



Impact of Using Non-Verbal Communication on Students' Learning at Secondary Level in Fazaia Schools System



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Abstract: Various researchers and educationists are of the view that effective use of teachers' non-verbal expressions has a positive effect on students' learning. The objectives of the study were to find out teachers' and students' perceptions towards the use of non-verbal expressions for effective English language learning and how helpful it is in making this process more productive. In order to achieve the desired objectives, a descriptive research method was chosen where data was collected through quantitative and qualitative methods. Moreover, data was analyzed through statistical and thematic analysis. Quantitative data was collected through questionnaires whereas qualitative data through classroom observations which were analyzed through SPSS and thematic analysis respectively. The analysis leads to the findings that both students and teachers have a positive perception and it is helpful for making the pedagogical process more productive. Both were of the opinion that efficient use of non-verbal communication leads to effective English language learning.

Key Words: Verbal Expressions, Non-Verbal Communication, English language learning, Pedagogical Process

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Introduction

In order to interact with society, it's communication which helps one to propagate and share ideas, feelings, cultural norms and traditions in society. There are two ways of communication among which one of the important ways is that of using language (verbal communication). The importance of verbal communication cannot

be ignored as the selection of clear, concise, correct, appropriate, polite, appealing and rich verbal expressions are appropriate for conveying the user's intentions to the audience in an effective and influential manner (Najafi & Rahmazade, 2013). These have four different categories i.e. listening, speaking, reading and writing. Another type of communication is referred to as non-verbal communication which includes the



use of facial expressions, gestures, actions, eye contact etc. It can also be defined as sending and receiving messages in any other way without the use of language and can be intentional as well as unintentional where mostly the users are unconscious of the use of non-verbal expressions. "93/7 Rule: 93% of communication occurs through non-verbal behaviour and tone; only 7% of communication takes place through the use of words." Stoker (2013)

The importance of using non-verbal communication for effective communication cannot be ignored. It conveys various messages and is priceless for teachers in conveying their messages to students with better understanding and developing interest value. According to Bunglowala & Bunglowala (2015), "Mankind's knowledge of non-verbal communication would have progressed further if others, besides Ray Birdwhistell, had devoted more time to researching the subject." Globally non-verbal communication is referred to as the transmission of anticipated meaning by avoiding the use of vocal symbols or words. In another sense, it refers to the expressions, actions, and situations which either directly communicate or facilitate the process of communication by avoiding the use of verbal expressions. According to O'Rourke (2004), experts in the field of communication recognize the fact that the majority of the meaning in a personal conversation is conveyed through non-verbal sources like body movements, eye contact, gestures, vocal tone, pitch of voice, pace of voice etc. On the other hand, less than one-third of the intended meaning is conveyed through spoken words in a personal conversation.

Non-verbal communication carries various forms which include haptics, kinesics, physical appearance, oculusics, paralanguage, chronemics, proxemics, olfactics and environmental factors etc. These entire forms have their own significance and influence on effective communication in daily as well as

academic context. Teachers' proper use of these forms can enhance the productivity of classroom learning. Haptics refers to the touching behaviour consisting of various means of physical contact with the target audience including handshakes, patting on the shoulder etc. Kinesics refers to the scientific study of body language as it helps to transmit feelings, emotions and attitudes through body movements, unlike verbal communication. Physical appearance is known as the features of personality such as attractiveness, height, weight, body size, hairstyle, and dress. Oculistics is the study of eye contact which is a subcategory of kinesics. It explores the effect of visual interaction on messages conveyed through communication. Mason (2003) stated that human beings give significant importance to eye contact and is normally witnessed in a conversation between friends as a symbol of confidence, authority and genuineness. Paralanguage is referred to the articulatory part of speech including pitch, tone, rise and fall and pauses observed during speaking. According to Givens (2002), psychological urges, emotions and moods are reflected by the tone of voice. Chronemics refers to the implications, utilization and communication of time as well as punctuality. It helps in understanding and perceiving the structure of time in our daily life communication and relationship. Proxemics refers to the physical distance we keep between ourselves and others. Olfactics is the study of the influence of odour in interpersonal communication. It refers to the chemoreception which helps in forming a sense of smell.

