CHAPTER ONE

INTRODUCTION

1.1   General Background

In the rapidly shrinking world of today, where increasing population is decreasing the personal space, the need for international communication is ever increasing. Communication, which is used in everyday life from greeting a stranger to touching a lover, is an on going process of sending and receiving messages that enables human to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. Communication requires a medium in which the communicated information is understood by both sender and receiver. There are two media, verbal and non-verbal, which are simultaneously used for communication. To be successful in communication it requires us to be both competent and experienced, not only in verbal communication (use of language) but also in non-verbal one as well because much of our communication takes place at the non-verbal level. It cannot be an exception for ELT classroom as well because communication takes place there. Now a question may arise as to what the non-verbal communication (NVC) is.

1.1.1 Non-verbal Communication

In ELT classroom communication takes various forms, one of which is oral or speech. However, when teachers speak, they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands, heads, eyes, lips, bodies and symbols to communicate which always accompany oral discourse-intended or not. This type of communication is referred to as non-verbal communication (NVC).

Simply, NVC can be defined as all of the messages other than words that people exchange (Gregersen, 2007, p. 52). In this definition, messages are seen as symbolic which are 'Silent infiltrators. . . that provide us with a mode for conveying messages without the use of verbal language (Dunn 1999, p. 1).

These definitions show, (Samovar and Porter, 1982) that NVC 'Constitute messages to which people attach meaning and tell us how other messages are to be interpreted. . . whether verbal messages are true, joking, serious, threatening, and so on' (as cited in Fujimoto, 2003, p. 2).

Going through these definitions we can say that non-verbal communication is the process of one person stimulating meaning in the mind of another person or persons by means of non-verbal cues, which can be synthesized in the words of Miller (1988) who defined non-verbal communication as 'Communication without words. . . it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people' (p. 3). 'It is both behavior and communication' (Hickson and Stacks, 1993 as cited in Boyd, 2008, p. 8). Thats why, in this research, I have used the term, non-verbal communication and non-verbal behaviours interchangeably.

In conclusion, we can say that NVC is a process whereby people, through intentional or unintentional manipulation of normative actions and expectations express experiences, feelings, and attitudes either singly or in combination with verbal behaviors in the exchange and interpretation of messages within a given situation or context. The following differences between verbal and non-verbal communication will make this conclusion even clear. First, the majority of NVBs are intuitive and based on normative rules. There are not any clear-cut linguistic structures for non-verbal communication. On the other hand 'verbal communication is highly structured and reinforced through an extensive formal and informal learning process' (Harris, 2002, p.153). Second, verbal communication is confined to the use of language. On the contrary, NVC delivers message beyond the words. For the analysis, this is a useful division. However, 'non-verbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially' (Knapp, 1972, p. v). In a nutshell, we can say that NVC is less rule

bound than verbal communication and is judged more by the situational variables than the absolute correctness of the behavior.

1.1.1.1 Forms of Non-verbal Communication

It is very important for language teachers to understand the distinctions between the various forms of NVC that are used in the language classroom. Bedwell, Hunt, Touzel and Wiseman (1991); Knapp and Hall (1992); Burgoon, Buller and Woodall (1989); Hickson and Stacks (1993); and McCroskey (1972) made us aware of seven non-verbal behaviors relevant to classroom communication . . . These ' behaviors are kinesics, proxemics, haptics, oculesics, vocalics, environmental factors, and facial expressions' (as cited in Boyd, 2000, p. 12). However, Argyle (1972b) has paraphrased these forms into ten phenomena that constitute NVC which are 'bodily contact, proximity, posture, physical appearance, facial and gestural movements, direction of gaze, timing of speech, emotional tone of speech, speech errors and accent' (as cited in Lorscher, 2003, p. 2).

Various domains of NVC that are included in this study are introduced as follows:

(a)   **Kinesics:** Simply kinesics refers to the 'system of using body postures, facial expressions and movement of the head and limbs often collectively described as body language' (Sthapit, 2003, p. 11). These bodily postures help individuals express an emotional state, as well as the intensity of such a state (Lewis, 2005, p. 3) which are an integral part of the communication process.

(b)   **Facial Expression:** Facial expressions are dynamic features which communicate the speaker's attitude, emotions, intentions, happiness, sadness, surprise, anger, delight and so-on (Besson et al. 2005). One of the most expressive parts of the face in NVC is the eyebrows (Capper, 2000). Some more examples of facial expressions are smile, frown, yawn, wrinkling the brow, curling the lips and so on, which are

continually changed and are constantly monitored and interpreted by the receiver.

(c)   **Oculesics:** Oculesics are movements in facial area and eyes e.g. a gaze (Boyd, 2000, p. 3). Eye movement and eye contact depict the focus, direction and duration of gaze in relation to other participants. e.g. our eyes narrow when we are concentrating and pupils dilate when we are excited (Khan, 2001). Yung (2008) says that eye contact often proves to be a valuable source of information and transmitter of attitudes. Supposedly, we can detect truth, deceit, surprise, happiness, fear, anger and other emotions throughout the eyes.

(d)   **Proxemics:** Proxemics what Manninen and Kujanpaa (2002, p. 3) call 'Spatial behavior' is 'the physical distance we place between ourselves and others' (Helmer and Eddy, 2003, p. 43), which is the use of space or distance for communication. Hall (1968) has divided the use of space into four categories: intimate, personal, social and public (as cited in Masterson, 1996).

(e)   **Haptics:** 'Haptics refers to the study of touching behavior' (Halmer and Eddy 2003, p. 45). This category consists of physical contact such as handshakes, patting on the shoulders and so on. Through haptics teachers can display extreme warmth and caring to students. But Yung (2008) makes us conscious that the meanings we attach to touching behavior vary according to what body part is touched, how long the touch lasts, the strength and method of touch. If used properly touching behaviors play crucial role in giving encouragement, expressing tenderness and showing the emotional support.

(f)   **Olfactics:** Olfactics refers to the 'Study of non-verbal communicative effect of one's scents and odors' (Masterson, 1996). Perhaps the most common example of this category is the use of perfumes and bodily hygiene.

(g) **Physical Appearance:** This category refers to all those attributes of image, such as attractiveness, height, weight, body shape, hair style, dress and artifacts (Masterson, 1996) 'which are all visual aspects of one's presentation (Manninen and Kunjanpaa 2002, p. 2). We can divide physical appearance into two categories: controllable e.g. clothes, hairstyle, etc. and less controllable e.g. skin, height, weight etc. The aspects of appearance can, thus, be thought of as static or dynamic communicational messages depending on the attribute.

(h) **Paralanguage:** Paralanguage is the non-verbal audio part of speech and it includes the use of voice in communication. Masterson (1996) and Boyd (2000) describe these as 'vocalics' or non-verbal cues to be found in a speakers voice. These 'para-verbal' clues include the 'sounds of the language used such as intonation, loudness and its variation' (Michael and Michael, 1998, p. 269) 'which occur alongside spoken language, interact with it, and produce together with it a total system of communication' (Abercrombie, 1973, p. 32). Yung (2008) makes it clear that paralanguage is concerned with how something is said, not with what is said.

(i) **Environmental Factors:** Environmental factors in NVC refer to 'the setting established in the classroom' (Boyd, 2000, p. 103) and provide contextual cues for the interactions (Masterson, 1996). Argyle (1975) states that moving objects and furniture, leaving markers, and architectural design can be used to communicate through space and place (as cited in Manninen and Kujanpaa, 2003, p.3). Other environmental factors are lighting, temperature, noise and so on.

(j) **Chronemics:** 'Chronemics is the study of the use of time.' (Harris 2002, p. 194), which is concerned with 'maintaining timing patterns in an interaction' (Sthapit, 2003, p. 11). It is concerend with (Yung 2008) how people use and respond to such matters as punctuality, pauses and the hour at which a person chooses to communicate. Actually time use

affects lifestyle, speed of speech and movements, structures, and contents of communication.

1.1.1.2 The Functions of Non-verbal Communication

By functions of NVC, I mean the message that the non-verbal cues convey. Different scholars in this field discuss almost similar functions of NVC but they slightly differ in terminology. The table below exhibits the function of NVC proposed by Patternson (1990), Capper (2003), and Harris (2002).

Patterson (1990)	Capper (2003)	Harris (2002)
⌡ Providing information	⌡ Regulatory function	⌡ Repetition
⌡ Regulating interaction	⌡ Inter personal function	⌡ Substitution
⌡ Expressing intimacy	⌡ Emblematic function	⌡ Accentuation
⌡ Social control	⌡ Illustrative function	⌡ Contradiction
⌡ Presenting identities and images	⌡ Adaptive function	⌡ Regulation
⌡ Affect management		⌡ Complementing
⌡ Facilitating service and task goals (as cited in Masterson, 1996).		

The table on p. 6 shows that human being use non-verbal means of communication to persuade or control others, to clarify or embellish things, to stress, complement, regulate and repeat verbal expressions. They can also be used to substitute verbal expression, as this is the case with several body gestures. Non-verbal communication is emotionally expressive and so any discourse appealing to the receiver's emotions has a persuasive impact.

1.1.1.3 Principles of Non-verbal Communication

This section simply introduces the eight guiding principles for all NVC based on the Harris (2002, p. 154-156).

1.   The quality of relationships is judged through nonverbal cues. When people try to determine if they have a good, bad, or mediocre relationship, non-verbal cues provide the supporting information that indicates the

strength of the bond. For example, although handshakes are standard fare in business transactions, how the handshake is given, including other concurrent nonverbal behaviour, gives the participants information about the relationship.

2. Nonverbal communication is more likely to be believed than is verbal communication when there is an inconsistency or incongruence between the two message systems. Malandro and Barker, 1983; Mehrabian, 1981).

3. Nonverbal communication can be assigned meaning if only one of the parties chooses to do so (Hickson and Stacks, 1985). Inadvertent actions on the part of one person still can be very meaningful to the other person. With the complexity of most organizations, the increase in multicultural and diverse workforces, and constant changes, a vast potential for nonverbal behaviours to become meaningful exists even when there is no intent on the part of an individual.

4. Because perception is the key variable, forward leans, relaxed posture, decreased distance, increased touching—both real and symbolic, and enhanced attention all seem to provide positive messages in a transaction. By doing the opposite, negative messages are perceived.

5. The rules for nonverbal behaviour vary depending on the age, sex, and the various culture involved. These cultures can include group, regional, organizational, national, and international and all the possible combinations of these five cultures. Therefore, the nonverbal rules in a group or organization are likely to have some highly idiosyncratic behaviours.

6. The context, social situation, and power relationships help determine the rules and roles for nonverbal communication (Anderson, 1999; Henley, 1977; Remland, 2000). Where the behaviour occurs and with whom it occurs are vital to interpreting the nonverbal communication.

7. Women are generally more sensitive to nonverbal cues and more accurate in sending nonverbal messages (Anderson, 1999).

8. Although people can learn to interpret others' nonverbal cues more accurately, greater success will be achieved by concentrating on our own nonverbal behavour to make it consistent with our desired message (s) (Hackman and Johnson, 2000).

1.1.4 Need of Non-verbal Communication

It is true that NVC accounts for a large part of meaningful human communication. Actions, such as facial display, eye contact, body language or the way we wear our clothes, make hair style etc. speak louder than words and often help others make accurate judgments about our thoughts, feelings and intentions.

Non-verbal behaviors are vitally important for effective communication. because they 'set the scene for total communication' (Mey, 1993, p. 224). Walsh (1997) claims that 'as much as 90 per cent of our emotions and 65 per cent of all other information are transmitted through the use of body language rather than verbal exchange' (as cited in Christopher, 2002, p. 2). It shows that 'non-verbal behaviors provide significant information about others emotional states' (Maxim and Nowicki, 2003, p.745), which is also supported by Mehrabian (1971) who claims that 93 percent of the emotional meaning is transmitted as follows:

7 per cent is verbal expression

38 per cent is vocal expression

55 per cent is facial expression   (as cited in Boyd, 2000, p. 8).

Other researchers e.g. Formkin and Rodman (1983) have also more or less the same view, as they also claim that 'up to 90 percent of the meaning of a message is transmitted non-verbally' (as cited in Dahl, 2008). Thus, we can say that even if 'we speak with our vocal organs. . . we converse with our entire bodies conversation consists of much more than a simple interchange of spoken words' Abercrombie (1973, p. 31). Although non-verbal messages function in

conjunction with verbal one as they 'substitute, complement, accent, regulate and contradict the spoken messages' (Gregersen, 2007, p. 53).

If we see different models of communicative competence we can easily access the significance of NVC. Hymes (1972), introduced the concept of communicative competence back in 1960s, believed that there were certain rules of use without which the linguistic or grammar rules were useless. Among many things needed for communicative competence, were also the rules of non-verbal communication of target language. Thus, he highlighted the rules of NVC as important as other grammar rules for learning a second language. Canale and Swain (1980) developed another model of communicative competence, which, includes three main competencies: grammatical competence, sociolinguistic competence and strategic competence. In this model non-verbal communication strategies are highly emphasized in strategic competence (Khaniya, 2005, p. 27).

Sthapit gave his own model of communicative competence which also included 'The extra-linguistic competence' (non-verbal behavior system) in it. Sthapit (2003) gives verdict in favor of NVC in the following lines:

> When communicative competence is our pedagogical goal or when we teach language with a view to developing communicative abilities, we can not confine ourselves to teaching language alone. We have to teach other modes of communication as well, not as alternative means of communication, but as integral parts of total communication. That is to say, we also have to take into account of non-verbal behavioral patterns that go along with verbal behavior (p. 11).

Since the goal of language teaching is to develop the communicative competence, it becomes handicapped without the proper use of NVC and if we become aware of NVC, it may certainly enhance effective communication.

1.1.5 Importance of NVC in ELT Classroom

The study on NVC indicates that the teacher creates more impression through NVB in the classroom than the knowledge of subject matter and verbal fluency. There is a language of body expression and motion that plays a pivotal role in the language classroom. Research studies done in classroom environments also suggest that non-verbal behaviours send clear and distinct messages. Moreover, these 'non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone' (Rosa, 2000, p. 1). Furthermore, Woolfolk and Brooks (1985) indicated that non-verbal behaviour often influence the demeanor of teachers and students. Actually the success of both the student and teacher depends upon the effective communication between them in the class, but communication becomes handicapped without the proper use of non-verbal behaviors. Stevick (1982) points out that:

> The body language of a teacher is the most important thing in the class . . . it is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry important signals which create a profound effect on your students' feelings of welcome and comfort with you (p. 6).

Grant and Hennings (1997) are more objective in this matter. They indicated that as much as 82 per cent of teacher messages are non-verbal, while 18 per cent are verbal. Similarly, Knapp and Hall (1992) estimated that 'in simultaneous verbal and non-verbal communication, approximately 65 per cent of the meaning is created by non-verbal messages' (as cited in Boyd, 2000, p. 8).

Similarly, the importance of NVC in ELT classroom is highly supported by Hassan, (2007) who claims that the non-verbal behaviors of the teacher are considered to be more important in the classroom due to three reasons.

> First, the teacher acts as an artist whose performance on the dais is usually observed minutely by his audience (the students), if his/her body language is positive the students enjoy the lecture and consequently

retain and remember the most part of it. On the other hand, if the body language of the teacher is negative the students do not enjoy the classroom experience and feel discomfort, and secondly; if the non-verbal signals of the resource person are appropriate the students get maximum benefit from the lecture but if the non-verbal cues are contradictory the students usually get confused and in some situations are completely lost. Thirdly, a teacher is a role model of many students and they try to copy his/her body language (p. 5).

Non-verbal behaviors, which are more subtle and can be used more often in the classroom are also the sign of psychological state of the teacher and should not be taken lightly.

1.2   Review of Related Literature

Non-verbal communication is a fundamental aspect of human life from the moment we enter the world. According to Knapp (1978) 'interest in non-verbal communication can be traced back as far as Hellenic period (440-600BC) of ancient Greece' (as cited in Rosa, 2002, p. 9), but the scientific study of NVC was started in the late 19th century which is clearly seen in the words of Hickson and Stacks (1993) 'Probably the beginning of the study of non-verbal communication, as we know it today, is to be found in the analysis of one of the most influential pre-twentieth century works of Darwin's *The Expression of the Emotions in Man and Animals* in 1872' (as cited in Boyd, 2000, p.11). Since then a number of NVC research have been carried out. Some of the recently carried out research in this field are as follows:

Boyd (2000) carried out research entitled *Non-verbal Behaviors of Effective Teachers of At-risk African American Male Middle School Students.* The focus of this study was to identify non-verbal behaviors of effective teachers of at-risk African-American male middle school students. The findings of the study showed that when effective teachers interacted with the at-risk African-American-male middle school students, they frequently were in close

proximity, changed their voice inflections, established eye contact, invaded students' territories (were within two feet), and gestured to students.

