



“Awareness of Non-Verbal Teaching Techniques Among the Primary Teachers of an Under Privileged School in Karachi: A Case Study”

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KEY WORDS

Non-Verbal teaching techniques, observation.

ABSTRACT

This research aimed to check the awareness of non-verbal teaching techniques among primary teachers of an Under Privileged School in Karachi. The researcher conducted case study research. The objectives of the research were: to examine the use of Non-Verbal teaching techniques in the classroom by teachers. To investigate teachers' awareness of Non-Verbal teaching techniques. The study examined the hypotheses that the awareness of Non-Verbal Teaching Techniques among primary teachers of the Under Privileged School network is very low. The research question was about the use of Non-Verbal Teaching Techniques by Primary school teachers at the Under Privileged School network. The researcher combined qualitative and quantitative approaches by including both qualitative and quantitative data. Tools of data collection for the study were five points Likert scale self-constructed Questionnaire and the observation checklist. For this study, census and sample survey used and six primary class teachers of the Under Privileged School observed by the researcher. The researcher examined the use of Non-Verbal Teaching Techniques by primary teachers of the school network through observation. The researcher investigated the awareness of teachers regarding Non-Verbal Teaching Techniques through questionnaires. Questionnaires interpreted with the help of frequency and percentage method in SPSS and the qualitative data analyzed through thematic approach. The results of this study revealed that mostly teachers were aware about the concept and the use of nonverbal communication in class but they not fully implement their knowledge of non-verbal strategies. The key recommendations are that school administration should arrange special training programs for teachers to enhance their awareness about the use of non-verbal communication in teaching and teachers should practice of non-verbal communication along with verbal communication. Teachers must apply their knowledge of non-verbal communication in the classroom to make teaching-learning process more confident and motivating.

Introduction

Non-verbal communication is communication without words. In non-verbal communication, we use facial expressions, eye contact, gestures, postures, head motion, body movement, and tone of voice to express our feelings, thoughts and to convey messages to others in an effective way. Research show that most part of our communication is without words. Non-verbal communication is an essential part of the communication process.

Research has shown that feelings, thoughts, emotions, and messages are conveyed fifty-five percent from the body, thirty-eight percent from the tone of voice, intonation, pitch, and seven percent from the words (Calero, 2008). For thousands of years, wordless messages have been used by humans to convey feelings, thoughts, emotions, and ideas, messages by using different non-verbal clues such as facial expressions, signs, symbols, hand gestures, postures, etc. There are many reasons for using non-verbal communication by a human. First, words are limited in describing directions, shape, etc. secondly, nonverbal communication is more powerful, and it conveys inner feelings. Lastly, it helps to send complex messages clearly. Remland (2002) defined non-verbal communication as a communication process in which people don't use words to transmit and receive messages. In non-verbal communication, people use non-verbal clues such as hand gestures, postures, eye contact, head movement, body movement to convey messages, feelings, emotions, etc. People act naturally when they talk through non-verbal communication. White & Gardner (2012) defined non-verbal communication as a natural and innate skill.

Communication is an important part of the teaching process. In classroom teachers' awareness of Non-Verbal teaching techniques is important for understanding students; needs, emotions, feelings, and interests. By using Non-Verbal teaching techniques teachers can teach students in a more effective way, can maintain students' interest and can motivate students to take part in the teaching-learning process. Great knowledge and awareness of Non-Verbal teaching techniques will be helpful in enhancing the quality of education. This research emphasized on investigating teachers' awareness of Non-Verbal teaching techniques. Teachers need to

use Non-Verbal teaching techniques to make their teaching more effective. Through this research the awareness level of teachers about Non-Verbal teaching techniques exposed. In teaching-learning process communication plays vital role in transmitting the information and knowledge to the sender such as teachers and the receivers (students). In teaching-learning process non-verbal communication is also important because it is an essential part of the communication process. Teachers must have a command over communication skills to transfer the knowledge effectively. Use of Non-Verbal teaching techniques are important in creating an effective learning environment for learners and enhancing their interest level. By using Non-Verbal teaching techniques, a teacher can create discipline in classroom.

Theoretical frame work

Albert Mehrabian's communication model 7-38-55 adopted for this study. In 1967. Albert Mehrabian developed the model of communication. The main focus of Mehrabian's research was to "find out how well people can judge the feelings of others" (Mehrabian & Ferris, 1967, p. 250), he explained that only 7% of the message receives from the words that we use and 38% of the message comes from the tone of voice, volume, pitch, and intonation and most of the message receives from the body language that is 55%. Other word use for body language is kinesics. In the whole process of communication, body language is the most important part.

In the teaching-learning process, communication is also involved therefore teachers need to understand the concept of communication. According to Albert Mehrabian's model of communication, the most important part of the communicating process is visual communication which is body language. The researcher used this model to highlight the importance of non-verbal communication and to enhance teachers' awareness regarding Non-Verbal teaching techniques.

Literature Review

To commence this research, it is very helpful to give a review of non-verbal communication in education and what has been

stated about the concept of non-verbal communication, types of non-verbal communication, use of non-verbal communication in classroom, the importance of non-verbal communication in the class, and the development and influence of this process on teacher and student interaction. In non-verbal communication, people transmit and receive other messages without words. Mehrabian (2010) described non-verbal communication as a non-verbal action which is distinct from speech.

