

# **An Experimental Study of Non-Verbal Communication and its Influence on Interest and Attention of Students**

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## **Abstract**

The present study was conducted to examine the effect of non-verbal communication of teacher on interest and attention of students. Quasi-experimental pre-test post-test design was employed. The sample consisted of 20 pre-service teachers (10 - experimental group and 10 - control group) studying at Dayalbagh Educational Institute, Faculty of Education. The control group was exposed to general pedagogy and the experimental group was exposed to training program on the use of non-verbal communication along with the general pedagogy. A five-point Likert type rating scale was used to observe non-verbal communication of pre-service teachers and interest and attention of students. The data of study were obtained by observing 200 lessons of pre-service teachers of duration of 35 minutes each. The observations on rating scale were scored and the obtained data were analyzed using SPSS 16.0. It was found that the difference in interest and attention of students taught by experimental group and control group was statistically significant, favoring experimental group. Statistical analysis also revealed that this variance was explained by non-verbal communication to a significant extent. It was concluded that the appropriate use of non-verbal communication of pre-service teachers has positive influence on interest and attention of students. Thus, the pre-service teachers and in-service teachers should be oriented to appropriate use of non-verbal communication as it helps to catch the attention of students in classroom transaction and to sustain the interest and attention of students.

## **Introduction**

Student is the focus of the system of education. All the initiatives, innovations, and policies are planned for the betterment of student. The effective learning takes place only if the student is engaged in classroom transaction. However, there are instances when student is not attentive in the classroom and does not take interest in the teaching-learning activities. Students' activities in the classroom like peeping outside the window, drawing in the notebook in the class of history, science or other subjects, playing with stationery, talking to classmate about subject other than being taught in classroom, looking out of the classroom, etc. reflect disinterest and lack of attention of students in the classroom transaction. Quite often teachers miss out such students because of some reasons. These students are left unattended and this in the later stages hinders their learning and affects their educational outcome. If students fail to focus their perception and attention within the classroom, basic mental aptitudes essential for developing higher order thinking skills such as problem solving and critical thinking are lacking [1]. It is the prime responsibility of teacher in the classroom to identify such students, catch their attention and sustain their interest throughout classroom transaction. Teachers are identified as a key factor in making learning effective [2]. Teachers are the most influential determiners of students' learning motivation [3]. The influence of the teacher and the learning environment may replace methods and curriculum as the focus of educational research [4]. The communicational abilities of teacher contribute to a large extent to the effective classroom teaching-learning. Classroom communication paves the ways to use communication to facilitate the learning process. Communication is composed of both the verbal and the non-verbal aspects. Research related to non-verbal communication reveals the dominance of non-verbal message over verbal message [5]. It also indicates that very less percent of interpersonal communication involves words, the remainder being made up of voice tone, sounds and a variety of devices such as kinesics, haptics, oculistics, proxemics, paralanguage and chronemics as well as posture, sound symbols and silence, which either replace or accompany words. Hence, when discussing the communication process, both the verbal and non-verbal aspects ought to be looked upon. The basic non-verbal skills include the awareness of eye contact, facial expression, motion, gestures, physical contact and silence [6]. Different gestures and expressions may indicate different meanings.

# Nonverbal Communication Research Paper

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**Nonverbal Communication** Daniel Druckman, Richard M. Rozelle, James C. Baxter, 1982-02 Nonverbal Communication is an attempt to provide a unique contribution to the literature. The volume combines breadth of coverage with analytical reach in experimentation. A broad sampling of concepts and processes are treated. These include channels of communication, impression formation and management attributions of feelings and cause information processing stages, expression games, deception clues and leakage and inference strategies.

### **The Relationship of Verbal and Nonverbal Communication**

Mary Ritchie Key, 1980 **CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE** brings to students, researchers and practitioners in all of the social and language related sciences carefully selected book length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense as a truly international and interdisciplinary field in which various approaches theoretical and empirical supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc to the development of the sociology of language.

**Cross-Cultural and Intercultural Communication** William B. Gudykunst, 2003-04-18 This book has the chapters from the **Handbook of International and Intercultural Communication** Second Edition relating to the structure and growth of cross cultural and intercultural communication. With an expanded forward by William Gudykunst it is an invaluable resource for students and lecturers of communications studies.