Rosa (2000) conducted the research on *Understanding the role and potential impact of non-verbal communication in the primary inclusion classroom*. Its purpose was to compare the non-verbal behaviors of students who are considered average in ability with those who are perceived as cognitively challenged while they are engaged in regular classroom instruction in both large and small groups settings. Her finding shows that in most of the cases the majority of non-verbal interaction occurred between students who sat in close proximity regardless of their cognitive ability.

Christopher (2002) carried out the research on *Gender Differences in Non-verbal Behavior*. The purpose of this study was to examine gender differences in active and passive styles of non-verbal communication. The findings of this research indicated that males displayed more active non-verbal behavior than females and females displayed more passive non-verbal behavior than males.

Bastola (2005) carried out research entitled *A Correlational Study of English and Nepali Kinesics*. The purpose of this research was to compare and contrast the English and Nepali kinesics. The findings of the research showed that except in some cases kinesic features express different meanings in the English and Nepali languages, i.e. kinesic features are language and / or culture specific.

Lewis (2005) carried out research on *Gender and Non-verbal Communication in the Foreign Language Classroom* to shed light on inherent gender differences with respect to non-verbal communication in the foreign language classroom. The result showed that female students make eye contact more than the male students and smile more often in the classroom setting. In addition, female took up less space than the male in the classroom and use more gestural movement.

Hassan (2007) carried out a research on *Non-verbal communication: The language of motivation for Pakistani students* to discover the importance of

teachers' non-verbal communication in ELT class. The result of the study showed that the college students are not only conscious of their teachers NVC but are also biased towards certain type of non-verbal cues and behaviors.

After an exhaustive search of the literature, I found that no study has been carried out to find out the teachers' non-verbal communication and its impact on the learners' motivation in ELT classroom in Nepal. Thus, this study investigated the most frequently used non-verbal behaviors of English teachers and its impact on the learners' motivation in ELT classroom in Nepal.

1.3   Objectives of the Study

The objectives of the present study were as follows:

(a)   To identify the most frequently used non-verbal behaviors of English teachers in ELT classroom.

(b)   To find out the impact of teachers' non-verbal communication on learners' motivation.

(c)   To list some pedagogical implications based on the findings of the study.

1.4   Significance of the Study

English teachers are daily challenged in their attempts to inspire students in their learning process. But the bitter reality is that teachers only tend to rely on the potency of words when attempting to project their message. But some researchers in the field of NVC e.g. (Mehrabian, 1971) argue that up to 93 per cent of human interaction is considered non-verbal; which is also supported by other researchers as well. If we accept the validity of such contentions then we need to ask 'are English teachers fully aware of their non-verbal behaviors ? If not, then what silent messages are they sending to their students ? How might those messages affect students attitude, performance and motivation ? I have addressed these questions in my research. That is why, I suppose, this study will provide teachers and teacher educators with a wider repertoire of responses to consider as they re-evaluate and reflect on their own

teaching techniques and strategies. It will be equally important for course designers, material producers (text book writers, teaching manuals writers etc.) and all other professionals directly or indirectly involved in ELT including the researchers in the field of NVC to incorporate or use the NVC in the materials they design or deliver.

CHAPTER TWO

METHODOLOGY

To fulfill the research objectives of the study, I adopted the following strategies.

2.1 Sources of Data

The study was based on both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of the data for this study were the teachers (teacher educators) and their students (trainee teachers) of the selected (10) Higher Secondary Schools in Kathmandu Valley.

2.1.2 Secondary Sources of Data

Various books, dissertations, journals, reports, articles, related to the topic were used to facilitate the study. Some of them were as follows. Boyd, (2000), Rosa, (2000), Christopher, (2000), Harris, (2002) Lewis, (2005), Hassan, (2007).

2.2 Population of the Study

The population of the study were the teachers and their students of the Higher Secondary Schools in Kathmandu valley.

2.3 Sampling Procedure

In this study, the sample consists of 10 teachers and their 80 students who were teaching and studying at 10 different Higher Secondary Schools of Kathmandu valley. I selected those schools and 10 teachers purposively. Eighty students were selected non-randomly through 'raise your hand' technique.

2.4   Tools of Data Collection

For the collection of data, a questionnaire was designed to elicit the students' views to access the use of NVC of their teachers. Questionnaire consisted of two sets (set 'A' and set 'B') of questions (statements). Set 'A' was used for the sake of analysis and interpretation of the data and set 'B' was used to determine(for cross check) whether the students responded the questions seriously or not, whether they read, understood and ticked the options or they just ticked them randomly. Students who were not serious to the questionnaire were not included in this research. The observation form was designed to determine the frequently used non-verbal behaviours of English teachers. Questionnaire and observation forms consisted the components of non-verbal communication such as kinesics, facial expressions, oculesics, proxemics, physical appearance, paralanguage; and chronemics used in the classroom. (See Appendices A and B)

2.5   Process of Data Collection

The process of data collection was as follows:

) I went to the selected schools and consulted the administration of the schools and asked for their permission to involve their teachers and students in the study.

) Then, I meet the selected teachers and their students and built rapport with them,

) I observed 10 teachers' classes four times each (4 days for one teacher) for 45 minutes using the TNVC form(See Appendix B).The frequency data were compiled and transformed to a TNVC score card for each subject's observation.These data were analysed by using various (mean score, percentage, chi-square test etc) statistical tools.

) I distributed questionnaire to the students. I explained each question to them. The questionnaire was collected after a day.

2.6   Limitations of Study

The study was conducted within the following limitations:

)   The study was limited to the teachers' non-verbal communication in ELT classroom and its impact on the learners' motivation.

)   The study was limited to the students and teachers of Kathmandu valley.

)   The study was limited to only 80 students and 10 teachers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, interpretation and analysis of the data. Since the focus of this study was on identifying the teachers' most frequently used NVBs and to find out its impact on the learners' motivation in ELT classroom. Data was collected during 45 minutes classroom observation of the selected teachers of English in ELT classroom and information obtained by their students.

3.1 Analysis and Interpretation of Data Obtained from Teachers

The collected data from the informants have been analyzed and interpreted by the statistical device of mean score ($\bar{x} = \dfrac{\phi}{n_1}$ and $\bar{\bar{x}} = \dfrac{\phi\bar{x}}{n_2}$) to find out the most frequently used NVB of English teachers.

where,

$\bar{x} =$ mean score of the most frequently used NVB of the individual teacher within four days observations.

$\phi X =$ Sum of the NVB frequency.

$n_1 =$ Number of the observed days.

$\bar{\bar{x}} =$ Mean score of the frequently used NVBs of all teachers.

$\phi\bar{x} =$ Sum of the $\bar{x}$.

$n_2 =$ Total number of the teachers.

The following tables show the frequency of the most frequently used NVBs of the selected teachers of English.

Table No. 1 : Teachers Smiled at Students

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	8	4	8	12	8	8	8	4	4	6	12	8	8	8	9	8	12	4	8	8	8	4	4	8	6	

Teacher	T6					T7					T8					T9					T10					6.55
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	6	4	8	-	6	8	4	8	4	6	-	-	4	4	4	4	8	8	6	6.5	8	4	8	6	6	

The above table manifests that 30% of the teachers smiled 12 times in 7.5% of the total observed classes, and 90% smiled eight times in 45% of the classes. Similarly, 30% smiled six times in 7.5% of the classes and 80% smiled four times in 30% of the classes but 20% of the teaches never smiled in 7.5% of the classes. It can be inferred that majority of the teaches smile while they teach.

Table No. 2 : Teachers Noded Head

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	4	8	4	8	6	4	4	4	4	4	8	8	4	8	7	8	4	4	8	6	-	8	4	8	6.66	

Teacher	T6					T7					T8					T9					T10					6
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	4	4	8	8	6	8	8	4	8	7	8	4	4	4	5	8	-	4	4	5.33	8	-	8	4	6.66	

The above table depicts that 90% of the teachers noded their heads eight times in 45% of the classes and almost all i.e. 100% noded their heads four times in 47.5% of the classes but 30% of the teachers never noded their heads in 7.5% of the classes. In average teachers noded their heads six times.

Table No. 3 : Teachers Stared at Students

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	4	4	4	4	4	8	4	12	8	8	-	-	-	-	0	4	4	-	4	4	-	-	-	-	0	

Teacher	T6					T7					T8					T9					T10					5
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	-	-	-	-	0	4	4	-	8	5.33	-	-	-	-	0	4	-	-	-	4	-	-	-	-	0	

The over leafed table shows that 80% of the teachers never stared at students in 62.5% of the classes but 50% of the teachers stared at students four times in 27.5% of the classes. Similarly, 20% of the teachers stared at students eight

Table No. 4 : Teachers Moved in the Classroom

Teacher	T1					T2					T3					T4					T5					$=\bar{X}$
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	X
Frequency	12	12	20	8	13	20	24	20	16	20	8	4	12	12	9	24	20	16	20	20	8	12	4	12	9	
Teacher	T6					T7					T8					T9					T10					10
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	4	4	8	4	5	8	8	8	12	9	8	4	4	4	5	12	8	8	12	10	4	4	8	4	5	

The above table demonstrates that 20% of the teachers moved in the classroom 24 times in 5% of the classes, 30% moved 20 times in 12.5% of the classes, 20% moved 16 times in 5% of the classes, 50% moved 12 times in 22.5% of the classes and 80% moved eight times in 27.5% of the classes but 50% of the teachers moved only four times in 27.5% of the classes. In average teachers moved 10 times in the class.

Table No. 5 : Teachers Made Yawn

Teacher	T1					T2					T3					T4					T5					$=\bar{X}$
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	X
Frequency	4	3	3	1	2.75	1	3	5	2	2.75	-	-	-	-	0	8	8	4	8	7	-	4	3	1	2.66	
Teacher	T6					T7					T8					T9					T10					3
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	2	2	-	2	2	3	2	2	1	2	-	-	-	-	0	4	8	8	-	4	4	5	1	-	3.33	

The above table shows that 20% of the teachers made yawn eight times in 12.5% of the classes, 50% made yawn four times in 12.5% of the classes, 40% made yawn three times in 12.5% of the classes, 30% made yawn two times in 17.5% of the classes 50% made yawn one times in 12.5% of the classes and the good thing was that 60% of the teachers never made yawn in 30% of the classes. In average teachers made yawn three times.

Table No. 6 : Teachers Divided Students in Pair/Group and Gave Classwork

Teacher	T1	T2	T3	T4	T5	$=\bar{X}$

Day	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Teacher	T6					T7					T8					T9					T10					0
Day	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	
Frequency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The above table depicts that almost all i.e. 100% of the teachers never divided the students in pair/groups in the class.

Table No. 7 : Teachers made Eye Contacts with their Students

Teacher	T1					T2					T3					T4					T5					$=\atop{X}$
Day	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	
Frequency	24	24	28	32	27	28	20	24	32	26	28	24	20	28	25	20	28	32	24	26	24	20	28	32	26	
Teacher	T6					T7					T8					T9					T10					26
Day	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	1	2	3	4	∈X	
Frequency	20	28	24	32	26	24	36	32	28	30	16	20	20	28	21	28	24	36	20	27	20	28	32	24	26	

The above table clearly presents that 20% of the teachers made eye contacts with their students 36 times in 5% of the classes, 70% made eye contacts 32 times in 17.5% of the classes and 100% of the teachers made eye contacts 28 times in 27.5% of the classes. Similarly, 90% of the teachers made eye contacts 24 times in 25% of the classes, 80% made eye contacts 20 times in 22.5% of the classes and 10% made eye contacts 16 times in 2.5% of the classes. In average teachers made eye contacts 26 times.

Table No. 8 : Teachers Avoided Eye Contacts

Teacher	T1					T2					T3					T4					T5					=x
Day	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	
Frequency	40	32	28	32	33	32	28	40	36	34	24	28	32	24	27	28	36	32	24	30	24	28	20	24	24	

Teacher	T6					T7					T8					T9					T10					30
Day	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	
Frequency	32	40	24	44	35	36	32	28	24	32.5	24	20	20	28	23	40	32	24	36	33	24	24	20	28	24	

The above table depicts that 30% of the teachers avoided eye contacts 20 times in 10% of the classes, 80% avoided eye contacts 24 times in 27.5% of the classes and 80% avoided eye contacts 28 times in 20% of the classes. Similarly, 70% of the teachers avoided eye contacts 32 times in 20% of the classes. Likewise, 40% of the teachers avoided eye contacts 40 times in 10% of the classes and 10% of the teachers avoided eye contacts 44 times in 2.5% of the classes. In average teachers avoided eye contacts 30 times.

Table No. 9 : Teachers were in close Proximity to Students

Teacher	T1					T2					T3					T4					T5					=x
Day	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	
Frequency	4	12	16	12	11	8	16	12	12	12	8	8	16	12	13	4	8	12	8	8	12	16	8	4	10	

Teacher	T6					T7					T8					T9					T10					9
Day	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	1	2	3	4	=X	
Frequency	8	4	8	12	8	8	8	12	8	9	4	8	8	8	7	12	8	4	16	10	4	4	4	8	5	

Table No. 9 shows that 50% of the teachers were in close proximity to students 16 times in 12.5% of the classes, 80% were in close proximity 12 times in 25% of the classes, 90% were in close proximity eight times in 40% of the classes and 70% were in close proximity four times in 22.5% of the classes. In average teachers went near to the students nine times.

Table No. 10 : Teachers made the sound 'eh'/a:/

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	X
Frequency	2	2	2	2	2	4	4	6	2	4					0	2	4	2	2	2.5	4	4	4	4	4	

Teacher	T6					T7					T8					T9					T10					3
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency					0	2	2	2	2	2					0	4	4	4	4	4			2		2	

The above table shows that 40% of the teachers never made the sound /a/ only in 37.5% of the classes but 10% of the teachers made /a/ sound six times in 2.5% of the classes. Similarly, 40% of the teachers made the sound /a/ four times in 27.5% of the classes and 50% made the sound /a/ only two times in 32.5% of the classes. In average teachers made the sound 'eh' /a:/ three times.

Table No. 11 : Teachers Frowned at Students

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	X
Frequency					0	4	4		4	4					0	2		2		2					0	

Teacher	T6					T7					T8					T9					T10					4
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency	4	4			4			8	4	6					0	8	4	4	8	6			4		4	

The above table demonstrates that 90% of the teachers never frowned at students in 65% of the classes, but the sad thing was that 10% of the teachers frowned at students 2 times in 5% of the classes, 50% frowned four times in 22.5% of the classes and 20% frowned eight times in 7.5% of the classes. In average teachers frowned at students four times.

Table No. 12 : Teachers Made Wrinkles on the Forehead

Teacher	T1					T2					T3					T4					T5					=X
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	X
Frequency					0	4	4	4	4	4					0	4	2	4	4	3.5	4		4		4	

Teacher	T6					T7					T8					T9					T10					4
Day	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	1	2	3	4	∑X	
Frequency		4	4		4					0	8	8	8	6	7.5					0			2		2	

Table No. 12 shows that 10% of the teachers made wrinkles on the forehead eight times in 7.5% of the classes, 10% made wrinkles six times in 2.5% of the

classes, 40% made wrinkles four times in 27.5% of the classes and 20% made wrinkles two times in 5% of the classes. But the good thing was that 70% of the teachers never made wrinkles in 67.5% of the classes. In average teachers made wrinkles on the forehead four times.

Table No. 13 : Teachers Involved Students in Discussion.

Teacher	T1					T2					T3					T4					T5					$\overline{\overline{X}}$
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	4	6	7	5	5.5	5	6	5	7	5.75	6	7	5	4	5.5	5	6	7	5	5.75	6		4		5	
Teacher	T6					T7					T8					T9					T10					5.77
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency		7		6	6.5	7	8	5	6	6.5	5	7	6	4	5.5	5	4	8	7	6					0	

The above table shows that 20% of the teachers involved their students in discussion eight minutes in 5% of the classes, 80% involved students in discussion seven minutes in 20% of the classes, 80% involved students in discussion. Six minutes in 20% of the classes. 70% involved students in discussion five minutes in 22.5% of the classes and 50% involved students in discussion four minutes in 12.5% of the classes. But the sad thing was that 30% of the teachers never involved their students in discussion in 20% of the classes. In average teachers involved their students in discussion 5.77 minutes.