There are many types of non-verbal communication. Cherry (2006) described some types of non-verbal communication such as facial expressions, gestures, para-linguistics, body language and postures, proxemics, eye contact, haptics, and appearance. Facial expressions play an important role in non-verbal communication. A person can convey more information with a smiling and frowning face. Some non-verbal clues have different meanings in different cultures but facial expressions used to express fear sadness, anger, happiness are similar throughout the world. Facial expression can convey more than one feeling. Facial expression provides multiple signals to transfer multiple kinds of messages (Ekman & Friesen, 2003). Bambaeroo & Shokrpor (2017) stated that facial expression is more powerful than other means of non-verbal clues and provides us more knowledge about the feeling and emotions of others.

To express an emotion, feeling and idea a person uses his body especially arms and hand are called gestures. The purposeful signals and movement play an important role in communicating without words. Some regular gestures are pointing, using fingers for pointing and indicate something such as numeric amount. Paralanguage is vocal communication such as tone of voice, pitch, volume and intonation etc. Tone of voice has a powerful effect on the meaning of sentence. Strong tone of voice is very important to get listeners' attention while hesitant tone of voice has not an ability to get listeners' attention.

According to Eunson (2011) voice intonation relates to pitch. When a person asks a question, he will use upward intonation or raise his voice tone. Silence in communication between people also tell us much about what's going on.

Body movement and posture are a great source to convey information, feelings etc. Body posture and movement are indicators of emotions, feelings, self-confidence, energy, and attitudes, etc. According to research, the physical language is more refined and less definitive that before believed.

Akinola (2014) stated that non-verbal clues such as body movement and face can provide information about a person's personality, emotions, feelings, and attitude. Proxemics refer to "personal space". Proxemics is also an important kind of non-verbal communication. Personal space is influenced by different factors such as social norms, familiarity level, situational factors, and personality characteristics. For example during informal conversation with a person the personal space should be between 18 inches to four feet while speaking to a crowd of people, the personal distance should be around 10 to 12 feet. Hall (1990) defined three types of space in his book "The Hidden Dimensions":

1. Fixed feature space (immovable walls or partitions and objects)
2. Semi-fixed-feature space (big objects, such as chairs and tables)
3. Informal space (personal space around individuals).

Use of eyes to convey messages is an important aspect of non-verbal communication. The rate of blinking is dependent upon on others or things that a person likes. Looking can point out the range of feelings, emotions, including attention, interest etc. Eyes are the reflector of soul. Touch is also known as a non-verbal communication. On the importance of touch there has been many researches. Touch can indicate the feelings of love, happiness, affection, sympathy familiarity and many other emotions for example children feel happy to shake hand with their teachers and other people sometimes even they shake hand with strangers because this non-verbal behavior gives them happiness.

Physical appearance is also non-verbal communication, such as our clothing, hairstyle, choice of color etc. Through physical appearance we can judge and interpret something for example through a dress code we can easily judge a person's

profession like doctors wear a white coat, so judgment can be made on a person's appearance.

Importance of non-verbal communication in teaching

To understand the importance of non-verbal communication in classroom, it is necessary to understand the use of non-verbal communication. Leathers (2018) defined the six major communicative functions of nonverbal communication in "Successful Nonverbal Communication" 1) provides information, 2) regulates interaction 3) expresses feeling and emotions, 4) allows metacommunication, 5) controls social situations, 6) manages impressions.

Akinola (2014) found a significant impact on students' academic progress when teachers used nonverbal communication during the teaching of English language. Jun Liu (2001) described the significance of non-verbal communication in class. As defined by this author, there are a number of specific purposes of nonverbal communication in class such as conveying feelings, showing interpersonal attitudes, introducing personality characteristics and increasing verbal communication.

Non-verbal communication can create a strong relationship between teacher and student and can help in creating a leaning environment for students. Dustin (2015) found that there is a positive influence of non-verbal interaction on students' academic performance. Bambaerero & Shokrpour (2017) found that the students' academic achievement depends upon the verbal and non-verbal communication used by teachers. The more the teachers used these, the more effective their teaching and the students' academic achievement and progress were.

Non-Verbal teaching techniques in creating learning environment in the classroom

There are some Non-Verbal teaching techniques which are helpful in creating learning environment for students in class.

Behavior Charts

Behavior charts are used to encourage suitable classroom attitude and behavior because through behavior chart students can monitor how

they are doing behavior-wise. It involves a simple tracking strategy in which numbers and colors are used to mark good and poor choices. For example, young children associate the red color with poor behavior and the green color with good behavior. It is a helpful tool to minimize the number of problems and issues that the teacher has to face in the class throughout the day. According to this behavior chart when students do not follow the rules, have them move their name or a clip down the chart, it is good way to reinforce the classroom rules.

Body language

Body language is an important part of nonverbal communication. In classroom, students understand teacher's mode through his/her body language. Body language of a teacher has a long-lasting impact on students. Teachers can use body language in speaking, listening and even reading in classroom. For example, a teacher says "she lives in a big house" he or she can extend his or her arms slowly. In these ways, students can easily understand that the room is very big.