The function of verbal communication refers to the messages that non-verbal communication cues convey and are used for. Non-verbal communication occurs unconsciously and simultaneously with verbal communication. The contribution of non-verbal communication cannot be ignored as it adds more to the meanings and

understanding of verbal communication. Indeed, non-verbal expressions add meaning and emotion to verbal expressions as it depends upon the tone and body language of the sender. One of the major purposes of using non-verbal cues in the process of communication is substitution. Non-verbal cues when replaces any verbal expression in communication, this function of non-verbal cues is referred to as substitution. These expressions are mostly used in our daily conversation where instead of using words to convey the message or concept we give non-verbal expressions to convey the same message. Another function is that of reinforcement as the use of non-verbal cues along with verbal expressions enhances the effectiveness of the message conveyed. A message conveyed through verbal expressions only in comparison with a combination of both verbal and non-verbal expressions, carries less impact on the audience. Non-verbal messages can also play the role of regulating the flow of conversation by the use of gestures, head movements and many other behaviours which help us to indicate and guide the progress of conversation. Contradiction is another function of non-verbal communication which refers to the contrast between verbal as well as non-verbal cues. Both verbal as well as non-verbal communication, being the two sides of a coin, sometimes opposes the messages conveyed.

Educational excellence has an unswerving relation with the quality of teaching imparted in a classroom setting. An ideal classroom setting helps both teachers and students to enhance the prolific pedagogical process. The importance of educational qualification, ability and dedication to work and commitment of teachers towards the achievement of educational objectives has a prominent impact on the whole educational process. In this regard, the training of teachers plays a

vital role in developing a suitable learning environment for the students for effective achievement of academic objectives. This educational process can be enriched by the professional development of teachers which demands extensive teacher training. According to Edge (2005), quality improvement in the educational process is dependent upon the process of proficient growth of teachers. The goal of the pedagogical process is to ensure the transfer and sharing of ideas, modern concepts and knowledge effectively flowing from teachers to students. The style of the teacher's communication is one of the decisive dynamics which determine the effectiveness of teaching, thus students' perception of the teacher's way of communication can prove to be very influential for the effective and cognitive learning of students. According to Richmond & Croskey (2005), teachers' instant verbal, as well as non-verbal behaviours, help to boost up constructive and productive learning environment leading to a direct influence on the students' approach towards teachers and their motivation towards learning. Modern educationists, psychologists and sociologists made it clear and more prominent that using non-verbal expressions really is an ability which can efficiently be utilized for effective communication. Yuanyuan Tai (2014) claims that effective use of body language largely influences the process of English language teaching as it helps to avoid boredom and monotony. Body language is an effective tool for improving the imaginations of the students which assists teachers in expressing their ideas more vibrantly. Studies in the field of classroom settings also advise that non-verbal expressions lead to conveying accurate and distinctive messages. Non-verbal cues like teachers' impressions, attitudes, beliefs, cultural and moral ties etc. serve as a vital source of effective learning and provide a congenial environment for learning. It is

non-verbal communication which communicates feelings and values thus making a person a successful and an effective communicator.

Statement of the Problem

This study is titled "Impact of using non-verbal Communication on Students' Learning at secondary level in Fazaia Schools System". The researcher has chosen this area for research because it is one of the ignored areas in educational institutes during the pedagogical process. Non-verbal communication is an important part of the communication skills that a teacher possesses within the classroom. Being an important part of the Classroom Management plan, the use of semiotics and physical gestures can be an effective tool towards the academic and intellectual development of the students in the class. In Pakistan, 'The Fazaia Schools System' is distinguished from the formally designed public education system. Ethnic diversity, students' distinguished learning abilities and capacities, and diverse family educational and development backgrounds are some of the classroom indicators that make the Fazaia Schools System distinguished from the formal system. In this regard, non-verbal communication and Para-linguistic features have impacts on the student's learning in the classroom. Keeping in view the personal experience of the researcher, non-verbal communication is least emphasized in comparison with teaching methodologies and verbal expressions of the teachers. In order to promote awareness and evaluate the influence of using non-verbal communication, this study is assumed to be of ample importance to encourage the effective utilization of non-verbal expressions for better learning.

Research Questions

1. What are the perceptions of teachers as well as students about using non-verbal communication in a classroom for effective English Language learning?
2. How helpful is the use of non-verbal communication for the productive pedagogical process of the English language at the secondary level Fazaia School System?