Table No. 14 : Teachers Interact with Students

Teacher	T1					T2					T3					T4					T5					$\overline{\overline{X}}$
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	6	7	5	6	6	6	4	5	5	5	4	4	5	6	4.75	5	4	6	5	5					0	
Teacher	T6					T7					T8					T9					T10					5.47
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	7	5	6	4	5.5		5		5		6		8		7	6	7	5	6	6	5	5	6	4	5	

The over leafed table manifests that 10% of the teachers interacted with students eight minutes in 2.5% of the classes, 30% interacted seven minutes in 7.5% of the classes, 80% interacted six minutes in 25% of the classes, 80% interacted five minutes in 27.5% of the classes and 50% interacted four minutes

in 15% of the classes. But 30% of the teachers never interacted in 23.5% of the classes. In average teachers interacted with students 5.47 minutes.

Table No. 15 : Teachers Delivered Lectures

Teacher	T1					T2					T3					T4					T5					$=$ X
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	20	27	31	23	25.25	31	30	34	32	31.75	33	30	32	31	31.5	30	34	32	28	31	30	40	30	31	32.75	
Teacher	T6					T7					T8					T9					T10					30.47
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	29	22	35	20	26.5	35	30	32	29	31.5	30	32	28	32	30.5	32	33	27	30	30.5	35	34	30	35	33.5	

From the above table the researcher has drawn the conclusion that in average 16.66% of the teachers delivered lectures between 20-29 minutes in 4.16% of the classes, 43.33% of the teachers delivered lectures between 30-35 minutes in 12.08% of the classes but 10% of the teachers delivered lectures in 40 minutes in 2.5% of the classes.

Table No. 16 : Teachers told Jokes/Made Students laugh

Teacher	T1					T2					T3					T4					T5					$=$ X
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency					0				1	1	2	3		2	2.33					0	3	3	2	2	2.5	
Teacher	T6					T7					T8					T9					T10					1.71
Day	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	1	2	3	4	€X	
Frequency	2	1	2	3	2			1	0	1	2			1	1.5					0	1	1		3	1.66	

The above table demonstrates that 40% of the teachers made the students laugh three minutes in 12.5% of the classes, 40% made students laugh two minutes in 17.5% of the classes and 50% made students laugh one minutes in 17.5% of the classes but 80% of the teachers never made students laugh in 52.5% of the classes. In average teachers made students laugh 1.71 minutes.

Besides, teachers spend 5.77 minutes involving students in discussion, 5.47 minutes interacting with them, 30.47 minutes in giving lectures, and only 1.71 minutes making students laugh which can be presented by the following pie chart.

Figure No. 1 : During 45 Minutes in the Classroom
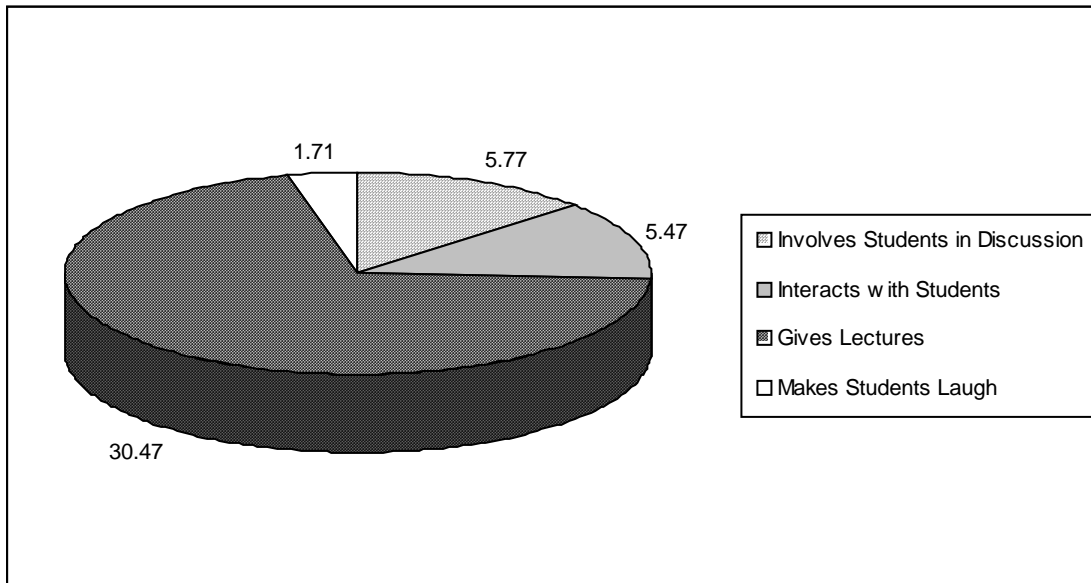
The above chart depicts that in average teachers spend maximum time i.e. 70% in giving lecturers, 13% of time involving students in discussion, 13% interacting with them, and only 4% times making them (students) laugh.

Furthermore, only 30% of teachers were punctual, 20% were punctual in 75% of classes. Similarly, 20% were punctual in 50% of classes. Likewise, 30% of teachers were punctual only in 25% of classes. In average, unpunctual teachers were 7.47 minutes late.

In addition, 30% of teachers illustrated the subject matter everyday, 20% in 50% of classes and 20% in 25% of classes but 30% of the teachers never illustrated the subject matter.

Similarly, only 20% of the teachers summarized the lesson in 25% classes but the bitter reality was that 80% of the teachers never summarized the lesson at the end.

Likewise, 10% of the teachers evaluated the lesson in 75% of classes and 10% in 50% of classes but 70% of the teachers never evaluated the subject matter taught.

In the same way, only 20% of the teachers gave the assignment regularly and 20% in 75% of classes but 60% of the teachers never gave an assignment.

3.2 Analysis and Interpretation of the Data Obtained from the Students

To find out the impact of teachers' NVBs on their students I distributed the questionnaire to 118 students. Among 118 students 97 (82.20%) returned the questionnaire out of which 80 were selected (remaining (17 students) did not meet the selection criteria). Simple statistical tool of percentage was used to find out the impact of TNVBs on the students' motivation and chi-square test at 5%(0.05) level of significance with the degree of freedom (d.f.) r-1×c-1(where 'r' is number of rows and 'c' is number of columns) was applied to all items of the questionnaire/opinnaire to findout the gender wise difference among the students' reaction. The computational formula for calculating the chi-square ($\mathfrak{R}^2$) test was

$$\mathfrak{R}^2 = \phi \ \frac{(o-e)^2}{e}$$

Where,   O= Observed Frequency

E= Expected Frequency

Besides, various bar figures and pie charts were also used to analyze the data.

3.2.1 Facial Expression

All people and thus certainly teachers and students use facial expressions to form impressions on each other. There are many means of facial expressions; smile is one of them, which can be used effectively in the classroom. This section deals with teachers' smile and its impact on their students.

3.2.1.1 Scenario one 'Smiling Teachers teach more effectively than those who are always serious'

In scenario one, the statistical analysis showed that 30% of the students strongly agreed who were all females. Similarly, 70% agreed out of which 50% were males and 20% were females but none of the response was found under the other options that can be presented in the following figure.

Figure No. 2 : Smiling Teachers Teach more Effectively
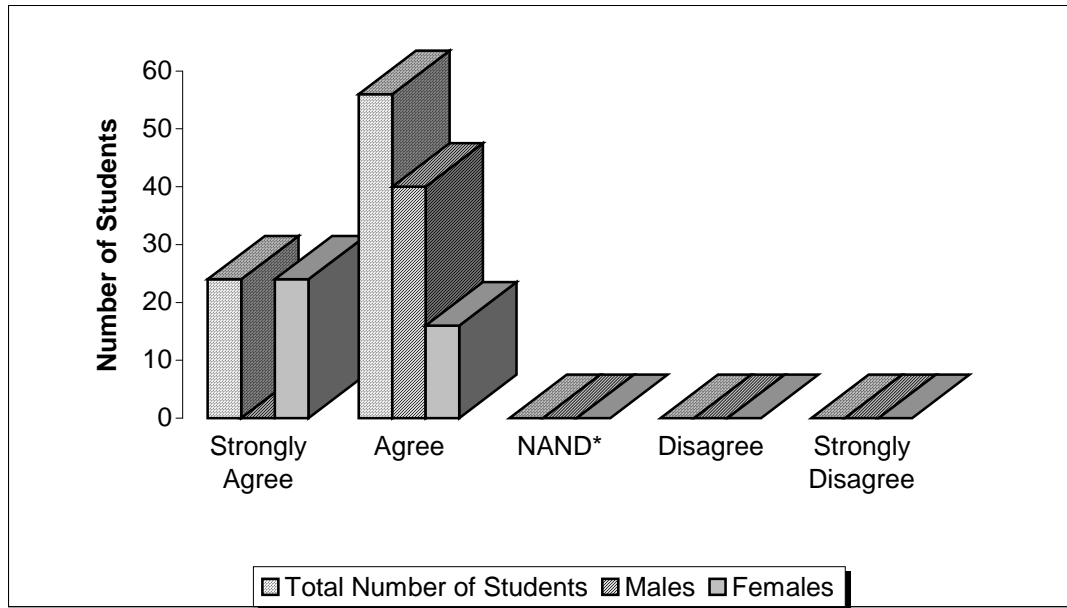
The above figure shows that 100% (80 out of 80) students had positive attitude to the statement, which implied that students were highly motivated to their teachers' smile. A detailed statistical analysis indicated that, the Calculated Chi-Square Value (CCSV) 34.28 for male and female with d.f. 1 was greater than the Tabulated Chi-Square Value(TCSV) at 5% (0.05) level of significance, which confirmed that teachers' smile influenced variously in gender. That is clearly presented in the figure No.2.Since 30% of females (but not males) strongly agreed this implies that female students' motivation to the teachers' smile was higher than the males.

3.3   Kinesics

This section presents the teachers' body language and its impacts on the learners motivation.

3.3.1 Scenario two 'It is easy to speak in front of those teachers who usually encourage their students by nodding their head'

In scenario two, the statistical analysis showed that among 80 students 40% strongly agreed out of which 30% were males and 10% were females. Similarly, 30% agreed out of which 10% were males and 20% were females

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* NAND - Neither agree nor disagree

but 20% neither agreed nor disagreed out of which 10% were males and 10% were females which can be presented in the following figure.

**Figure No. 3 : 'It is easy to speak in front of those teachers who usually encourage their students by nodding their head'**
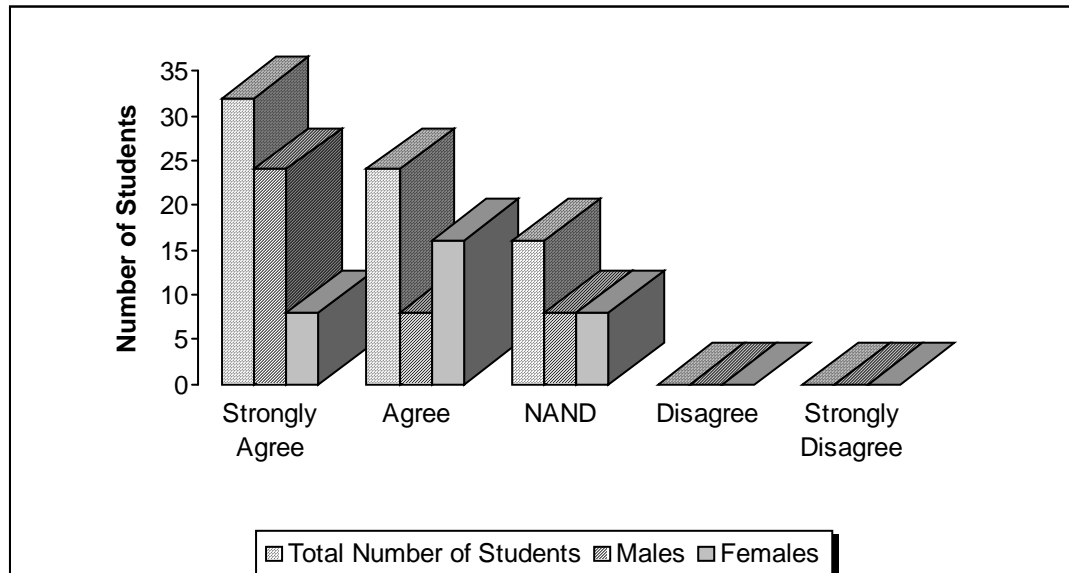
Since the majority of the students, i.e. 70% out of which 40% strongly agreed and 30% agreed to the statement; it implied that students were highly motivated to the teachers who encouraged the students by nodding their heads.

Since the CCSV 14.66 for male and female with d.f. 2 was greater than the TCSV at 5% level of significance, it pointed out that teachers' head nodes also influenced in gender. Since the large number of male students strongly agreed it showed that male students' motivation to the teachers' head node was greater than the females.

3.3.2 Scenario Three 'Students feel nervous when the teacher indicates the particular student while asking the question'

In scenario three, the statistical analysis showed that 58.75% students strongly agreed out of which 20% were males and 38.75% were females. Similarly, 41.25% agreed out of which 30% were males and 11.25% were females that is presented in the following figure:

Figure No. 4 : Students Feel Nervous when the Teacher Indicates the Particular Students
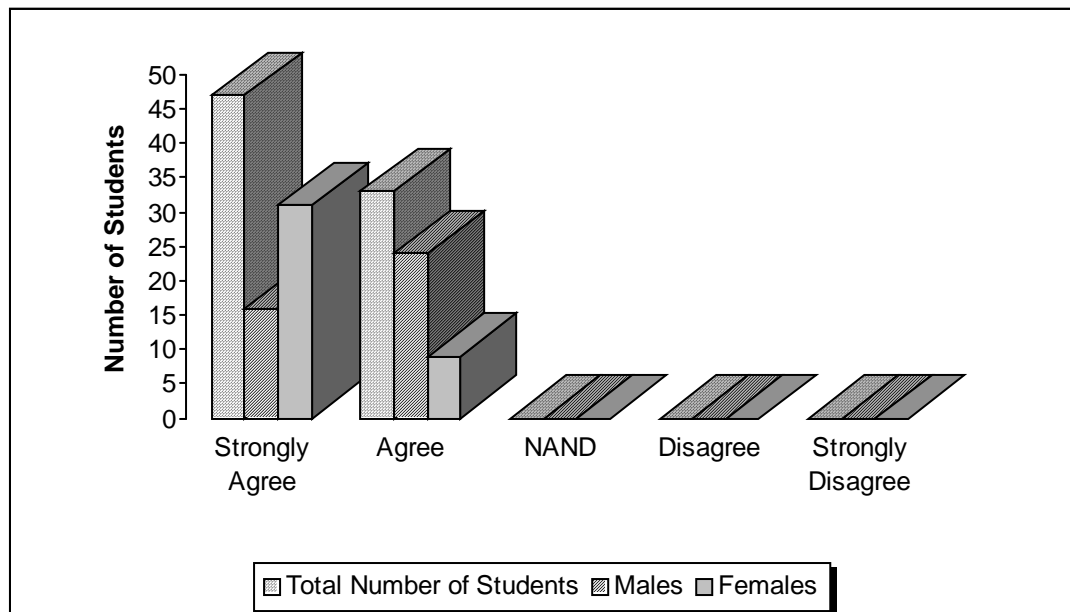
The above figure depicts that students felt embarrassed and nervous when the teacher indicated the particular students with his/her raised finger. This implied that students were demotivated to such teachers.

In addition, since the CCSV 11.58 for male and female with d.f.1was greater than the TCSV at 5% level of significance, teachers indication to the particular student in the class also influenced in gender, which is also supported by the figure No.4. Since the number of female students was greater than the males in strongly agree section, it implied that female students felt more nervous and embarrassed than the male ones. This confirmed the researcher that females were highly demotivated to such teachers than the males.

3.4   Oculesics

This section deals with the students' reaction to their teachers' eye contacts.

