

## **Verbal and Non-verbal Use of Language Utilized by Iraqi Media Students in Drama Lessons**

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### **Abstract**

This research paper aimed at showing the importance of utilizing different shapes of non-verbal communication prompts which are pertinent to teaching drama at the Faculty of Communication and Mass Media in Iraq along with the verbal mode. This study, which is a quasi-experimental one, was applied on 50 undergraduate students studying drama at the Faculty of Communication and Mass Media in Iraq in two sections (A and B) where section A represented the experimental group, and the other section, section B, was the control group. Prior to the implementation, students were used to having a mere verbal communication in their drama classes as a norm; however, and after implementing different forms of non-verbal cues in these classes to the experimental group (section A), the administered questionnaire that was filled by the experimental group students, showed how engaged students had been in drama classes which had a positive influence on their achievement. In addition to that, interviews with the university instructor, that taught both sections, and the English language coordinator were conducted and depicted how necessary it is to use both verbal and non-verbal communication to provide an academic achievement when it comes to drama studying. Hence, having a blend between both modes of communication in drama classes is highly prominent in order to have a finer fathoming of the material and thus improving students' performance.

**Keywords:** communication, verbal communication, non-verbal communication, drama classes,

### **Introduction**

What everyone knows about communication is that it is the means we use in order to maintain a normal social and educational life. It is a gyration that helps the society move on because people chat, interact, and even learn via this means. And when it comes to modern educational methodologies, language is considered to be communication itself (Allen, 1994). On the other hand, communication can be defined as exchanging information among people through verbal and non-verbal representation (Canale & Merrill, 1980).

So, it seems to be obvious now that communication can be either verbal or non-verbal (NV hereinafter). A verbal communication is related to the use of words whether spoken or written. However, a NV communication does not require the use of words, yet it is expressing via actions or body language (Asubiojo, Adewusi and Oyediran, 2005). NV is of different types like: gestures, paralinguistics, proxemix, haptics, and artifacts (Cherry, 2021).

Apparently, verbal communication is not the only way to express one's thoughts. How many times could you determine what others want to say through their action or even eye contact and without

uttering a single word? How many times have you experienced the “actions speak louder than words” situation? Hence, we, as social creature, deliver our messages better sometimes when we react wordlessly to a certain discourse or when we have our verbal and non- verbal reactions complementary. VN is one of life’s criteria, and all of roles we play in life happen through non-verbal signs (Sebeok, 1990).

But when it comes to education, how often is the latter fact revealed? Are we using both means of communication or not? Even when it comes to university courses that require the combination of both modes like drama classes, are we applying this combination the way it should be done? Well, drama university instructors must be aware of the fact that such a combination is highly prominent for such a course, and it eventually leads to an improvement in students’ achievement.

### **Section one: Background**

The teaching- learning relationship does necessitate communication whether verbal or NV. Such modes are interconnected. Hence, if any applied mode is done solitarily, the understanding might be affected. This is why the instructor’s role in illustrating both forms of communication is significant, and it has an immediate influence on the classroom environment helping improve the educational quality simply because if students do not grasp what the requirements are, they will not be able to generate ideas and express them to the fullest (Wahyuni, 2018).

One of the most important assets a teacher must have is the ability to communicate with their students. Not only do teachers have to effectively address the teaching- learning activities which have to do with delivering knowledge messages, but also they should be able to model the values and attitudes learners are required to have. This fact helps students react in a healthy way, whether educationally or socially, to the situations they live through, and it supports the idea of evolving interpersonal relationships rapidly. In this way, teachers and learners realize that much data is transferred via NV communication.

NV is highly salient when dealing with classrooms especially when it comes to drama classes. First of all, it reassures the verbal communication and supports it. For instance, if students are roleplaying a certain drama scene in class, the gestures made by a student makes it easier for the rest of the classmates to understand the context more. Moreover, VN replaces verbal communication when the latter breaks down. For example, sorrow in certain dramas, can be better expressed when someone’s tone illustrates it via bursting up into tears or by having despondent facial expressions. Add to this, NV is multidimensional and cannot be restricted by words that are said or written; rather, it can be depicted with the use of pictures, actions, body language, positions, etc.. (Akinola, 2014).

