uncertainty.

Facial expressions are indicated through the mouth (open, wide or closed), eyelids (raised or lowered), nose (wrinkled or relaxed), cheeks (drawn up or back) and the forehead

(lowered or raised). Within the facial area, eyes are especially effective for indicating attention and interest. However, interpretations of facial expressions differ from culture to culture.

Smiling is a powerful cue that transmits: Happiness, Friendliness, Warmth, Liking, Affiliation.

Thus, if you smile frequently you will be perceived as more likable, friendly, warm and approachable.

Smiling is often contagious and students will react favorably and learn more.

### **3. Gestures:**

If you fail to gesture while speaking, you may be perceived as boring, stiff and un-animated.

A lively and animated teaching style captures students attention, makes the material more interesting, facilitates learning and provides a bit of entertainment.

Head nods, a form of gestures, communicate positive reinforcement to students and indicate that you are listening.

Gestures are movements of the arms, legs, hands, and head.<sup>7</sup> Some authors opine that gesture is the deliberate body movement as because they express specific and intentional meaning.

For example;

a wave of the hand has a specific meaning-“hello” or “good-bye”; a forefinger and a thumb touching to form a circle have the meaning -“ok”.

Alike facial expressions, interpretations of some gestures also differ across cultures.

For example, in Europe, raising thumb is used to convey that someone has done something excellent while in Bangladesh the same gesture means something idiotic.

### **4. Posture and body orientation:**

You communicate numerous messages by the way you walk, talk, stand and sit.

Standing erect, but not rigid, and leaning slightly forward communicates to students that you are approachable, receptive and friendly.

Furthermore, Interpersonal closeness results when you and your students face each other.

Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest to your class.

### **5. Body Language (Kinesics):**



Body language is another widely recognized form of non-verbal communication. Body movements can convey meanings and message. Body language may take two forms of unconscious movements and consciously controlled movements.

For example;

When a person is bored, he may gaze around the room rather than look at the speaker or he may shift positions frequently.

When a person is nervous, he may bite his nails or mash hair. These are usually made unconsciously. On the other hand, leaning forward toward the speaker to express interest is the case of conscious body movements.

## **6. Proxemics:**

Distance is another communication tool, which expresses the degree of intimacy and individual acceptance.

Cultural norms dictate a comfortable distance for interaction with students.

You should look for signals of discomfort caused by invading students' space. Some of these are: Rocking, Leg swinging, Tapping, Gaze aversion.

Typically, in large college classes space invasion is not a problem. In fact, there is usually too much distance.

To counteract this, move around the classroom to increase interaction with your students.

Increasing proximity enables you to make better eye contact and increases the opportunities for students to speak.

## **7. Para-linguistic (Voice) :**

This facet of nonverbal communication includes such vocal elements as:

A.VOICE QUALITY: Vocal quality is that component of speech which gives the primary distinction to a given speaker's voice when pitch and loudness are excluded. It involves both phonatory and resonatory characteristics. Some of the descriptions of voice quality are harshness, breathiness and nasality.

B. PITCH: Sounds may be generally characterized by pitch, loudness, and quality.

C.TEMPO: This has something to do with the speed of speaking. Normally, a person may say 180 words per minute.

D.VOLUME: The loudness of the voice of the speaker.

E.JUNCTURE: Juncture is a pause or slightly delay in a continuous flow of speech. Pauses are intervals of silence between or within words, phrases or sentences. This silence is an effective

communicative tool if used sparingly. For better effect, pausing to breathe must be done at natural breaks in the sentences where commas and full stops would be in written prose. This provides a further benefits since relaxed breathing regulates the oxygen supply to the brain and aids clear thinking.

For maximum teaching effectiveness, learn to vary these six elements of your voice.

One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull.

Students report that they learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices.

### **8. Touch (Haptics):**

Touch is a widely used form of non-verbal communication tool.

By touching, one can express a wide range of emotions. However, the accepted modes of touch vary depending on the gender, age, relative status, intimacy and cultural background of the persons.

Touch is important when we deal with lower primary classes but from upper primary level touch becomes very "touchy" subject.

### **9. Personal Appearance (Grooming or Artifacts) :**

Appearance is also an important non-verbal communication tool. Appearance includes dress, hair, jewelry, makeup, belt buckles and so on.

Appearance indicates the degree of importance or interest a person conveys to an occasion. By means of uniform, we can identify a student, a doctor, a lawyer, a police officer, etc.

In an organization, one's dress is keenly observed to see whether it conforms to accepted standards of appearance. As an example, workers may wear different clothes when they are on strike than they do when they are working.

### **10. Olfactics:**

Olfactics is the study of smell in relation to human communication. Our body associates certain smells with different feelings and emotions. Smells are also powerful at triggering our memory, with certain smells being tied to different emotions, people, or events.

### **11. Chronemics:**

Time, or chronemics, can be used very differently with respect to individuals and even cultures. Time perceptions include punctuality, willingness to wait, and interactions. Time use affects lifestyles, daily agendas, speed of speech and movements, how long people are willing to listen, etc.

The way time is used can provide information about people as individuals. There are different perceptions about time usage and its value. Also, cultures differ in their usage of time. For example, in European and American societies, when men are interacting with women, they generally control the time use, talk more than women, and interrupt more than women. In the business world, Americans are expected to arrive to meetings on time and, usually, even early.