3.4.1   Scenario Four 'It is hard to speak in front of those teachers who stare their students coldly'

In scenario four, the statistical analysis showed that 60% of students strongly agreed out of which 20% were males and 40% were females. Similarly, 30%

agreed out of which 20% were males and 10% were females but 10% males neither agreed nor disagreed which can be presented in the following figure:

Figure No. 5 : 'It is hard to speak in front of those teachers who stare their students coldly'
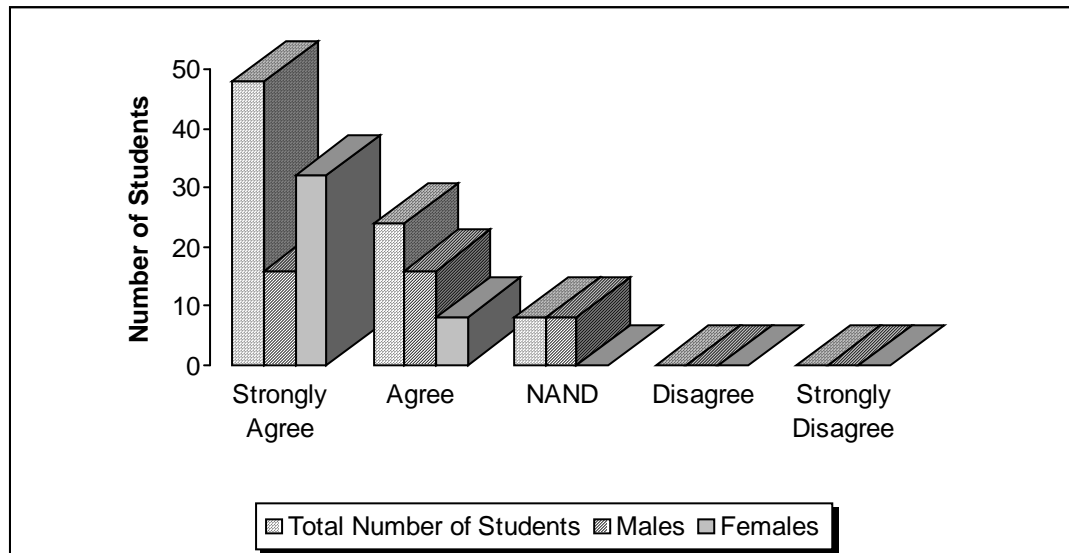
The above leafed figure depicts that the majority (90%) of the students felt difficulties to speak in front of those teachers who stared at their students coldly. This implied that students were demotivated to such teachers.

Since the CCSV 15.98 for male and female with d.f. 2 was greater than the TCSV at 5% level of significance it pointed out the influence in gender. It is also supported by the above mentioned bar figure. Since the large number of female students strongly agreed, it showed that female students were highly demotivated to the teachers who stared their students coldly than the males.

3.4.2 Scenario Five ' My friend avoid eye contact when they do not know the answer of the question asked'

In scenario five, the statistical analysis showed that among 80 students, 40% females strongly agreed, 30% agreed out of which 20% were males and 10% were females. Similarly, 16% males neither agreed nor disagreed but 10% males strongly disagreed which can be presented in following figure.

Figure No. 6 : Students Avoid Eye Contacts
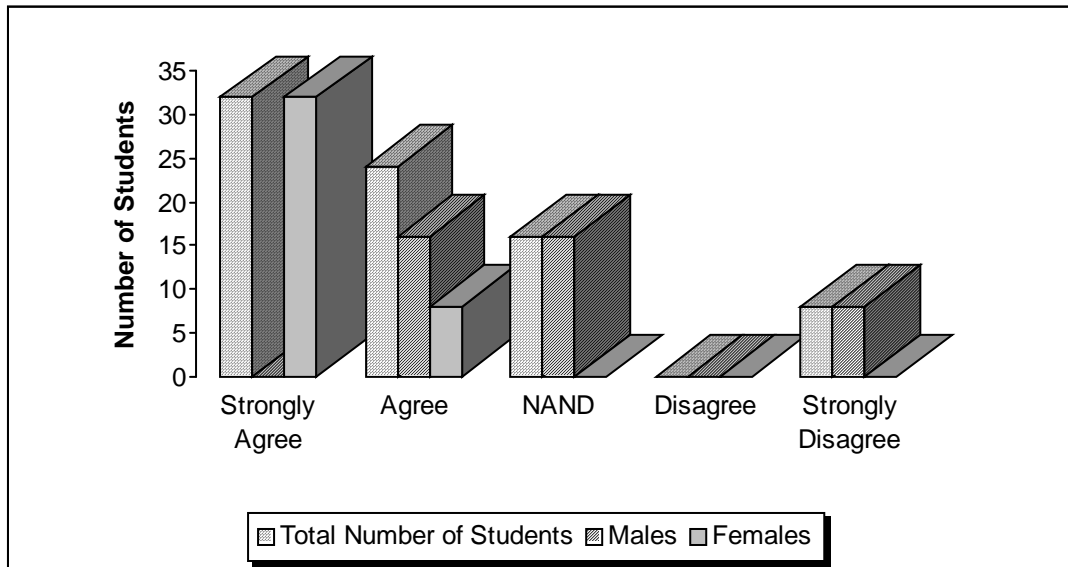
Above figure clearly shows that students avoided eye contacts when they did not know the answer of the question asked.

3.4.3 Scenario Six 'Teachers tend to look away when a difficult topic is being discussed'

In Scenario six , the statistical analysis showed that 65% students strongly agreed out of which 33.73% were males and 31.25% were females. Similarly, 17.5% agreed out of which 6.25% were males and 11.25% were females but 17.5% neither agreed nor disagreed out of which 10% were males and 7.5% were females which can be presented in the following figure.

Figure No. 7 : Teachers Tend to Look Away
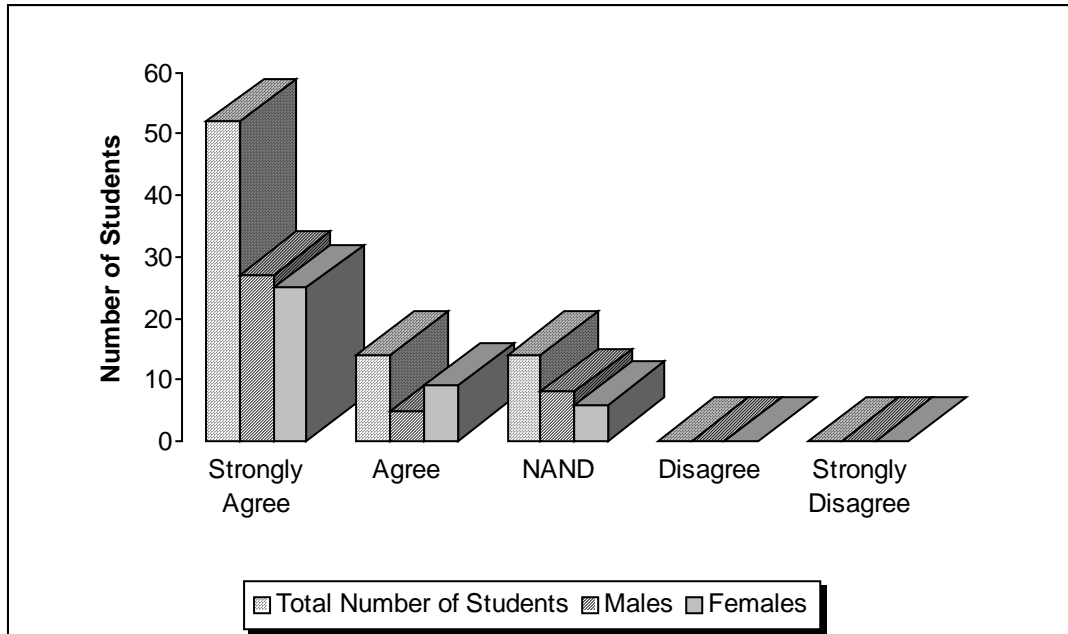
The above figure shows that since the majority of the students strongly agreed they believed that teachers tend to look away when a difficult topic was being discussed. Therefore, it manifests that students were demotivated to such teachers.

3.4.4 Scenario Seven 'I pay more attention when the teacher makes the eye contacts with me in the class'

In scenario seven, 82.5% strongly agreed out of which 42.5% were males and 40% were females. Similarly, 8.75% agreed out of which 5% were males and 3.75% were females, but 8.75% neither agreed nor disagreed out of which 2.5% were males and 6.25% were females. The following figure presents this description:

Figure No. 8 : Students Pay more Attention
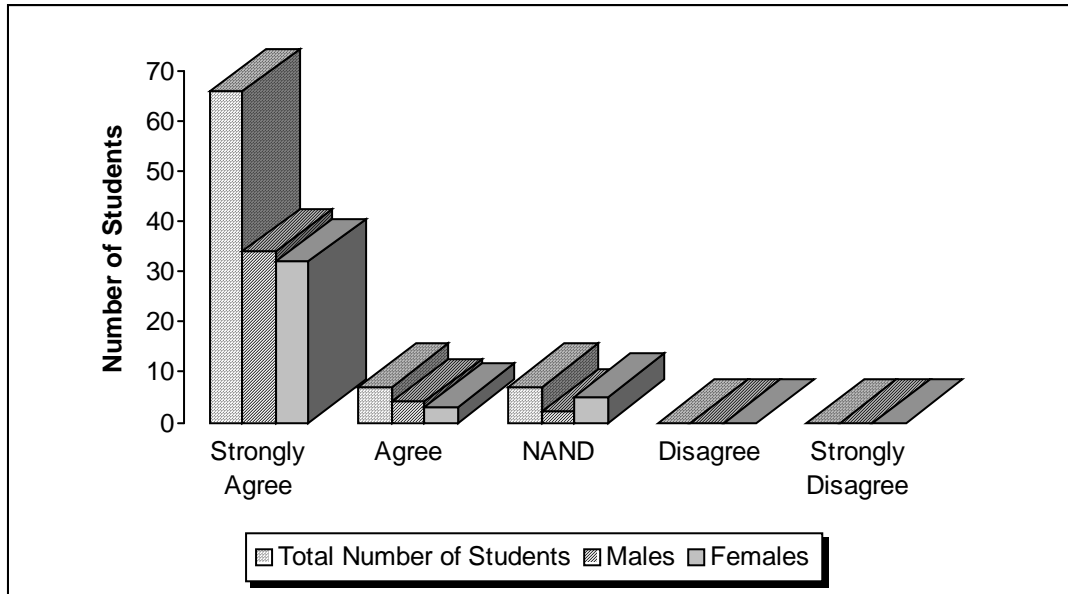
In this study, during 45 minutes observation teachers made eye contacts only 26 times with their students. Since the majority of the students i.e. 82.5% strongly agreed, the above figure depicts that students had the high motivation to the teachers who made eye contacts with them. This also confirmed that students paid more attention when the teacher made eye contacts with them. Furthermore, since the CCSV 1.18 for male and female with d.f. 2 was less than the TCSV at 5% level of significance it did not influence in gender.

3.4.5 Scenario Eight ' teachers make eye contacts only with the talented students in the class'

In scenario eight, a statistical analysis showed that 97.5% students strongly agreed out of which 50% were males and 47.5% were females. Similarly, 2.5% agreed they were all females but nobody was found under other options that can be presented in the following figure.

Figure No. 9 : Teachers Make Eye Contacts Only with the Talented Students
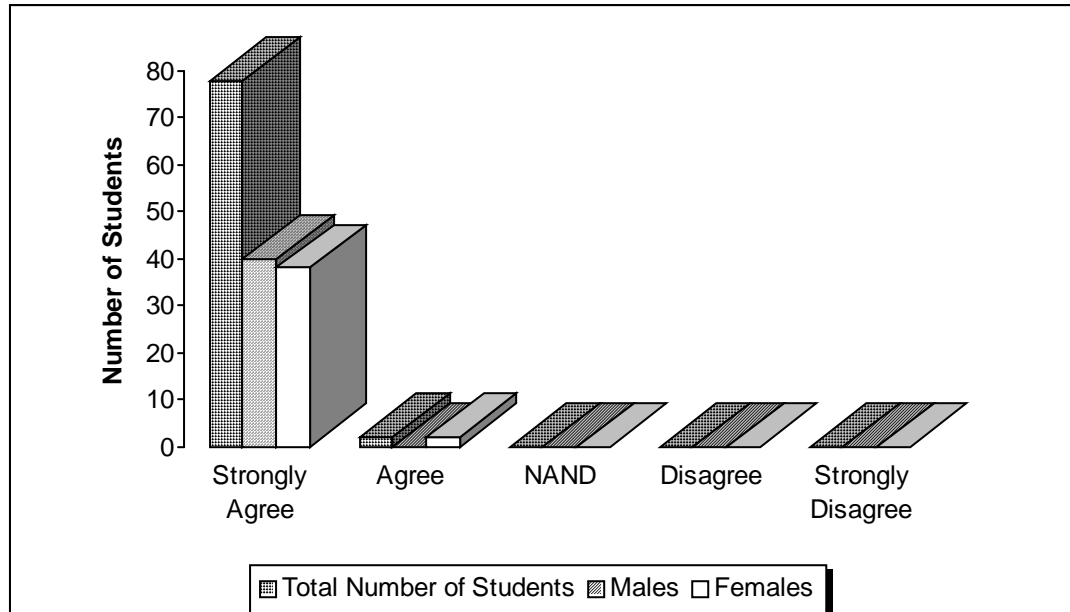
The above figure shows that almost all i.e. 97.5% students strongly agreed that teachers make eye contacts only with the talented students in the class, which implied that students were demotivated to the teachers who did not make eye contacts with them. It also gave the negative impression that teachers make eye contacts only with the talented students. Sex did not count with this statement, the reaction of both male and female students was the same which was also proved by the comprehensive chi-square test, where CCSV 2.04 was less than the TCSV for male and female with d.f. 1 at 5% level of significance.

3.5   Chronemics:

Teachers also communicate by the extent to which they are punctual for the class and by formality and informality of way in which they schedule appointments. This section deals with the two scenarios related to chronemics and its impacts on the learners' motivation.

3.5.1 Scenario Nine' My friend never takes those classes seriously whose teachers are irregular and unpunctual'

In scenario nine , 60% students strongly agreed out of which 20% were males and 40% were females .Similarly, 30% agreed out of which 20% were males and 10% were females.But 10% females neither agreed nor disagreed which can be presented in the following figure:

Figure No. 10 : Students Never Take Classes Seriously
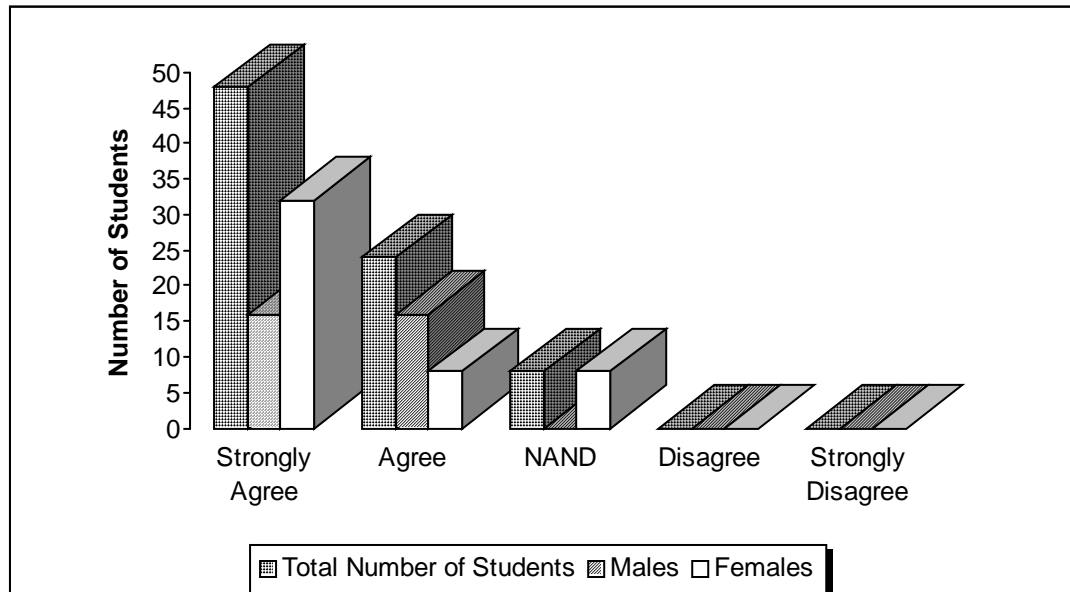
It clearly showed that students did not take those classes seriously whose teachers were irregular and unpunctual, which implied that students were demotivated to irregular and unpunctual teachers. Furthermore, female students were highly demotivated than the males which indicated that teachers punctuality also influenced in gender. It was also supported by the chi-square test, where CCSV 18.65 for male and female with d.f. 2 was greater than the TCSV at 5% level of significance.