Eye talk

In teaching-learning environment, eyes are a powerful tool. Teachers can maintain eye contact while emphasizing on an important topic. Eye contact can create a positive relationship between student and teacher. Teachers can also prevent misbehavior in classroom through using this strategy.

Clapping

When the class is uncontrolled clapping is a good and quick way to get the attention of class. Clapping is alternative of stare.

In brief, in educational settings nonverbal communication is of great importance and teachers need specific direction and guidance as to how nonverbal clues affect students.

Research Objectives

1. To examine the use of Non-Verbal teaching techniques in the classroom by teachers.

2. To investigate teachers' awareness of Non-Verbal teaching techniques.
3. To identify the nonverbal behaviors most frequently used by teachers in class.

Research Hypothesis

Alternative hypothesis: The awareness of Non-Verbal teaching techniques among primary teachers of the Under Privileged School is very low.

Null Hypothesis: The awareness of Non-Verbal teaching techniques among teachers of primary teachers of the Under Privileged School is not very low.

Research Questions

The research questions addressed in this study are as follows:

1. Do teachers make eye contact with students and understand students' eye behavior during teaching?
2. Do teachers use Paralanguage cues in class?
3. Do teachers give importance to proxemics?
4. Have teachers patted students on the back when they perform good work?
5. What positive or negative facial expressions do teachers use in class during teaching?
6. What gesture, posture or body movement nonverbal strategy do teachers use in the classroom?
7. How much silence is used by teachers to maintain discipline in class?
8. Are visual aids used by teachers to increase the level of attention of students in class?
9. Have teachers used SLANT techniques in class?
10. Is classroom environment suitable for students?
11. Is teachers 'outward appearance representing her role in class?

Research Methodology

According to Bhattacharyya (2006) Research methodology is a scientific and systematic way to solve the research problems.

The study employed the case study methodology. A case-based method rests on an in-depth knowledge of key cases, through which general points are elucidated and evaluated. For this research census and sample survey used. Mixed method research approach was used in this study whereby researcher

collected and analyzed both quantitative and qualitative data. Questionnaire and observation checklist developed by the researcher were used to collect quantitative and qualitative data.

Population

For this study, census and sample survey used and six primary level teachers of the Under Privileged School were the population. Census method is the method of statistical enumeration where all members of the population are studied.

Census and sample survey size

In this research, the census and sample survey size was six. The below table shows the number of teachers according to class and subject.

Table 1:

Class	Subject	No. of teachers
Two, four	Urdu	1
Three	Math, English	1
One, three	Islamiat	1
Four	Islamiat, S.S.T	1
One	Tajweed	1
Two, four	Science	1
Total		6

Principles of Generalization and the Selection of the Case

Reasoning is the basic principle of the Generalization of findings. In this study the researcher followed the inductive production of one case within the natural contexts. The findings received from the inductive reasoning are more context related.

Tools and sources of data collection

The sources of collection of data were questionnaires and observation of teachers in actual classrooms setting. Tools of data collection for the study were five points Likert scale self-constructed Questionnaire and the observation checklist.

Reliability analysis of pilot testing

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.780	25

The value of Cronbach's Alpha was given by .780, the number of items in the data set was 25. The value associated with alpha said to be good and the conclusions draw from this data were reliable to understand and forecast.

Construction of observation checklist

A 20-items checklist regarding the use of Non-Verbal teaching techniques among the primary school teachers of the Under Privileged School network developed. The 20-item checklist guided to help determine which Non-Verbal teaching techniques have used in class.

Frequency Distribution of Demographics

Gender of Respondents

Table 3: Are you male or female?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	6	100.0	100.0	100.0

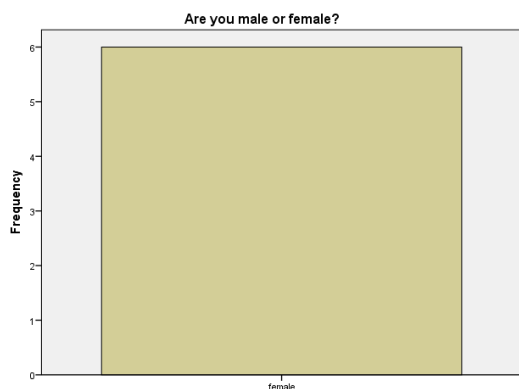


Table 4: How old are you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-25	4	66.7	66.7	66.7
above 35	2	33.3	33.3	100.0
Total	6	100.0	100.0	

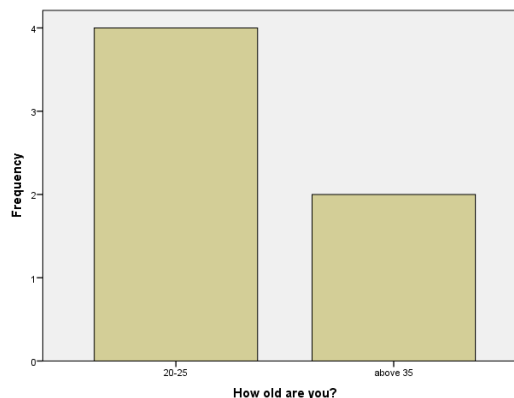


Table 5: What subject do you teach?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Islamiat, s.s.t, science	1	16.7	16.7	16.7
English, math	1	16.7	16.7	33.3
tajweed	1	16.7	16.7	50.0
GK and islamiat	1	16.7	16.7	66.7
Science and Maths	1	16.7	16.7	83.3
urdu and English	1	16.7	16.7	100.0
Total	6	100.0	100.0	