Objectives of the Research

1. To find out the perceptions of teachers as well as students about using
2. non-verbal communication in the classroom for effective learning of the English Language.
3. To explore how helpful is using non-verbal communication for the productive pedagogical process of the English language at the secondary level Fazaia School System.

Significance of the Research Work

The conduct of this study is aimed at promoting awareness among the students as well as teachers about the productivity of the use of non-verbal expressions in the classroom for efficient Language of English learning. Non-verbal cues are the silent forms of communication having a great influence on an effective communication process, allowing one to convey feelings and thoughts to the audience without the use of verbal language (Mann, 2018). It regulates the relationship and can support or otherwise replace verbal communication in certain situations. This will be an aiding tool for the teachers to introduce the use of non-verbal communication as an effective learning strategy. Both teachers and students would be encouraged to make conscious use of non-verbal communication which would contribute to an effective pedagogical process.

Contribution of the Research Work

This study will help the teachers to identify the significance and productivity of using non-verbal expressions and ensure the conscious use of non-verbal communication for an effective pedagogical process. This will provide recommendations to higher authorities about the use of non-verbal cues as a strategy for an efficient teaching-learning process. It will also help the higher authorities to impart training to teachers in the art of efficiently utilizing non-verbal expressions in the class for effective learning. It will also offer recommendations for the conduct of various seminars about the effective use of non-verbal expressions in classroom settings for making the teaching-learning process more rich and productive.

Literature Review

Asghar Chaudry and Manzoor Arif (2012) explored the connection between teachers' non-verbal expressions as well as their influence on students' learning outcomes in the classroom in their research work titled "Teachers' Nonverbal Behavior and Its Impact on Student Achievement". The study concluded that clear dissimilarity doesn't exist in the non-verbal communication of male as well as female teachers alongside teachers from various schools. It was also found that a strong connection exists between the nonverbal behaviour of teachers and the educational achievements of the students. Moreover, teachers' use of appropriate and related nonverbal expressions was recommended for reinforcement of the verbal messages for an effective pedagogical process.

Fatemeh Bambaeroo & Nasrrin Shokrpour (2017) compares the quality of teaching with the teacher's usage of non-verbal expressions and its contribution to the success of teaching. According to them, a solid connection exists between the value, quantity and manner of usage of non-verbal

cues by teachers in a classroom setting. This article finds the usage of non-verbal expressions directly proportional to the efficacy of students and their academic progress. Teacher's thoughtfulness of students' non-verbal responses along with an arrangement of the curriculum according to their disposition and inclination have added more to the efficacy along with the use of non-verbal expressions by teachers.

(Mann, 2018) refers to non-verbal communication as learning or communicating with the help of sign language or other non-verbal means of communication. In her article "The Importance of Non-verbal Communication" she describes that non-verbal codes prove more helpful and fruitful than verbal use of language for expression of true feelings. According to this article, non-verbal communication has a vital role in expressing one's emotions, building interpersonal relationships, as an aid to verbal communication, a reflection of an individual's personality and expressing greetings and goodbyes. The article concludes that a blend of verbal as well as non-verbal expressions both gives the capability to communicate effectively as it defines our interaction and relationship with others.

Muchemwa (2013) describes the influence of non-verbal communication on successful classroom teaching. According to the author, the major factors of the inefficiency of classroom teaching are effected either due to abonnement of non-verbal communication or not teachers' misunderstanding of non-verbal expressions. The author recommends that teachers must be indoctrinated, trained and made aware of the importance of using non-verbal communication for enhancing classroom teaching.

Antika & Ikhsan (2018) in their study "Teachers' Non-verbal Communication in English Teaching and Learning Process"

analyzes various forms of non-verbal expressions utilized by teachers in the classroom. The study concluded that teachers at SMP Negeri 10 Padang aptly applied various types of non-verbal cues in an English Language learning environment. The researchers concluded that the use of various types of non-verbal communication has an important part in academic achievements as it increases the motivational level of students for a better learning process.

Sukris Sutiayatno (2018) found that both verbal and non-verbal communication has a substantial constructive influence on students' educational attainment in English. It was also concluded that the blend of both verbal as well as non-verbal communication adds considerably to the final outcome in the form of students' achievements. According to the results of the study, it was suggested that maintaining and developing effective communication must be the point of interest for teachers in order to make the pedagogical process more effective and influential. It was also recommended that teachers need focus on their unconscious use of non-verbal cues and effectively use the blend of both verbal and non-verbal expressions for better understanding and outcome of the students in English learning.