3.5.2 Scenario Ten 'My friends see their wrist watch when the teacher takes over times in the class'

In scenario ten, a statistical analysis showed that 55% students strongly agreed out of which 32.5% were males and 22.5% were females. Similarly, 20% agreed out of which 6.25% were males and 13.75% were females but 3.75% neither agreed nor disagreed they were all females. In addition, 7.5% males disagreed. Likewise, 13.75% strongly disagreed out of which 3.75% were males and 10% were females, which can be presented, in the following figure:

Figure No. 11 : Students See their Wrist Watch
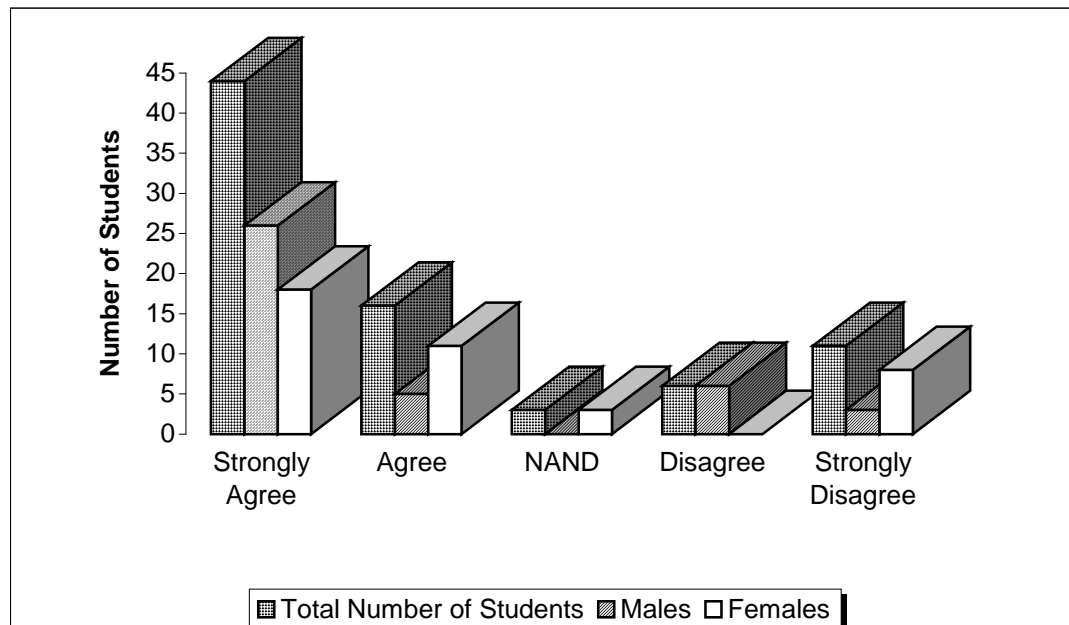
Although the above figure showed the mixed reaction, majority of the students i.e. 55% strongly agreed which implied that students looked their wrist watch when the teacher took the over time, which confirmed that students were demotivated to such teachers. Since the CCSV 14.94 for male and female with d.f. 4 was greater than the TCSV at 5% level of significance, students' reaction to such teachers differed according to the gender. Above figure No.11 clearly showed that male students were less patient than the females.

3.6 Physical Appearance

With briefest visual perception, a complex mental process is aroused within a very short time in judgment of his (teachers') temperament, friendliness, neatness, attractiveness etc. which influence the classroom interaction. This section deals with the teachers' physical appearance and its impact on their learners.

3.6.1 Scenario Eleven 'The attractive personality and friendly style also contribute to teachers success and our learning'

In scenario eleven, 100% i.e. 80 out of 80 students strongly agreed which implied that students were highly motivated to the attractive personality and friendly style of the teachers. They also believed that attractive and frank teachers really enhance their learning. Since the CCSV 0 for male and female with d.f. 1 was less than the TCSV at 0.05 level of significance, sex did not matter, both males and females liked attractive and frank teachers which can be presented in the following figure:

Figure No. 12 : Attractive Personality and Friendly Style Contribute to Teachers' Success
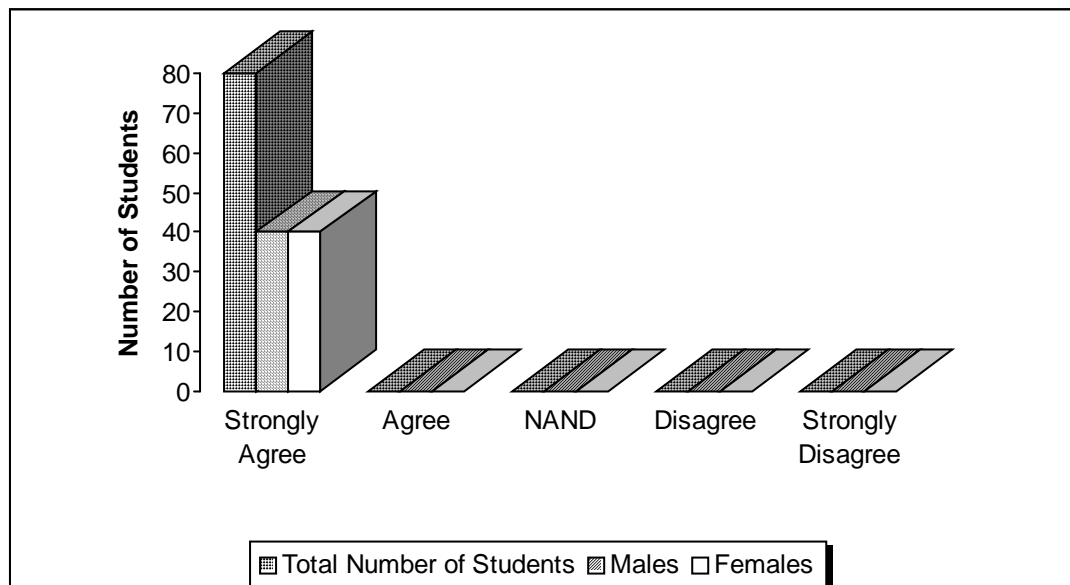
3.6.2 Scenario Twelve 'My friend do not pay attention in the lecture when the teacher appears to be fatigued and exhausted'

In scenario twelve, the statistical analysis showed that 60% students strongly agreed out of which 31.25% were males and 28.75% were females. Similarly, 33.75% agreed out of which 15% were males and 18.75% were females but 6.25% neither agreed nor disagreed out of which 3.75% were males and 2.5% were females which can be presented in the following figure:

**Figure No. 13 : Students do not Pay Attention to the Lecture**
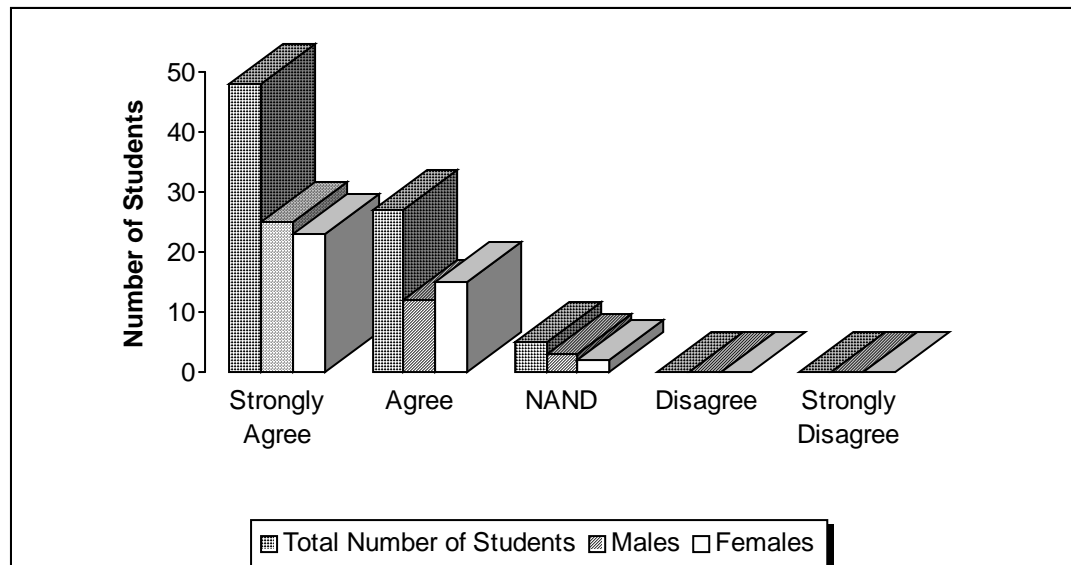
The above mentioned figure showed that the students did not pay attention to the lecture when the teacher appears to be fatigued and exhausted which implied that the students were demotivated to such teachers. Since the TCSV 0.6 for male and female with d.f.2 was less than the TCSV at 5% level of significance it did not have influence in gender.

3.6.3 Scenario Thirteen 'Attractive and well dressed teachers are very intelligent and teach well'

In scenario thirteen, 10% students neither agreed nor disagreed; they were all male students. Similarly, 36.25% disagreed out of which 16.25% were males and 20% were females. Likewise, 53.75% strongly disagreed out of which 23.75% were males and 30% were females. The following figure represents this scenario:

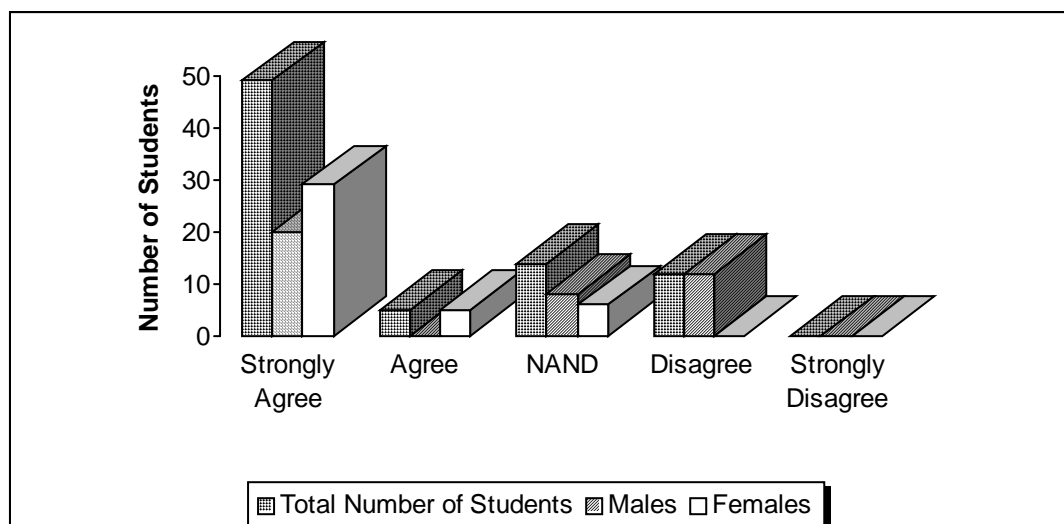**Figure No. 14 : Attractive and Well Dressed Teachers Teach Well**
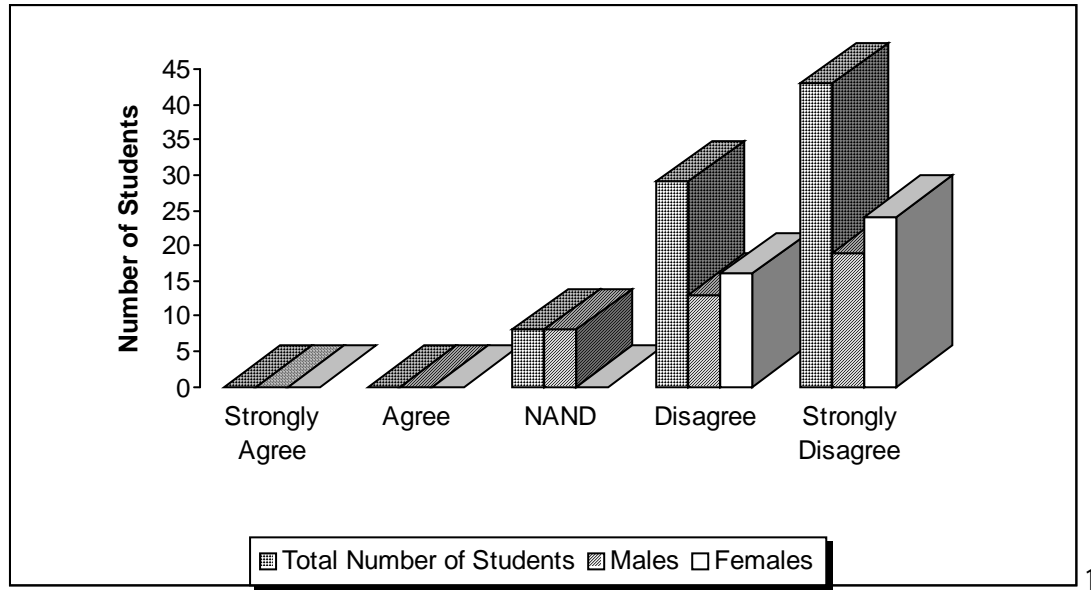
The above figure depicts that majority of the students i.e. 90% disagreed (disagreed + strongly disagreed) to the statement, which implied that handsomeness of the teachers did not count with intelligence. Since the CCSV 8.88 for male and female with d.f. 2 was greater than the TCSV at 5% level of significance, opinion of the students regarding handsomeness and intelligence varies according to the gender.

3.6.4 Scenario Fourteen 'I enjoy the lectures of those teachers more who are physically smart, attractive and well dressed'

In scenario fourteen, a statistical analysis showed that 61.25% of students strongly agreed out of which 25% were males and 36.25% were females. Similarly, 6.25% agreed they were all females. In addition, 17.5% neither agreed nor disagreed out of which 10% were males and 7.5% were females but 15% disagreed they were all males. It can be presented in the following figure:

Figure No. 15 : Students Enjoy the Lectures

Although the above figure showed the mixed reactions, majority of the students i.e. 67.5% (strongly agreed + agreed) had the positive reaction, which implied that students were motivated to the attractiveness, smartness and well dressed teachers. Furthermore, since the CCSV 18.92 for male and female with d.f. 3 was greater than the TCSV at 5% level of significance, teachers smartness, attractiveness and well dress also influenced in gender. It is clearly presented in the figure No.15. That confirmed the researcher that female students were more influenced by the teachers' smartness, attractiveness and well dress than the males.

3.7   Paralanguage/ Vocalics

Paralanguage cues often reveal emotional condition. Difference in loudness, pitch, intonation, stress, etc. all relate to the expression of various emotions. This powerful non-verbal tool can readily affect students' motivation.

3.7.1   Scenario Fifteen 'My friends feel bore in those classes where teacher teaches in a monotonous tone'.

In scenario fifteen, the statistical analysis showed that 50% of the students strongly agreed out of which 30% were males and 20% were females. Similarly, 30% agreed out of which 20% were males and 10% were females but 20% neither agreed nor disagreed which can be represented in the following figure.

Figure No. 16 : Students Feel Bore
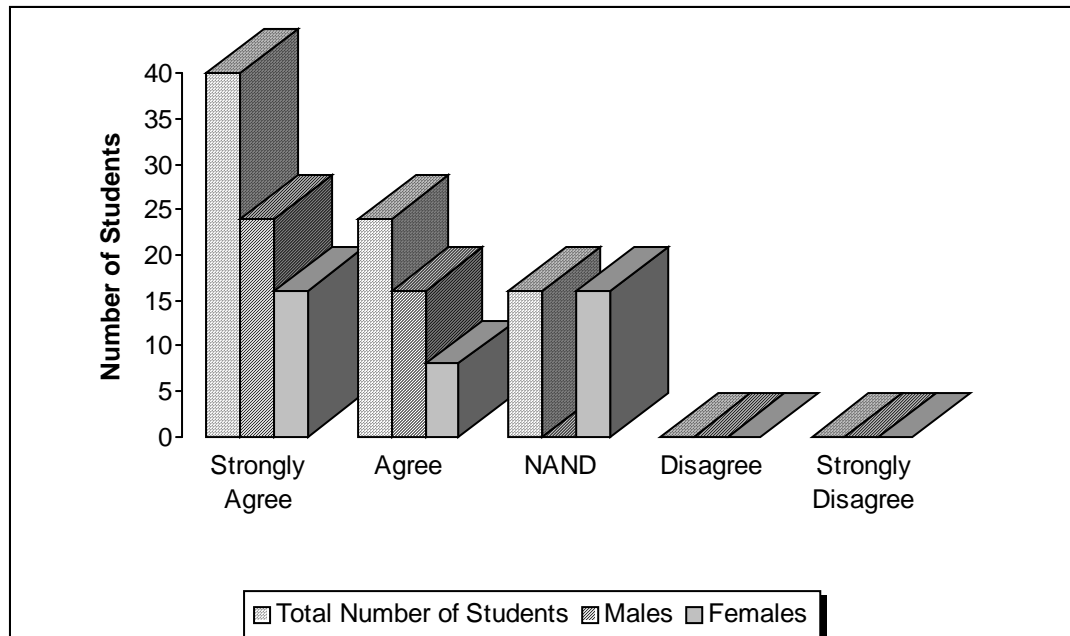
The above figure shows that majority of the students i.e. 80% felt bore in the classroom where the teacher teaches in the monotones tone, which implied that, the students were not motivated to such teachers. Furthermore, a comprehensive statistical analysis also indicated that since the CCSV 20.26 for male and female with d. f. 2 was greater than the TCSV at 5% level of significance teachers' monotonous tone in ELT classroom influenced in gender as well.