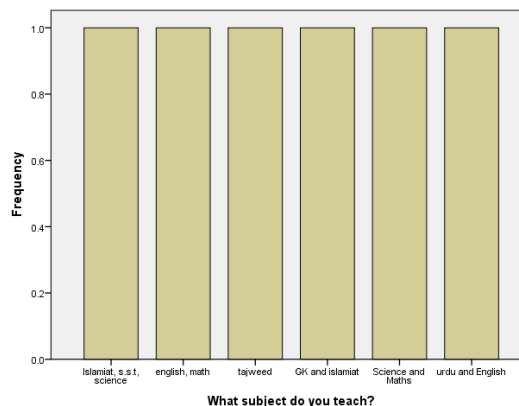
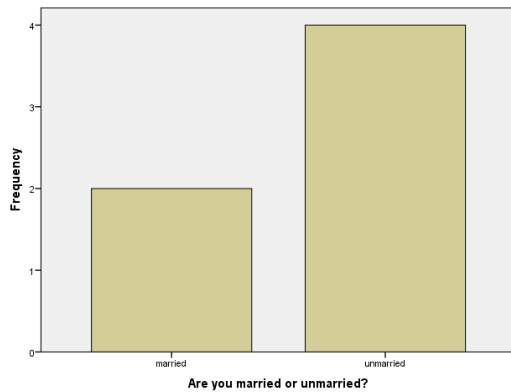


Table 6: Are you married or unmarried?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid married	2	33.3	33.3	33.3
unmarried	4	66.7	66.7	100.0
Total	6	100.0	100.0	



Interpretation

Statistics show that out of 6 Participants, mostly teachers 4(66.7%) were unmarried and 2 teachers (33.3%) were married. The gender distribution revealed that 100% of respondents were female respondents. The age distribution revealed that majority (66.7%) of the respondents belonged to 20–25 years age group, whereas 2(33.3%) of them were above 35 age. The subject distribution taught by teachers showed that Islamiat, S.S.T, Science, English, math Tajweed GK, and Urdu were taught from grade 1 to grade 5 by 6 teachers.

Results / analysis of quantitative data

The results revealed that the majority of teachers considered facial expressions as a part of Non-Verbal teaching techniques and knew its importance in maintaining classroom discipline. They were aware of the use of facial expressions that a teacher can understand students' emotions and feelings through facial expressions, and it can facilitate in creating a learning environment for students.

The findings about gestures, body movement and body postures showed that the most participants knew the importance of the use of hand gestures and body movement in teaching. Out of 6, 2 teachers taught Mathematics and all 2 teachers understood that there was a need to use of fingers to indicate numeric amounts. All respondents believed that “action speaks louder than words”. In controlling students' disruptive behavior, the majority of teachers (5 out of 6) realized the importance of using hand gestures and postures. All

participants were aware of the need of pointing the specific object during teaching. Most respondents (5 out of 6) knew the importance of the use of hand gestures to appreciate students.

All participants had full knowledge of the importance of the eye behavior of students in the teaching-learning process. They knew that the teaching-learning process can be affected when a student avoids eye contact. They also informed if students bore with the subject matter being presented through their eye behavior. They also realized the important of eye contact in controlling students' disruptive behavior.

Most respondents (5 out of 6) knew the importance of changing voice rates to emphasize on something during teaching and to maintain students' attention and interest. Results indicated that all participants understood the concept of paralanguage cues and their importance in teaching. The majority of teachers (5 out of 6) thought that the teacher's soft pitch of voice attracts the attention of students towards learning.

All participants were aware of the importance of use of physical space and distance with students in class to make the classroom environment more conducive and comfortable for students. Mostly teachers (5 out of 6) knew that it was important to give a pat on the back of the student when student performs good work. All respondents understood the positive effects of touch on students' learning and motivation and mostly (5 out of 6) respondents understood the role of touch in developing a closer relationship among teachers and students.

Results showed that all respondents considered silence as an effective disciplinary tonic. They thought that silence can be used as a teaching strategy.

Results about the importance of visual aids revealed that all participants realized the importance of the use of visual ads in class.

The hypothesis claimed that awareness of Non-Verbal teaching techniques among primary teachers of the Under Privileged School is very low. The hypothesis was checked through frequency distribution. Results showed that the alternative hypothesis was rejected and null hypothesis was accepted.