Research Methodology

In this study, both quantitative and qualitative research methods were used for the collection of data for the investigation of the objectives of the research. Dornyei (2007) asserts that incorporating both qualitative and quantitative approaches can give the best of both approaches. This study was based on a descriptive research design where real-time data will be collected and analyzed. The data will be both quantitative and qualitative in nature where questionnaires (separate for teachers and students) and non-participant classroom observation would be used for the collection of the desired data as per the requirements of the researcher. English

language teachers and students from Fazaia Inter and Fazaia Degree Colleges were selected as the population of the research. The sample of the research included 20 teachers and 100 students from the selected population. From each college, 04 teachers and 20 students (both male and female) were provided with questionnaires for the collection of data and a total of 10 (02 each) English language classes were selected for classroom observation. Moreover, the sample for the study was selected through Stratified Random sampling where the population will be divided into two strata on the basis of classes i.e. Class IX and X. Moreover, both male and female students were selected randomly from the classes for collection of data through questionnaires. Additionally, 02 teachers from each college (01 male and 01 female) were randomly selected for the classroom observation.

Analysis

The desired data was collected with two different data collection techniques i.e. questionnaires and classroom observations. Two different questionnaires were used for students and teachers which were evaluated by the use of Statistical Package for Social Sciences (SPSS) based on descriptive Statistics, reliability statistics, correlation and regression analysis. Additionally, data collected through classroom observations was analyzed through Narrative Thematic Analysis where various subthemes were devised and analyzed accordingly. Thematic analysis refers to the technique of scrutinizing qualitative data that demands examining through a data set to recognize, investigate, and report repetitive patterns. (Braun and Clarke 2006),

Findings and Conclusion

Analysis of the collected quantitative data reveals that both teachers and students have a positive perception towards the usage of

non-verbal expressions in the classroom for effective English language learning. Most of the teachers and students were found to have the opinion that non-verbal expression plays an important role in making English language teaching and learning more easy and productive. Moreover, the researcher finds out that teachers' usage of non-verbal expressions has an encouraging impression on students' English language learning as it helps them to be active in the class and students find it to be attractive which leads to a congenial academic environment. Overall the response was observed to be positive whereas it was concluded that the use of non-verbal communication has a significant impact on students' learning. This impact leads to providing a congenial academic atmosphere to the students leading to maximum pedagogical output. Both the positive and negative impact of teachers' use of non-verbal communication was directly affecting the learning environment of the classroom which was leading towards the achievement of desired learning objectives and otherwise. In the classrooms, where teachers were making productive use of non-verbal communication, students were found to be active and involved in the classroom activities. Whereas classrooms where teachers' productive use of non-verbal communication was not ensured, students were observed to be bored and uninterested in the classroom which was leading to failure of achievement of academic goals.

In short, a strong and direct relation is observed between the efficient usage of non-verbal expressions and the achievement of academic goals. Effective use of non-verbal communication leads to a healthy and congenial academic atmosphere which ultimately helps in the achievement of the desired pedagogical goals. It was revealed

that besides the focused non-verbal expressions in this research study, various other expressions could also prove to be helpful in making the learning process more productive. Similarly, various worth discouraging expressions could lead to the detraction of students in the classroom which would negatively affect the learning process. Teachers are expected to be more conscious about the use of their verbal expressions as it has an unswerving bearing on the learning environment in the classroom. It was perceived during classroom observation that effective use of non-verbal cues leads to an active and responsive classroom environment whereas improper use of non-verbal expressions leads to boredom and diversion of students' attention. Teachers making effective use of non-verbal cues were found more attractive and easy to comprehend for the students.

Recommendations

Following are a few recommendations of the researcher based on the analysis of the collected data.

1. Teachers' training programs may be inclined towards training in the art of making effective and conscious use of non-verbal expressions for better learning of the English language.
2. Various seminars may be arranged for the purpose of spreading awareness among teachers and students in order to make effective use of non-verbal communication for an effective English language learning process.
3. Various courses may be designed by Fazaia Teachers Training Institutes (FTTI) for awareness and equipping teachers with the skill of making effective use of non-verbal expressions as a strategy for effective learning.

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