3.7.2 Scenario Sixteen ' Poor teachers make sound such as 'eh'/a:/ while speaking in the classroom'

In scenario sixteen, a statistical analysis showed that 70% strongly agreed out of which 36.25% were males and 33.75% were females. Similarly, 12.5% agreed out of which 7.5% were males and 5% were females but 17.5% neither agreed nor disagreed out of which 6.25% were males and 11.25% were females which can be presented in the following figure:

Figure No. 17 : Poor Teachers Make Sounds 'eh' /a:/
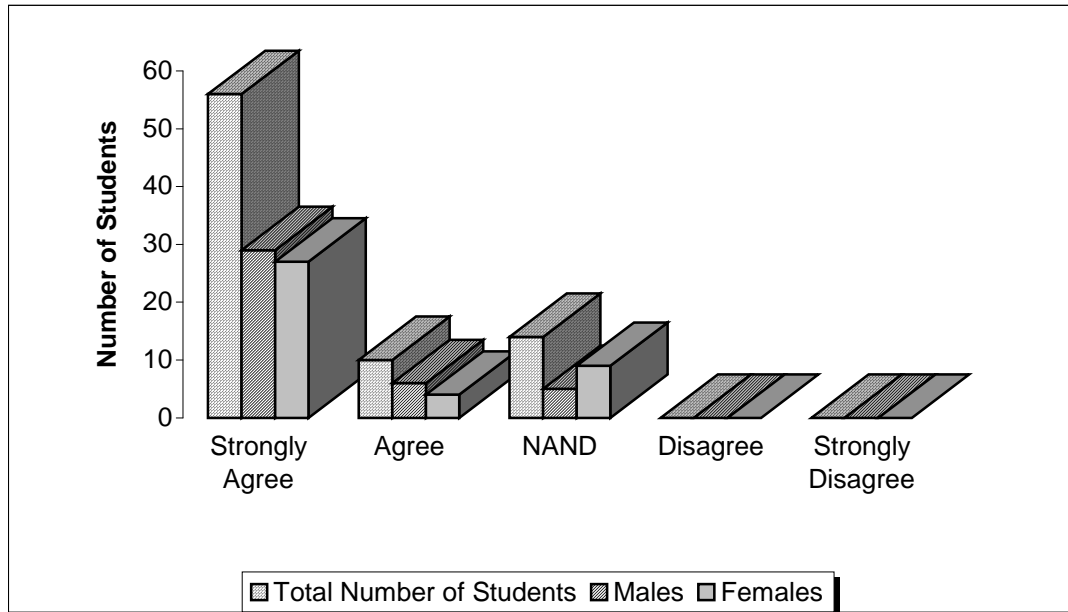
It clearly shows that majority of the students i.e. 70% strongly agreed which implied that students had negative attitude to the statement. Therefore, it confirmed that students were highly demotivated to the teachers who made the sound 'eh' /a:/ repeatedly in the classroom. Since the CCSV1.6 for male and female with d.f 2 is less than TCSV at 5% level of significance, both male and female had the same opinion.

3.8   Locomotion, Proxemics and Others

The following nine scenarios are included in this section.

3.8.1 Scenario Seventeen ' Teachers' movements in the classroom keeps students active'.

In scenario seventeen, 80% of the students strongly agreed out of which 30% were males and 50% were females. Similarly, 10% neither agreed nor disagreed but the interesting thing was that 10% males disagreed to the teachers' movement in the classroom which can be presented in the following figure:

**Figure No. 18 : Teachers Movement in the Classroom**
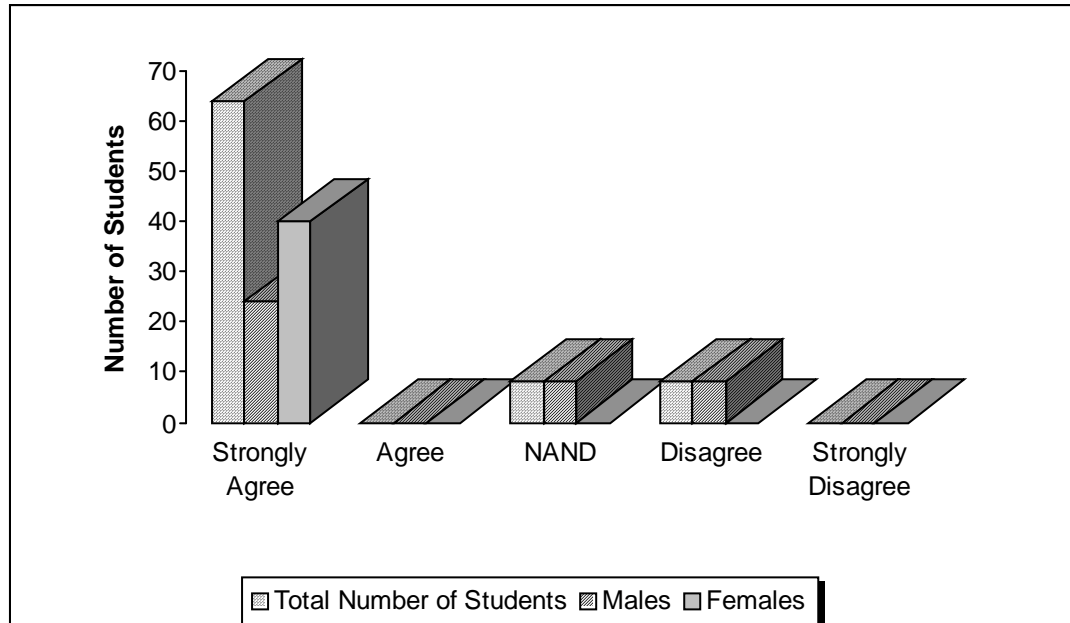
Since the majority of the students that is 80% strongly agreed, teachers' movement in the classroom kept students active which implies that students were highly motivated to the teachers' movement in the classroom. Also, it indicated that the movement of the teachers influenced in gender. The CCSV 20 for male and female with d. f. 2 is greater than the TCSV at 5% level of significance. Figure No.18 also supports that females were slightly more motivated to the teachers' movement in the classroom than the males.

3.8.2 Scenario Eighteen 'Sitting close to teachers in the front row helps student in understanding the lecture more'

In Scenario eighteen, the statistical analysis showed that 62.5% of students strongly agreed out of which 21.25% were males and 41.25% were females. Similarly, 27.5% agreed out of which 18.75% were males and 8.75% were females but 10% male students strongly disagreed to the statement which can be depicted in the following figure:

Figure No. 19 : Sitting Close to Teacher Helps Students in Understanding the Lecture More
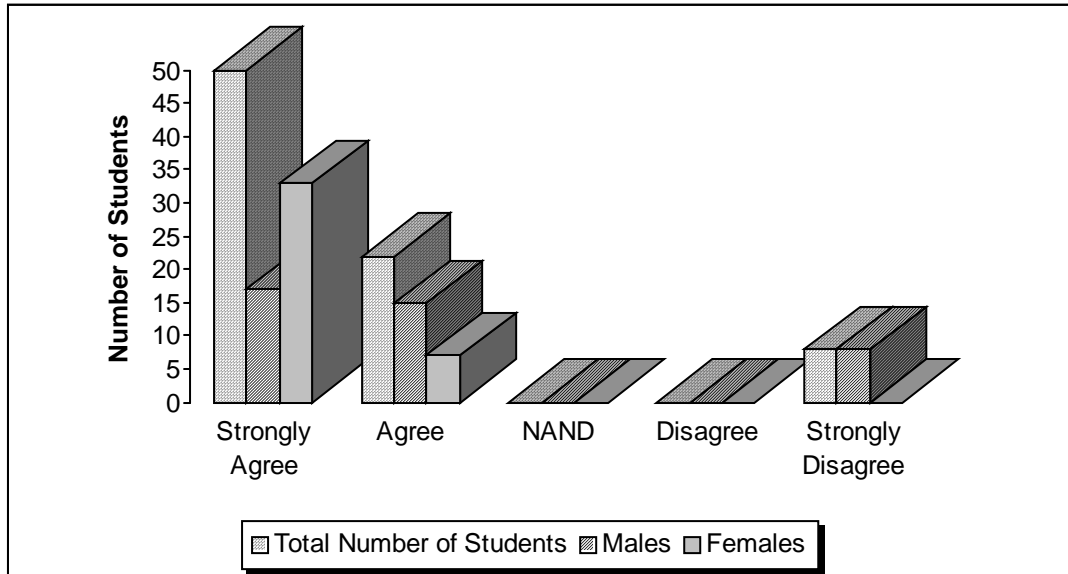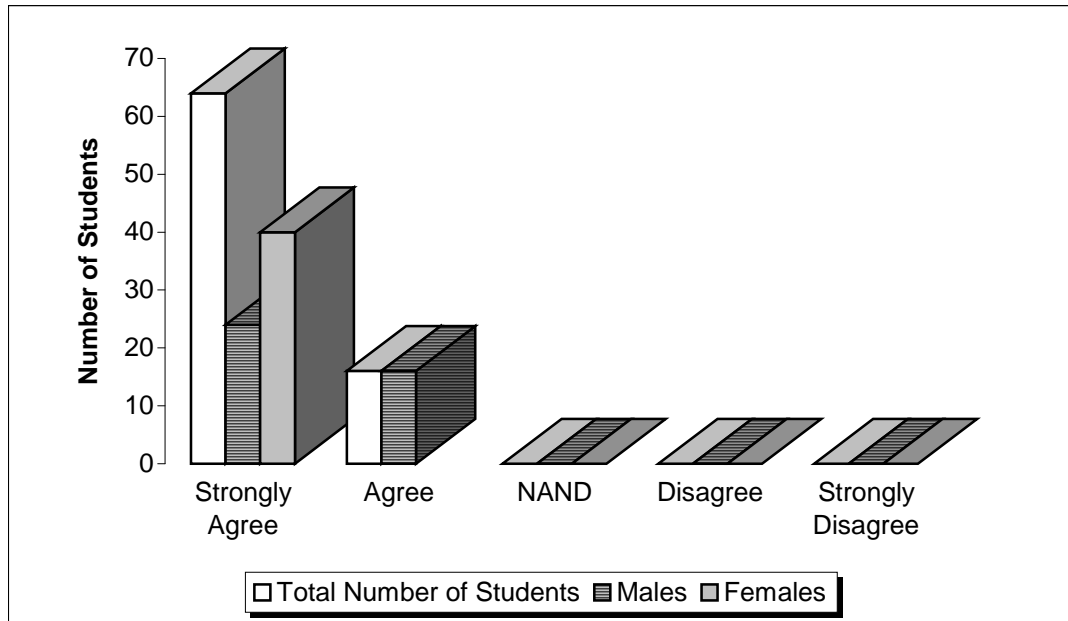
The above figure exhibits that students were highly willing to sit near the teacher, which implied that students were motivated to those teachers who moved near the students in the classroom. An advance statistical analysis manifested that the CCSV 16.02 for male and female with d. f. 2 was greater than the TCSV at 5% level of significance it conformed the researcher that the teachers' nearness to the students influenced in gender as well. Since the large number of female students strongly agreed, they were highly motivated to sit near the teachers.

3.8.3 Scenario Nineteen 'Students became more active if they are asked questions and involved in discussion'

In Scenario nineteen, the statistical analysis showed that 80% strongly agreed out of which 30% were males and 50% were females. Similarly, 20% agreed they were all females that can be presented in the following figure:

**Figure No. 20 : Students Become More Active**

The above figure depicts that students were highly motivated to those teachers who involved their students in discussion and asked questions. This also confirmed that students became more active if they were asked questions and involved in discussion. Since the CCSV 16 for male and female with d.f. 1 was greater than the TCSV at 5% level of significance it indicated the gender relevant to the statement. Since 100% i.e. 40 out of 40 females were strongly agreed it implied that the female students motivation was higher than the males.

3.8.4 Scenario Twenty ' Students like those teachers who summarize the lesson at the end'

In scenario twenty, the statistical analysis showed that 72.5% strongly agreed out of which 37.5% were males and 35% were females. Similarly, 27.5% agreed out of which 12.5% were males and 15% were females that can be presented in the following figure:

Figure No. 21 : Students Like Teachers
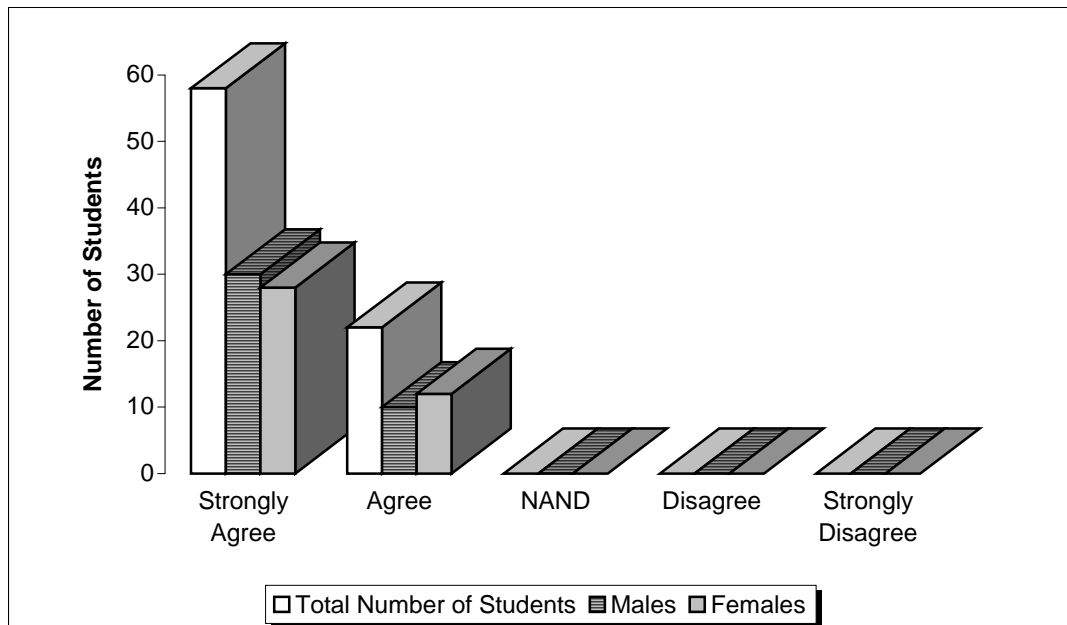
Since nobody disagreed to the statement, the above figure showed that the students were highly motivated to the teachers who summarized the lesson at the end. In addition, a detailed statistical analysis showed that it did not matter whether the student was male or female everybody liked the lesson being summarized at the end ($\Re^2_{cal\ 0.24} < \Re^2_{tab\ 0.05}$).