Use of Non-Verbal teaching techniques by teachers Checklist

No	Checklist items	Always	Rarely	Never
1	Teachers use hand gestures to appreciate her/his students			6
2	Teachers smile when ask questions from the student.	1	1	4
3	Teacher uses negative facial expressions such as frown, disgust, and boredom.	1	1	4
4	Teachers use body postures.		4	2
5	Teachers use Visual Aids to increase the level of attention of pupils.	2	1	3
6	Teachers are pointing to the particular objects when she teaches something.	2	2	2
7	In mathematics class, teachers use fingers to indicate numeric amounts.	1		
8	Teachers use paralinguistic cues in the class such as tone of voice, pitch.	3	1	2
9	Teacher give importance to proxemics (personal space).	1	3	2
10	Teachers make eye contact with students.	4	2	
11	Teachers understand the eye behavior of students when they are bored with the subject matter being presented.		3	3
12	The teacher give students pat on the back when she or he performed a good work.			6
13	Teachers' outward appearance is according to her role in classroom.	6		
14	Teachers use gestures and postures to control students' disruptive behavior in the class room.		1	5
15	Teachers use silence as an effective disciplinary tonic.			6
16	Classroom environment is suitable for students.	2	4	
17	Teachers use SLANT (Sit up, Lean forward, Ask and answers questions, Nod your head and Track the speaker) technique to encourage and remind students on being attentive and active in class.		4	2
18	Techer uses a variety of speech patterns to emphasis important points and to make them clearer.	3	1	2
19	Teacher uses her own non-verbal specific action to give instructions.			6

20	Teacher uses hand gestures during teaching.	3	1	2
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Result /Analysis of Qualitative data

Questions 01: Do teachers make eye contact with students and understand students' eye behavior during teaching?

Observation: Six primary level teachers observed by the researcher. The duration of observation of one teacher was 45 minutes. Observation of teachers was included as a means to help determine what Non-Verbal teaching techniques used by teachers in class. It allowed the researcher to develop a deeper and fuller understanding of how often the Under Privileged School teachers use non-verbal cues such as eye contact, facial expressions, hand gestures, postures, body movement etc.

- Teacher of Tajweed (class one) rarely made eye contact with students and she was not understanding the eye behavior of students when they were bored with the subject matter being presented in class.
- Teacher of science (class two and four) was also rarely making eye contact with students and she did not understand students' eye behavior in class.
- Teacher of Islamiat and S.S.T (class four and five) was always making an eye contact with students but she never understood eye behavior of students in class when they were bored with the subject matter being presented.
- Teacher of Islamiat (class one and three) frequently made eye contact with students and she rarely understood the eye behavior of students during teaching.
- Teacher of Urdu (class two and four) was regularly making eye contact with students and rarely understanding the eye behavior of students in class.
- Teacher of Mathematics and English (class three) always made an eye contact with students to make them attentive and she rarely understood the eye behavior of students in class.

Analysis

Theme: use of eye contact.

Observation results revealed that majority of teachers made eye contact with students some students were frequently making an eye contact and some were rarely looking into the eyes of students. Out of six only three teachers were rarely understanding the eye behavior of students that they were bored and three were not able to understand the eye behavior of students during teaching. The understanding of students' eye behavior plays an important role in the improvement of teaching-learning process. Teachers can use normal eye contact strategy to make students attentive in class.

Questions 02: Do teachers use Paralanguage cues in class?

Observation

- Teacher of Tajweed (class one) never used paralinguistic cues such as tone of voice and variation in the pitch of voice in class during the 45 minutes of observation.
- Teacher of science (class two and four) also never used paralinguistic cues in the class.
- Teacher of Islamiat and S.S.T (class four and five) always used paralinguistic cues during teaching. She often used a variety of speech pattern during teaching.
- Teacher of Islamiat (class one and three) rarely used paralinguistic cues in class during teaching and she rarely made variations in her voice.
- Teacher of Urdu (class two and four) was always using paralinguistic cues such as tone of voice, pitch etc. she always make variation in her voice during teaching.
- Teacher of Mathematics and English (class three) always used paralinguistic cues during teaching and she always used a variety of speech pattern.

Analysis

Theme: use of paralinguistic cues

The researcher observed that except two teachers, all teachers used paralinguistic cues during teaching. One teacher rarely used variety of voice patterns. Teachers can use paralinguistic cues to maintain students' attention in class. Use of a variety of voice patterns is important in class to

emphasize important points, so that students can understand different concepts easily.

Q 03: Do teachers give importance to proxemics?

Observation

- Teacher of Tajweed (class one) rarely gave importance to proxemics.
- Teacher of science (class two and four) never gave importance to proxemics and personal space in class.
- Teacher of Islamiat and S.S.T (class four and five) hardly ever gave importance to proxemics during teaching.
- Teacher of Islamiat (class one and three) never gave importance to personal distance in class.
- Teacher of Urdu (class two and four) was always giving value to proxemics during teaching. She moved around the class while teaching.
- Teacher of Mathematics and English (class three) rarely gave importance to proxemics in the class during teaching.

Analysis

Theme: use of proxemics

The results of observation showed that majority of teachers were not properly maintained personal space in class. Teachers' movement during teaching around the class and use of proxemics are useful in creating a closer social relation with their students.

Q 04: Have teachers patted students on the back when they performed good work?

Observation

- Teacher of Tajweed (class one) had never patted students on the back when they performed good work
- Teacher of science (class two and four) never used a non-verbal strategy to appreciate students like patted students on the back when they performed good work.
- Teacher of Islamiat and S.S.T (class four and five) never patted students on the back to appreciate them.