**Focus on Nonverbal Communication Research** Finley R. Lewis, 2007 Often defined as communication without words, non verbal communication (NVC) refers to all aspects of a message which are not conveyed by the literal meaning of words. Both written and spoken communication can be nonverbal. The main types of NVC are chronemics, kinesics, paralinguistics, proxemics and semiotics. Culture, gender and social status influence non verbal communication. NVC also includes object communication and haptics or touch. Paralinguistic mechanisms include intonation, stress rate of speech and pauses or hesitations. Non linguistic behaviours include gestures, facial expressions and body language among others. This book brings forth new and important research in this field.

### **Nonverbal Communication**

David Matsumoto, Mark G. Frank, Hyi Sung Hwang, 2012-04-06 **Leading Scholars Blend Cutting Edge Science with Practical Experience to Reveal Evidence Based Best Practices** Edited by three leading authorities on nonverbal behavior, this book examines state of the art research and knowledge regarding nonverbal behavior and applies that scientific knowledge to a broad range of fields. The editors present a true scientist-practitioner model blending cutting edge behavioral science with real world practical experience thus making this text the first of its kind to merge theoretical and practical worlds. This book is a valuable resource for students and professionals as it explores the science behind the practice and reveals how other professionals have effectively incorporated nonverbal communication into their fields. This book serves as an excellent text or supplement for courses, seminars in nonverbal behavior, nonverbal communication, human interaction, profiling, security,

management and homeland security as well as courses in interviewing and qualitative analysis      *Technical Report* ,2006

Nonverbal Communication Judee K Burgoon,Valerie Manusov,Laura K. Guerrero,2016-01-08 Drawing significantly on both classic and contemporary research Nonverbal Communication speaks to today s students with modern examples that illustrate nonverbal communication in their lived experiences This new edition authored by three of the foremost scholars in nonverbal communication builds on the approach pioneered by Burgoon Buller and Woodall which focused on both the features and the functions that comprise the nonverbal signaling system Grounded in the latest multidisciplinary research and theory Nonverbal Communication strives to remain very practical providing both information and application to aid in comprehension      *Resources in Education* ,2001-04      **Fundamentals of Verbal and Nonverbal Communication and the Biometric Issue** Anna Esposito,NATO Programme for Security through Science,2007 The main theme of this publication is the fundamental features of verbal and nonverbal communication and their relationships with the identification of a person his her socio cultural background and personal traits The problem of understanding human behaviour in terms of personal traits and the possibility of an algorithmic implementation that exploits personal traits to identify a person unambiguously are among the great challenges of modern science and technology On the one hand there is the theoretical question of what makes each individual unique among all others that share similar traits and what makes a culture unique among various cultures On the other hand there is the technological need to be able to protect people from individual disturbance and dangerous behaviour that could damage an entire community interesting research areas is that related to human interaction and face to face communication It is in this context that knowledge is shared and personal traits acquire their significance

**Research in Education** ,1973      *Verbal and Nonverbal Communication Behaviours* Anna Esposito,Marcos Faundez-Zanuy,Eric Keller,Maria Marinaro,2007-10-06 This book constitutes the thoroughly refereed post proceedings of the COST Action 2102 International Workshop on Verbal and Nonverbal Communication Behaviours held in Vietri sul Mare Italy in March 2007 The twenty six revised full papers presented together with one introductory paper comprise carefully reviewed and selected participants contributions and invited lectures given at the workshop The papers are organized in topical sections      **Advances and Obstacles in Contemporary Nonverbal Communication Research** Miles L.

Patterson,Norah E. Dunbar,Marianne Schmid,Mast,José-Miguel Fernández-Dols,2022-01-24      **Nonverbal Communication** Stephen Yoshimura,2016-01-26      *Psychology Applied to Modern Life* Wayne Weiten,2003      **Nonverbal Communication**

Patrick W. Miller,1986      *1983 Mid-America Linguistics Conference Papers* David S. Rood,1984      **Spectra** ,1996      A  
**Review of Research on Teacher Behavior** A. LeVon Balzer,Thomas P. Evans,Patricia E. Blosser,1973      *Resources in Education* ,1993      *Dance Research* ,1991

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