3.8.5 Scenario Twenty-One ' I liked those teachers who illustrate the subject matter'

In scenario twenty-one, 100% i.e. 80 out of 80 students strongly agreed .It implied that 100% students liked those teachers who illustrated the subject matter, which confirmed that students were highly motivated to such teachers. Since the CCSV for male and female with d.f.1 was less than the TCSV at 5% level of significance both male and female students had the same opinion which can be presented in the following figure:

Figure No. 22: Students Like Teachers
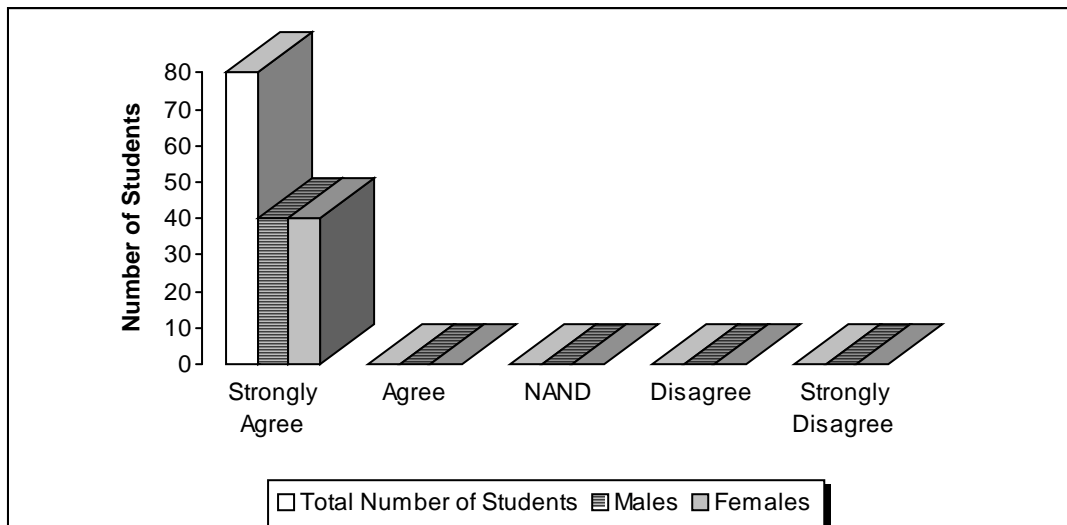
3.8.6 Scenario Twenty-Two 'I like those teachers who always give an assignment/homework'

In scenario twenty-two, analysis showed that 53.75% of students strongly agreed out of which 18.75% were males and 35% were females. Similarly, 3.75% males agreed but 6.25% neither agreed nor disagreed. In addition, 18.75% disagreed out of which 10% were males and 8.75% were females. Likewise, 17.5% strongly disagreed they were all males that can be presented in the following figure:

Figure No. 23 : Students Like Teachers
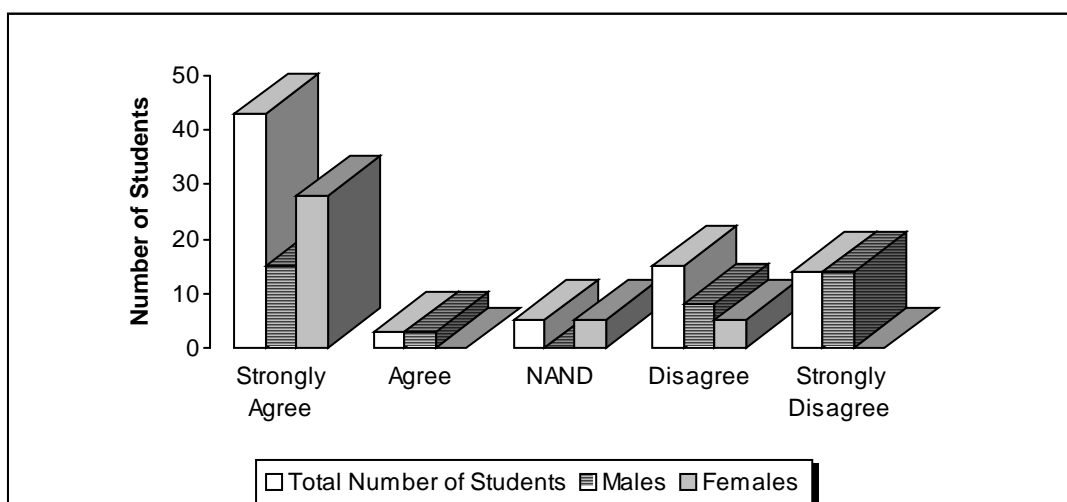
The above figure shows the mixed reaction. Although the majority of students strongly agreed to the statement, the number of students in disagreement

section was also not less. Since the CCSV 25.98 for male and female with d.f. 4 was greater than the TCSV at 5% level of significance, the reaction of the students to this statement had influence in gender as well.

3.8.7 Scenario Twenty-Three 'I like those teachers who tell the jokes and make me laugh in the class'

In scenario twenty-three, the statistical analysis showed that 86.25% of the students strongly agreed out of which 40% were males and 46.25% were females. Similarly, 13.75% agreed out of which 10% were males and 3.75% were females, which can be presented in the following figure:

Figure No. 24 : Students Like Teachers
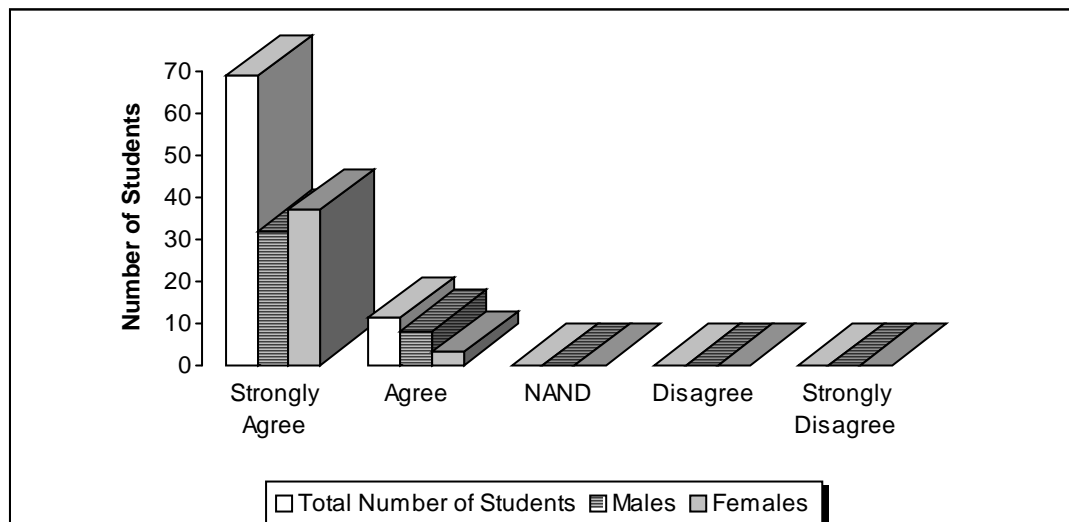
The above figure clearly manifests that majority of the students i.e. 86.25% strongly agreed which implied that students liked those teachers who told jokes or made students laugh in the classroom. Therefore, it confirmed that students were highly motivated to the teachers who made students laugh in the classroom. Since the CCSV 2.62 for male and female with d.f. 1 was less than the TCSV at 5% level of significance. Sex did not count with this matter.

3.8.8 Scenario Twenty-Four ' I liked those teachers who ask questions time and again in the class'

In scenario twenty-four, analysis showed that 21.23% strongly agreed out of which 8.75% were males and 12.5% were females. Similarly, 27.5% agreed out

of which 12.5% were males and 15% were females. However, 5% males neither agreed nor disagreed. In addition, 15% disagreed out of which 5% were males and 10% were females. Likewise, 31.25% strongly disagreed out of which 23.75% were males and 7.5% were females, which can be presented in the following figure:
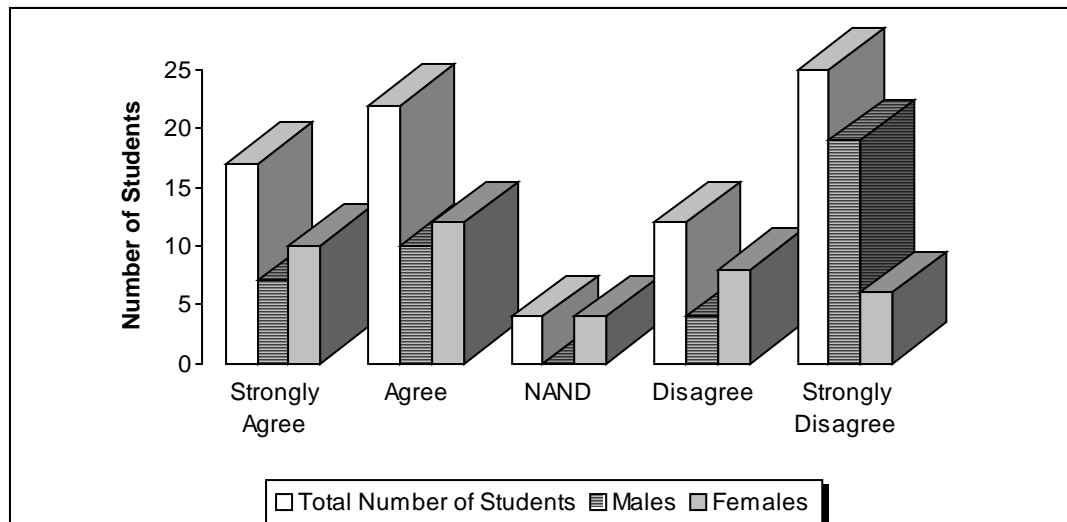
Figure No. 25 : Students Like Teachers

The above figure showed the mixed reactions. Although the majority of the students had the positive attitude, the number of dissatisfied students was also not less. So, it is difficult to make decision here. But the researcher can definitely say that greater number of female students had positive attitude than the male ones and number of dissatisfied male students was larger than the female ones. This showed that the teacher who asked questions time again in the class also influenced in gender which was proved by chi-square value where CCSV 12.78 for males and female with d. f. 4 was greater than the TCSV at 5% (0.05) level of significance. So, the researcher can conclude that the female students had positive attitude and male students had negative attitude to such teachers.

3.8.9 Scenario Twenty-Five 'I like to work in pair/group in the classroom rather than listening the lectures all the times'

In scenario twenty-five, analysis showed that 72.5% students strongly agreed out of which 35% were males and 37% were females. Similarly, 12.5% were agreed out of which 7.5% were males and 5% were females but 6.25% neither agreed nor disagreed out of which 2.5% were males and 3.75% were females. On the contrary, 8.75% disagreed to the statement out of which 5% were males and 3.75% were females which can be presented in the following figure:

Figure No. 26 : Students Like to Work in Pair/Group
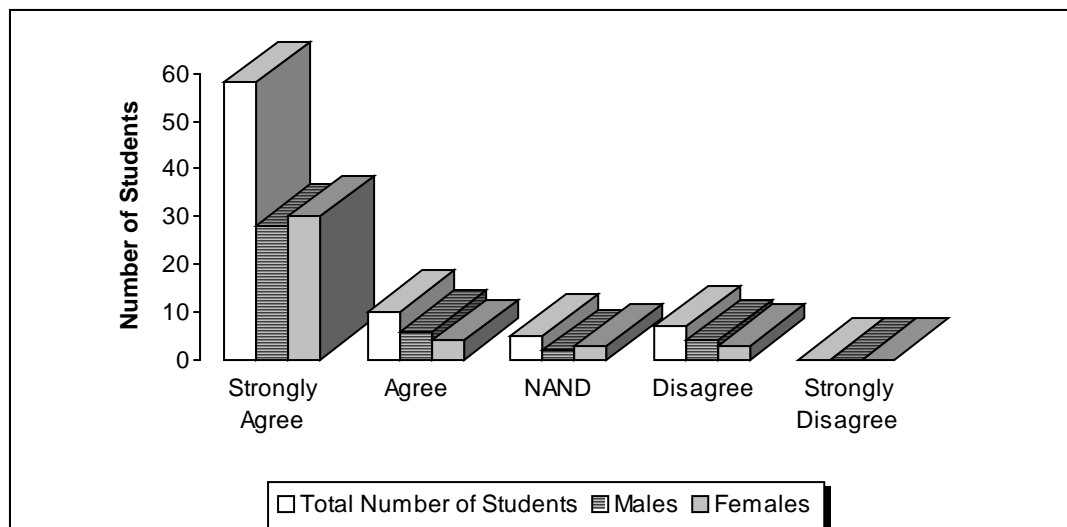

The above figure depicts that the majority of the students liked to work in pair/group in the classroom rather than listening the lecturers all the times which implies that the students were highly motivated to the teachers who divides students into pairs/groups and gives the class work rather than giving the lectures all the times. Since the CCSV0.8 for male and female with d.f. 3 was less than the TCSV at 5% level of significance. There was no difference in the opinion between the male and the female students.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1   Findings

After the analysis and interpretation of the data obtained from the TNVC form and questionnaire the following findings have been dawned.

4.1.1 Findings Derived from the Teachers' Behaviour

Although the frequency of teachers' NVB varies from teacher to teacher, on the basis of 45 minutes observation I found in average that:

a.   Teachers smiled seven times,

b.   nodded head six times,

c.   stared at students five times,

d.   moved in the class ten times,

e.   made yawn three times,

f.   made eye contacts twenty six times,

g.   avoided eye contacts thirty times,

h.   went near to the students (close proximity) nine times,

i.   made the sounds 'eh' /a:/ three times,

j.   made students laugh six times,

k.   frowned at students four times,

l.   and made wrinkles on forehead four times,

m.   Besides, teachers spend maximum time i.e. 70% in giving lecturers, 13% involving students in discussion, 13% interacting with them, and only 4% making them (students) laugh.

n.   Only 30% of teachers were found punctual, 20% were punctual in 75% of classes. Similarly, 20% were punctual in 50% of classes. Likewise, 30% of teachers were punctual only in 25% of classes. In average, unpunctual teachers were 7.47 minutes late.

o.   Thirty per cent (30%) of teachers illustrated the subject matter everyday, 20% in 50% of classes and 20% in 25% of classes but 30% of teachers never illustrated the subject matter.

p.   Only 20% of the teachers summarized the lesson in 25% of classes but the bitter reality was that 80% of teachers never summarized the lesson at the end.

q. Ten per cent (10%) of the teachers evaluated the lesson in 75% of classes and 10% in 50% of classes but 70% of the teachers never evaluated the subject matter taught.

r. Only 20% of the teachers gave the assignment regularly and 20% in 75% of classes but 60% of the teachers never gave an assignment.

4.1.2 Findings Derived from Students' Perception

1. Students liked teachers' smile. Analysis showed that the female students' motivation to teachers smile was greater than the males.

2. Students were encouraged to speak in front of those teachers who encouraged their students by nodding their heads. In this regard, male students' motivation to teachers' head node was greater than the females.

3. Students felt difficulties to speak in front of those teachers who stared at their students coldly. Females were highly demotivated to such teachers than the males.

4. Although the majority of the students felt nervous and embarrassed when the teacher indicated the particular student with their raised finger, females were slightly more demotivated to such teachers than the males.

5. Students (especially females) avoided eye contacts when they did not know the answer of the question asked.

6. Students paid more attention when the teacher made eye contacts with them.

7. Students believed that teachers made eye contacts only with the talented students in the class.

8. Students did not take those classes seriously, whose teachers were irregular and unpunctual. Teachers' punctuality also influenced in gender, females were more conscious than the males in this matter.

9. Students looked at their wristwatch when the teacher took the over time. Male students were found less patient than the females in the classroom.

10. Students were highly motivated to the attractive personality and friendly style of the teachers. They also believed that attractive and frank teachers really enhance their learning.

11. Handsomeness and sense of well dress of the teachers did not count with their intelligence but students were motivated to the attractive, smart outlook and sense of well dress of teachers. Furthermore, female students were more influenced by the teachers' these features than the males.

12. Students felt boredom in the class where teacher taught in a monotonous tone.

13. Students believed that poor teachers (academacially+professionally) made sounds such as 'eh' /a:/ time and again in the classroom.

14. Teachers' movement in the classroom kept students active. Females were more sensitive in this case.

15. Students liked to sit close (near) to their teachers. The Females were highly interested to the close proximity of the teacher. This confirms Pearson (1985) that women in general take up less personal space than men.

16. Students became more active if they were asked questions and involved in discussion.

17. Students liked those teachers who illustrated the subject matter and summarized the lesson at the end.

18. Students were highly motivated to those teachers who made them laugh in the classroom.

19. Students liked to work in pair/group in the classroom rather than listening to the lecture all the times.

4.2   Recommendations

1. Teachers constantly clarify, explain or discuss ideas, concepts and so on or simply define new terms to their students or interact with them verbally. Along with verbal behaviour if teachers become aware of their NVBs, it certainly helps them (teachers) to become more proficient at receiving students' messages as well as more proficient at sending accurate messages.

2. Teachers should smile and node their heads to encourage their students while talking to them so that they (students) could share their difficulties, problems and so on with their teachers.

3. Teachers can make their students active by making movements in the classroom, making frequent eye contacts with them, interacting with them by asking some questions and involving them in discussion.

4. Try to make your students laugh in the classroom that breaks the barriers of the monotony and refreshes your students for continuing the process of teaching and learning interestingly.

5. Teachers should be punctual.

6. Teachers should illustrate the subject matter and never forget to summarize the lesson at the end.

7. Teachers do not know whether the students understood the subject matter taught or not unless they evaluate the students. So it is necessary to evaluate the students at the end of the lesson.

8. Good teachers are attractive, smart and frank. They neither stare at their students coldly nor frown at them in the classroom. So try to be a good teacher.

9. In an ideal class (number of students around 40-60), dividing students into pairs/ groups and involving them in discussion is better than always giving the lecturers standing in front of the class.

10. In the study, students believed that teacher made eye contact only with the talented students in the classroom. So, try to make eye contact with

all students equally. Furthermore, remember that the students avoid eye contact if they do not know the answer of the question asked. So, handle them carefully.

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APPENDIX : A

Teachers' non-verbal communication observation form

Data will be recorded every 10 seconds observation

Key: × = teachers' NVC with in 10 seconds.