- Teacher of Islamiat (class one and three) not ever patted students on the back to appreciate them for their good work.
- Teacher of Urdu (class two and four) not at any time appreciated their students by touching them such as ever patted students on the back.
- Teacher of Mathematics and English (class three) had never patted students on the back when they performed good work.

Analysis

Theme: use of touch

Observation revealed that all six primary teacher never patted on the back of students when they performed good work. The use of touch by teachers like patting on the back of students is very important to courage and motivate students to perform good work.

Q 05: What positive or negative facial expressions do teachers use in class during teaching?

Observation

- Teacher of Tajweed (class one) never used positive facial expression like smile and she rarely used some negative facial expressions such as boredom.
- Teacher of science (class two and four) not ever smiled in class during teaching but she never used any negative facial expressions like frown, boredom etc.
- Teacher of Islamiat and S.S.T (class four and five) never smiled but she not at any time used negative facial expressions.
- Teacher of Islamiat (class one and three) was never smiled during 45 minutes of observation and she regularly used negative facial expression like boredom.
- Teacher of Urdu (class two and four) always used positive facial expressions such as smile and she never used any negative facial expressions.
- Teacher of Mathematics and English (class three) rarely smiled during teaching and she never used negative facial expression in class.

Analysis

Theme: use of facial expressions

The researcher observed that during 45 minutes of observation majority of teachers never used positive facial expressions such as smile but one positive thing is that most teachers were never used any negative facial expression. Facial expression of teacher has impact on students. It affects the teaching leaning process and the relationship among teachers and students. Teachers can use facial expressions not only to make the concepts clearer for students but also to make teaching-learning process interesting.

Q 06: What gesture, posture or body movement nonverbal strategy do teachers use in class?

Observation

- Teacher of Tajweed (class one) never used hand gestures during teaching and to appreciate her students during 45 minutes of observation and she not ever used body posture in class. During teaching she never pointed the particular objects such as board, chart etc. She did not once use gestures and postures to control students' disruptive behavior in class.
- Teacher of science (class two and four) did not even once use hand gesture in teaching students and to appreciate them. During 45 minutes of observation she never used body postures and she not ever pointed board, charts, etc. and she never used gestures and postures to control students' disruptive behavior.
- Teacher of Islamiat and S.S.T (class four and five) rarely used hand gestures during teaching whereas she never appreciated her students by using hand gestures. She rarely used body postures and she hardly ever pointed the specific objects during teaching. In class, she never controlled students' disruptive behavior by using hand gestures and postures whereas during teaching she rarely used hand gesture.
- Teacher of Islamiat (class one and three) used hand gestures at all time during teaching but she not ever used hand gestures to appreciate her students. She rarely used body postures in class. She frequently pointed the particular objects to maintain students' attention. She never used

- gestures and postures to control students' disruptive behavior.
- Teacher of Urdu (class two and four) regularly used hand gestures during teaching whereas she never used hand gestures to appreciate her students. She not often used body postures in class. She rarely pointed the specific objects when he taught something. She not even once used gestures and postures to control students' disruptive behavior.
 - Teacher of Mathematics and English (class three) was often using hand gestures during teaching but she not once used hand gestures to appreciate her students. She rarely used body postures and she always pointed the specific object during teaching. In mathematics class, she always used fingers to indicate numeric amount. She never used gestures and postures to maintain discipline.

Analysis

Theme: use of gesture, posture or body movement

Observation revealed that majority of teachers used hand gestures in class but they did not use hand gesture to appreciate students. Use of hand gestures to appreciate students is very important to encourage students. Gestures help children concentrate on the most important points of what is being learned. Overall body language helps to create supportive, productive learning environment in class. In 45 minutes observation the researcher found that majority of teachers did not use gestures and postures to control students' disruptive behavior and to maintain discipline in class. Teacher can use gestures and postures to solve many problems of the class. For example, if a student is talking in class, single nods of the head from the teacher will convey teachers' message nonverbally and it will be more effective in class.

Q 07: How much silence is used by teachers to maintain discipline in the classroom?

Observation

- Teacher of Tajweed (class one) never used silence as an effective disciplinary tonic in class.

- Teacher of science (class two and four) not even once used silence to maintain discipline in class.
- Teacher of Islamiat and S.S.T (class four and five) never used silence as an effective disciplinary tonic in class.
- Teacher of Islamiat (class one and three) not ever used silence to maintain discipline in class.
- Teacher of Urdu (class two and four) never used silence strategy to maintain discipline in class.
- Teacher of Mathematics and English (class three) not at any time used silence as an effective disciplinary tonic in class.

Analysis

Theme: use of silence

The results of observation showed that primary teacher of Under Privileged School never used a nonverbal disciplinary tonic such as silence in class. Sometimes teachers face difficulties in maintaining discipline in the classroom by using words, in this situation non-verbal strategy will be an effective disciplinary tonic. Teachers can use silence strategy to control students' disruptive behavior in class.

Q 08: Are visual aids used by teachers to increase the level of attention of students in class?

Observation

- Teacher of Tajweed (class one) rarely used visual aids to increase the level of attention of students in the classroom during 45 minutes of observation.
- Teacher of science (class two and four) not ever used visual aids in class for the enhancement of students' level of attention.
- Teacher of Islamiat and S.S.T (class four and five) never used any visual aid during teaching.
- Teacher of Islamiat (class one and three) not at any time used visual aids to increase the level of attention of students during teaching.
- Teacher of Urdu (class two and four) always used visual aids in class.
- Teacher of Mathematics and English (class three) frequently used visual aids during

teaching for the enhancement of students' level of attention.

Analysis

Theme: use of visual aids

Observation about the use of visual aids revealed that out of 6 teacher 3 teachers used visual aids and 3 teachers did not used any visual aid during teaching. Use of visual aids is necessary to facility teaching and it helps to make concepts clearer for learners. Teacher can use charts, multimedia, board and other visual aids according their subject and topics in class.

Q 09: Have teachers used SLANT techniques in the classroom?

Observation

- Teacher of Tajweed (class one) never used SLANT techniques to encourage and remind students on being attentive and active in class.
- Teacher of science (class two and four) not even once used SLANT techniques in class.
- Teacher of Islamiat and S.S.T (class four and five) rarely used SLANT techniques in class during teaching.
- Teacher of Islamiat (class one and three) not often used SLANT strategy in class.
- Teacher of Urdu (class two and four) rarely used SLANT techniques in class.
- Teacher of Mathematics and English (class three) sometimes used SLANT strategy in class.

Analysis

Theme: use of SLANT techniques

Observation showed that majority of teachers rarely used SLANT techniques in class. SLANT (Sit up, Lean forward, Ask questions, Nod your head and Track the speaker) technique is very useful to encourage and remind students on being attentive and active in class.

Q 10: Is classroom environment suitable for students?

Observation

- Class one environment was rarely suitable for students.

- Class two environment was hardly ever suitable for learners.
- Class five environment was rarely suitable for teaching leaning process.
- Class three environment was always suitable for students.
- The environment of Class four was always suitable for leaners.

Analysis

Theme: classroom environment

According to observation the most classroom environment of Under Privileged School was rarely suitable for students. A few classes environment were completely suitable. Classroom environment affects students' learning. Physical environment of classroom plays an important role to make teaching-learning process effective and it is also a non-verbal cues. Physical environment of a classroom includes lighting, ventilation system, temperature, room size, walls, chairs, desks, whiteboards, computers etc. Research studies on the classroom environment have revealed that physical arrangement of a classroom plays a vital role in teaching-learning process.

Q 11: Is teachers' outward appearance representing her role in the classroom.

Observation

- All six (Tajweed (class one), science (class two and four), Islamiat and S.S.T (class four and five), Islamiat (class one and three), Urdu (class two and four) and Mathematics and English (class three) primary teachers' outward appearance were according to their role in classroom

Analysis

Theme: teachers' outward appearance

Observation revealed that all teachers' outward appearance representing her role in class Physical appearance of teachers makes good and positive impact on students. There are many advantages for teachers regarding good physical appearance such as teachers can gain respect from their students.

Evaluation, Comparison and Discussion

According to Albert Mehrabian's model of communication only 7% of the message comes from the words that we use and 38% of the message consist of the voice patterns, the most part (55%) of the message receives from the body language, so in the whole process of communication, body language is the most important aspect.

Findings about teachers' awareness of Non-Verbal teaching techniques and the use of Non-Verbal teaching techniques in the classroom by teachers revealed that almost all primary teachers were aware about the concept of eye contact and its importance in the classroom and all teachers made proper eye contact with students but they were rarely understanding the eye behavior of students. Understanding of eye behavior is very important in teaching-process. Teachers can use this strategy to make their teaching more effective.

All primary teacher except one teacher realized the significance of the use of Paralinguistic cues during teaching and they used paralinguistic cues during teaching such as they used a variety of speech patterns. Primary teachers of the Under Privileged School maintained their voice volume according to the concepts taught by them. According to McArthur (2015) the use of classroom space impacts students leaning in considerable and purposeful ways and is modified by teachers. All primary teachers of the Under Privileged School Network understood the concept of proxemics and its use and importance to make the classroom environment more conducive and comfortable for students but they rarely used personal space in classroom.

Appreciation is a positive reinforcement. There are many ways to appreciate students. Teachers can appreciate students verbally as well as nonverbally. The Majority of teachers (5 out of 6) realized the importance of giving pat on the back of the student when student performs good work. All respondents understood that there was positive effects of touch on students' learning and motivation and mostly (5 out of 6) respondents understood the role of touch in developing a closer relationship among teachers and students but they did not use nonverbal method of appreciation such

as use of hand gestures or give students pat on the back when they performed any good work.

Dragon et al (2008) stated that lecturers' facial expressions during lectures motivated students and created interest for them. The majority of teachers understood that facial expressions were a part of Non-Verbal teaching techniques and it was important in maintaining classroom discipline. They were aware of the use of facial expressions that a teacher can understand students' emotions and feelings through facial expressions. It can facilitate in creating a learning environment for students but they did not use smile gesture in classroom whereas the positive thing is that the majority of primary teachers did not used any negative facial expressions during teaching.