Name of the Teacher: .... College: .... Add:.....................	
Non-verbal communication	**Frequency**
Smiles at students	
Nods head	
Stares at students	
Moves in the classroom	
Made Yawns	
Involves students in discussion	
Interacts with students	
Avoids eye contacts	
Makes eye contacts	
Close proximity to students	
Makes the sound 'eh' /3:/	
Tells the joke/makes students laugh	
Frowns at students	
Makes wrinkles on the forehead	
Divides students in pair/groups etc.	
Gives lecture	
Others:	

⟩ Was the teacher punctual ?   Yes   No

⟩ Did he illustrate the subject matter ?   Yes   No

⟩ Did he summarize the lesson ?   Yes   No

⟩ Was the lesson evaluated ?   Yes   No

⟩ Did he give an assignment ?   Yes   No

APPENDIX : B
Questionnaire

Dear Student,

As a student of M.Ed. with majoring in English, I am working on a research entitled 'Teachers' Non-Verbal Communication in Language Classroom and Its Impact on Learners Motivation'. For this research I need to collect some information about the students' reaction towards the non-verbal communication of their teachers. The fruitfulness of the study will depend on your unbiased and accurate responses. So, I would be grateful to you if you could spare some time and answer the following questions. I have prepared two types of questions, which are included in section 'A' and section 'B'. Special instructions are given for each section. Before answering the questions, please have a glance on the instructions.

There are no right or wrong answers. I am simply interested in your feelings regarding the non-verbal messages of your language teachers as you observe them in the classroom. If you think your identity should not be disclosed , or if you have any queries regarding the questionnaire, please do not hesitate to contact/talk to me on 9741169051 or janaknegi@yahoo.com. You may withdraw your participation at any stage.

Section 'A'

Name (optional): ....

Name of the college (optional): ....

Gender : Male ☐   Female ☐

In the following statements you will have to tell me about your feelings regarding the non-verbal message of your language teachers as you observe them in the classroom. Please go through the statements carefully and tick (✔).

⟩   Under ☐1 if you **strongly agree.**

⟩   Under ☐2 if you **agree.**

⟩   Under ☐3 if you **neither agree nor disagree.**

⟩   Under ☐4 if you **disagree** and

⟩   Under ☐5 if you **strongly disagree.**

1. Smiling teachers teach more effectively than those who are always serious.

1	2	3	4	5

2. It is easy to speak in front of those teachers who usually encourage students by nodding their head.

1	2	3	4	5

3. Students feel nervous and embarrassed when the teacher indicates a particular student while asking the question

1	2	3	4	5

4. It is hard to speak in front of those teachers who stare (Look at somebody for a long time often unfriendly) their students coldly.

1	2	3	4	5

5. My friends avoid eye contacts when they do not know the answer of the question asked.

| 1 | 2 | 3 | 4 | 5 |

6. I pay more attention when the teacher makes eye contacts with me in the class.

| 1 | 2 | 3 | 4 | 5 |

7. Teachers makes eye contacts only with the talented students

| 1 | 2 | 3 | 4 | 5 |

8. Teachers tend to look away when a difficult topic is being discussed

| 1 | 2 | 3 | 4 | 5 |

9. My friends never take those closes seriously whose teachers are irregular or unpunctual.

| 1 | 2 | 3 | 4 | 5 |

10. My friends see their wrist watch when the teacher takes over time in the class.

| 1 | 2 | 3 | 4 | 5 |

11. The attractive personality and friendly style also contribute to teachers' success and our learning

| 1 | 2 | 3 | 4 | 5 |

12. My friends do not pay attention in the lecture when the teacher appears to be fatigued and exhausted.

| 1 | 2 | 3 | 4 | 5 |

13. Attractive (handsome/beautiful) teachers are very intelligent and teach well.

| 1 | 2 | 3 | 4 | 5 |

14. We enjoy the lecture of those teachers more who are physically smart, attractive and well dressed.

| 1 | 2 | 3 | 4 | 5 |

15. Sitting close to the teacher in the front row (bench) helps students in understanding the lecture more.

| 1 | 2 | 3 | 4 | 5 |

16. My friends feel bore in those classes where the teacher teaches in a monotonous (never changing) tone.

| 1 | 2 | 3 | 4 | 5 |

17. Poor teachers make the sounds such eh /a:/ time and again while explaining the subject matter.

| 1 | 2 | 3 | 4 | 5 |

18. Teachers movement in the classroom keeps students active

| 1 | 2 | 3 | 4 | 5 |

19. Students become more active if they are asked questions and involved in discussions.

| 1 | 2 | 3 | 4 | 5 |

20. Students like those teachers who summarize the lesson at the end.

| 1 | 2 | 3 | 4 | 5 |

21. I like those teachers who illustrate the subject matter.

| 1 | 2 | 3 | 4 | 5 |

22. I like those teachers who always give an assignment/homework.

| 1 | 2 | 3 | 4 | 5 |

23. My friends like those teachers who tell the jokes and make us laugh.

| 1 | 2 | 3 | 4 | 5 |

24. My friends like those teachers who ask questions time and again in the class.

| 1 | 2 | 3 | 4 | 5 |

25. We like to work in pair/group in the classroom rather than listening the lectures all the times.

| 1 | 2 | 3 | 4 | 5 |

Section 'B'

Dear student, the following questions are also related to the non-verbal communication which takes place in our language classroom. Please feel free to express your views about your teachers' non-verbal communication in the class, but be careful, options here are limited. Please go through the questions and tick (✓) either 'yes' or 'no' only in right column.

S.N.	Questions	Yes	No
1	Do you feel embarrassed when the teacher points to you with a raised finger?		
2	Do you feel happy when the teacher smiles and looks at you in the class while teaching?		
3	Do you enjoy the lecture of those teachers more who are physically smart, attractive and well dressed?		
4	Do you feel handicapped when you get a place far away from the teacher in the class?		
5	Do you pay more attention when your teacher makes eye contact with you in the class?		
6	Do teachers make eye contact only with the talented students in the class?		
7	Do you see your wrist watch when the teacher takes overtime in the class?		
8	Do you like those teachers who illustrate the subject matter?		

Thank you for your participation and cooperation

Janak Singh Negi

APPENDIX: C

SAMPLE OF FORMULA APPLICATION

To identify the most frequently used non-verbal behaviour of the individual teacher in average, I used the statistical tool of mean score. The computational formula was:

$$\in X = \frac{\phi X}{n_1}$$

where,

$\in X =$ Mean score of the most frequently used NVBs of the individual teacher within four days observation.

$\phi X =$ Sum of the NVB frequency.

$n_1 =$ Number of the observed days.

For example,

'Teacher smiles at students'.

Step 1: Data Tabulation

Teacher	T^1			
Days	1	2	3	4
Frequency	8	4	8	12

Step 2: Computation of the Average Value

$$\in X = \frac{8+4+8+12}{4} = \frac{32}{4} = 8$$

Result: $\in X = 8$

Step 3: In the same way I calculated the mean score of all teachers i.e. 6, 9, 8, 6, 6, 6, 4, 6.5 and 6 for T2, T3, T4, T5, T6, T7, T8, T9 and T10 respectively.

Step 4[1]: Average of the Mean score of the Frequently used NVBs of all Teachers.

Computational formula $\overline{\overline{X}} = \frac{\phi \in X}{n_2}$

Where,

$\bar{\bar{X}}$ = Average of the Mean score of the frequently used NVBs of all teachers.

$\phi \in X$ = Sum of the $\in X$.

n_2 = Total number of the teachers.

Step 4[2]: Data Tabulation

Teacher	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
$\in X$	8	6	9	8	6	6	6	4	6.5	6

Step 5: Computation of the $\bar{\bar{X}}$

$$\bar{\bar{X}} = \frac{8+6+9+8+6+6+6+4+6.5+6}{10}$$

$$= 6.55$$

Result, In average teachers smiled seven times.

Step 6: Table Showing the Percentage of the Teachers Frequently Used NVB in the Classroom.

Frequency	Day	%	Total No of Teacher	%
12	3	7.5	3	30
8	18	4.5	9	90
6	3	7.5	3	30
4	12	30	8	80
0	3	7.5	2	20

e.g. $\frac{3}{40} \times 100 = 7.5\%$

$\frac{3}{80} \times 100 = 30\%$

Same procedure was applied to the other values as well.

Step 7: Conclusion

Teacher			T1					T2						T3						T4						T5			
Day	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	$\bar{x}$
Frequency	8	4	8	12	8	8	8	4	4	6	12	8	8	8	9	8	12	4	8	8	8	4	4	8	6	

Teacher			T6					T7					T8						T9					T10			6.55
Day	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	1	2	3	4	$\in X$	
Frequency	6	4	8	-	6	8	4	8	4	6	-	-	4	4	4	4	8	8	6	6.5	8	4	8	6	6	

The above leafed table manifests that 30% of the teachers smiled 12 times in 7.5% of the total observed classes, and 90% smiled eight times in 45% of the classes. Similarly, 30% smiled six times in 7.5% of the classes and 80% smiled four times in 30% of the classes but 20% of the teaches never smiled in 7.5% of the classes. It can be inferred that majority of the teaches smile while they teach.

APPENDIX: D

To find out the impact of teachers' NVBs on students' motivation, I used the simple statistical tool of percentage. The computational formula was:

$$\frac{\text{Total number of students on particular option}}{\text{Total number of students}} \times 100$$

For example:

'Smiling teachers teach more effectively than those who are always serious'.

Step 1: Data Tabulation

Students	Strongly Agree	Agree	NAND	Disagree	Strongly Disagree	Total
MS*	0	40	0	0	0	40
FS*	24	16	0	0	0	40
Total	24	56	0	0	0	80

Step 2 : Computation of Percentage

Strongly agree	Agree
$\frac{24 \times 100}{80} = 30\%$	$\frac{56 \times 100}{80} = 70\%$

Step 3: Computation of Percentage of the Male and Female Students Separately

Strongly Agree		Agree	
Male Students	-	Male Students	$\frac{40}{80} \times 100 = 50\%$
Female Students	$\frac{24}{80} \times 100 = 30\%$	Female Students	$\frac{16}{80} \times 100 = 20\%$

Conclusion:

The statistical analysis showed that 30% of the students strongly agreed who were all females. Similarly, 70% agreed out of which 50% were males and 20% were females.

---

* MS = Male Students
* FS = Female Students

APPENDIX : E

To find out the gender wise difference among the students' reaction to their teachers' NVBs the chi-square test at 5% (0.05) level of significance with the degree of freedom (r-1) (c-1) (where 'r' is number of rows and 'c' is number of columns) was applied to all items of questionnaire.

The computational formula was:

$$\Re^2 = \phi \; \frac{(o\text{-}e)^2}{e}$$

Where, o = observed frequency (fo)

e = expected frequency (fe)

For example:

'Smiling teachers teach more effectively than those who are always serious':

Step 1: Data Tabulation

Students	Strongly Agree		Agree		NAND		Disagree		Strongly Disagree		Total
	fo	fe	fo	fe	fo	fe	fo	fe	fo	fe	
MS	0	(12)*	40	(28)	0		0		0		40
FS	24	(12)*	16	(28)	0		0		0		40
Total	24		56		0		0		0		80

Step 2: Calculation of Expected frequency

$$\text{Expected frequency} = \frac{(\text{row total})\times(\text{column total})}{\text{Grand total}}$$

e.g. Strongly Agree	Agree
$\frac{40\times24}{80} = 12 \;\ldots\text{fe} = 12$	$\frac{40\times56}{80} = 28 \;\ldots\text{fe} = 28$

Step 3 : Calculation of t^2 **value**

$$||||\Re^2 = \phi \; \frac{(o\text{-}e)^2}{e}$$

$$= \frac{(0\text{-}12)^2}{12} + \frac{(24\text{-}12)^2}{12} + \frac{(40\text{-}28)^2}{28} + \frac{(16\text{-}28)^2}{28} = 12 + 12 + 5.14 + 5.14$$

$$||||\Re^2 = 34.28$$

---

* (12) = See step 2

Conclusion: Since the chi-square calculated value 34.28 with d.f.1 is greater than the chi-square tabulated value at 5% level of significance. This implies that the reaction of male and female students to their teachers' smile differ significantly.

APPENDIX : F

STUDENTS REACTION TO THEIR TEACHERS NVC

3.1.1	**Facial Expression**	**Strongly agree**		**Agree**	
S.N.	**Scenario**				
01	Smiling teachers teach more effectively than those who are always serious.	24 (30%)		56 (70%)	
		M	–	M	4
		F	24	F	1
3.1.2	**Kinesics**	**Strongly agree**		**Agree**	
S.N.	**Scenairo**				
2	It is easy to speak in front of those teachers who usually encourage students by nodding their head.	32 (40%)		24 (30%)	
		M	24	M	8
		F	8	F	1
3.	Students feel nervous and emparressed when the teacher indicates a particular student while asking the question	47 (58.75%)		33 (41.25%	
		M	16	M	2
		F	31	F	9
3.1.3	**Oculesics**	**Strongly agree**		**Agree**	
S.N.	**Scenario**				
4.	It is hard to speak in front of those teachers who stare their students coldly.	47 (58.75%)		33 (41.25%	
		M	16	M	2
		F	31	F	9
5.	My friends avoid eye contacts when they do not know the answer of the question asked.	66 (82.5%)		7 (8.75%)	
		M	34	M	4
		F	32	F	3
6.	I pay more attention when the teacher makes eye contacts with me in the class.	66 (82.5%)		7 (8.75%)	
		M	34	M	4
		F	32	F	3
7.	Teachers makes eye contacts only with the talented students	78 (97.5%)		2 (2.5%)	
		M	40	M	-
		F	38	F	2
8.	Teachers tend to look away when a difficult topic is being discussed.	52 (65%)		14 (17.5%	
		M	27	M	5
		F	25	F	9
3.2	**Chronemics**	**Strongly agree**		**Agree**	
S.N.	**Scenario**				
9.	My friends never take those closes seriously whose teachers are irregular or unpunctual.	48 (60%)		24 (30%)	
		M	16	M	1
		F	32	F	8
10.	My friends see their wrist watch when the teacher takes over time in the class.	44 (55%)		16 (20%)	
		M	26	M	5
		F	18	F	1
3.3	**Physical appearance**	**Strongly agree**		**Agree**	
S.N.	**Scenario**				
11	The attractive personality and friendly style also contribute to teachers' success and our learning	80 (100%)		-	
		M	40	M	-
		F	40	F	-
12.	My friends do not pay attention in the lecture when the teacher appears to be	48 (60%)		27 (33.75%	

S.N.	Scenario				
	fatigued and exhausted.	M	25	M	1
		F	23	F	1
13.	Attractive teachers are very intelleigent and teach well.				
		M	-	M	-
		F	-	F	-
14	We enjoy the lecture of those teachers more who are physically smart, attractive and well dressed.	49 (61.25%)		5 (6.25%)	
		M	20	M	-
		F	29	F	5

3.4	Proxemics	Strongly agree		Agree	
S.N.	Scenario				
15	Sitting close to the teacher in the front row helps students in understanding the lecture more.	50 (62.5%)		22 (27.5%)	
		M	17	M	
		F	33	F	

3.5	Vocalics/paralanguage	Strongly agree		Agree	
S.N.	Scenario				
16	My friends feel bore in those classes where the teacher teaches in a monotonous tone.	40 (50%)		24 (30%)	
		M	24	M	
		F	16	F	8
17	Poor teachers make sounds such en/a:/ time and again while explaining the subject matter.	56 (70%)		10 (12.5%)	
		M	29	M	6
		F	27	F	4

3.6	Locomotion and Others	Strongly agree		Agree	
S.N.	Scenario				
18	Teachers movement in the classroom keeps students active	64 (80%)		8 (10%)	
		M	24	M	8
		F	40	F	-
19	Students become more active if they are asked questions and involved in discussions.	64 (80%)		16 (20%)	
		M	24	M	
		F	40	F	-
20	Students like those teachers who summarize the lesson at the end.	58 (72.5%)		22 (27.5%)	
		M	30	M	
		F	28	F	
21	I like those teachers who illustrate the subject matter.	80 (100%)		-	
		M	40	M	-
		F	40	F	-
22	I like those teachers who always give an assignment/homework.	43 (53.75%)		3 (3.75%)	
		M	15	M	3
		F	28	F	-
23	My friends like those teachers who tell the jokes and make us laugh.	69 (86.25%)		11 (13.75%)	
		M	32	M	8
		F	37	F	3
24	My friends like those teachers who ask questions time and again in the class.	17 (21.23%)		22 (27.5%)	
		M	7	M	
		F	10	F	
25	We like to work in pair/group in the classroom rather than listening the lectures all the times.	58 (72.5%)		10 (12.5%)	
		M	28	M	6
		F	30	F	4

2