The findings of questionnaire about the importance of the use of hand gestures, postures and body movement revealed that most participants knew the importance of the use of hand gestures and body movement in teaching. Out of 6, 2 teachers taught Mathematics and all 2 teachers understood that there was a need to use of fingers to indicate numeric amounts. All respondents believed that "action speaks louder than words". In controlling students 'disruptive behavior the majority of teachers (5 out of 6) realized the importance of using hand gestures and postures. All participants were aware of the need of pointing the specific object during teaching. Most respondents (5 out of 6) knew the importance of the use of hand gestures to appreciate students. The findings of observation showed that majority of teachers used hand gestures but they did not use hand gesture to appreciate students. Use of hand gestures to appreciate students is very important to encourage students. Gestures help children concentrate on the most important points of what is being learned. Overall body language helps to create supportive, productive learning environment in class. In 45 minutes observation, the majority of teachers did not use gestures and postures to control students' disruptive behavior and to maintain discipline in class.

The use of silence to control students' disruptive behavior by teachers is an effective disciplinary tonic. All primary teachers considered silence as an effective disciplinary tonic but they never used silence strategy to maintain discipline in

class. All teachers of The under Privileged School network realized the importance of the use of visual aids but some teachers always used visual aids in their class and some never used. Visual aids help to make lesson easier to understand through the use of pictures, charts, original objects, maps, multimedia and white or blackboard etc.

The SLANT technique was rarely used by teachers. The classroom environment was not often suitable for students but the teachers' physical appearance was according to their role in classroom.

It is encouraging that almost all teachers have knowledge about the use of non-verbal cues along with verbal communication but they have to use their knowledge in the teaching-learning process.

Through the model of communication Albert Mehrabian's theory highlighted the importance of non-verbal communication and motivated people to use and understand the non-verbal cues to make the communication process easier. Every teacher can get benefit from the use of Non-Verbal teaching techniques in class to make their teaching more productive.

Conclusion

Non-verbal communication is a major way of human communication. In the present era people's non-verbal behaviors are more important because of its urgent and frequent nature. Non-verbal communication is also important in the field of education. Teachers can use make the teaching-learning process more effective by using non-verbal strategies in class.

The study was conducted to investigate the Under Privileged School primary teachers' awareness of Non-Verbal teaching techniques and also to examine the use of Non-Verbal teaching techniques by teachers. The findings of this study have indicated that the awareness level of primary school teachers of the Under Privileged School network about Non-Verbal teaching techniques is appreciable but there is some gap in implementation of knowledge. Practical use of knowledge of Non-Verbal teaching techniques is necessary in the teaching-learning process. The purpose of this study was to investigate the awareness and use of Non-Verbal teaching

techniques beside that investigation on the effects of non-verbal communication on students' academic achievement, the role of non-verbal communication in class management are also useful studies.

Recommendations with Action Plan

Recommendations for School

Administration

Recommendations

Action Plan

- Train the teachers regarding the use of Non-Verbal teaching techniques
 - Add a subject regarding communication skills in curriculum.
 - Educational Supervisors should be hired to observe the teaching style of teachers especially to observe the use of non-verbal cues by teachers in class.
 - A Handbook of Communication Skills especially about the Non-verbal communication should be provided from the school administration for teachers.
- Arrange special training for teachers on the use of non-verbal communication in teaching.
 - Communication skills should be taught as a subject. In this ways teachers can also increase their understanding of the usage of the non-verbal communication in the teaching leaning process.
 - Educational supervisors should provide a report of their observations. The school administration should organize short training program related about the use of non-verbal strategies in class for teachers.
 - Teachers can get help from a handbook of communication skills so this handbook will be beneficial for teachers to make their teaching more effective.

Recommendations for Teachers

Recommendations	Action Plan
<ul style="list-style-type: none">• Teachers should also increase their knowledge about non-verbal communication.• Teachers should use their knowledge of non-verbal communication to create more confident, motivating leaning environment in class.	<ul style="list-style-type: none">• Teachers should watch YouTube videos and read different books about the use of non-verbal communication in class. Knowledge of nonverbal behavior will make you better receiver of students' messages.• Teachers should use different Non-Verbal teaching techniques such as use of hand gestures or give pat to appreciate students, give pat students on the back to appreciate them.• Use visual aids to make student attentive in class.• Try to understand students' eye behavior.• Make sure that students understand your non-verbal cues, and also teach them the use of non-verbal communication.• Teachers should also be aware of the use of their own non-verbal cues.
	<ul style="list-style-type: none">• Do different listening activates in class to increase students' listening skills.• Use of non-verbal strategies to control students' disruptive behavior is an effective disciplinary tonic. Teachers must use different non-verbal strategies such as the use of gestures and postures, facial expressions and silence etc.• For practice teachers should use the recording function on their smartphone. Record (at least 10 minutes) of yourself talking, sitting, walking and gesturing and observe yourself on screen. In this way they improve your nonverbal skills.• They can also practice in front of the mirror. This practice will also useful.• Always try to observe, judging and evaluate another's words or behavior and try to lean from other
	<ul style="list-style-type: none">• Teachers should use non-verbal strategies to maintain discipline in class.• Teachers should practice of non-verbal communication along with verbal communication at their home.

persons'
experience.

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