The major point is that educators, especially university ones, do agree that Verbal and NV communication are complementary and lead to a much better understanding of the material, yet they ignore NV communication and exert an enormous effort on verbal communication by discussing issues with students, having talks with them, and exchanging ideas. Thus, regardless of the quite well awareness of how crucial NV mode of communication is, university instructors, specifically drama ones, disregard the NV mode either because they lack the communication skills, or because they lack the empathy that is needed to listen to their students carefully. Hence, it is highly prominent for the instructor to acquire verbal and NV communication skills, so that they can communicate with students the way they have to and in order to model the attitude students need which helps them apply the same

strategy as well so that they comprehend the material itself and social skills simultaneously (Witt & Wheelless, 2001).

## **Section 2: Statement of the problem**

In order to achieve a fruitful classroom environment, the activities mastered in class entail communication between teachers and students. Such communications are interconnected; hence, the use of both communications is quite necessary especially when things have to do with literature and its genres like drama. But the point is that drama instructors in the Iraqi universities are aware of the importance of such a combination, yet they mainly focus on the verbal communication rather on both modes. Such a thing leads to a misunderstanding of the material sometimes and to exerting an excessive effort to deliver the content the way it should be done.

## **Section 3: Significance of the Study**

The importance of this study is manifested in showing that verbal communication is not enough, and both verbal and VN modes of communication are complementary. Combining them in drama classes helps improve the performance of both: the teacher and the students. Well, NV mode of communication is being neglected in drama classes which might affect learners' achievement. Furthermore, this study sheds light on the significance of having both modes of communication to acquire the subject matter and to provide an effective classroom environment.

NV communication is a kind of communication that is presented as a procedure of exchanging meaning (Wahyuni, 2018). Hence, it is an important method to share ideas and information. And because education and the social life are interrelated, communication, with its various modes, including the NV one, should be applied in classrooms like drama classes.

Furthermore, adopting NV mode of communication and its various manifestations by instructors help them elevate with knowledge to a higher level by having learners grasp the pieces of information faster and even applying this mode of communication themselves. It has recently been proven that 82% of instructors' communication is NV (Kellogg & Lawson, 1983). Add to that, the regular interaction between the verbal and the VN communication modes has to be taken into consideration so that the language is fully acquired (Pennycook, 1985). Moreover, being aware of the fact that verbal and NV communication are the two components of the interplay process, the recognition of the NV mode does help students reach the ultimate level of language communication (Kirsh, 1979).

### **3.1. Research Questions**

The following research questions are to be answered in this project:

1. What is the significance of the verbal communication mode delivered in the classroom while teaching drama in the faculty of communication and mass media on students' achievement?
2. What is the significance of the NV mode delivered in the classroom while teaching drama in college classrooms on students' achievement?
3. What is the significance of using both verbal and non-verbal modes while teaching drama in college classrooms on students' achievement?

### **3.2. Hypotheses**

According to the research questions presented, the hypotheses developed are as follows:

H<sub>0</sub>1: There is no connection between the mere verbal communication mode and students' achievement.

H<sub>A</sub>1: There is an obvious connection between the verbal communication mode and students' achievement.

H<sub>0</sub>2: There is no relationship between the VN communication mode and students' achievement.

H<sub>A</sub>2: There is a clear connection between the NV communication mode and learners' achievement.

H<sub>0</sub>3: There is no relationship between combining the verbal communication and the NV modes of communication and students' achievement.

H<sub>A</sub>3: There is an obvious connection between combining both modes of communication, the verbal communication and the NV mode of communication, and students' achievement.

#### **Section Four: Theoretical Background**

NV communication mode is what people depend on for encoding and decoding communications. The units of the generated utterances are marked via NV cues in order to help the speaker remember words, ideas, and illustrations that already belong to the utterances (Burgoon, Buller, & Woodall, 1989). However, we cannot deny the fact that it is plausible for the utterances to be divided into noticeable units or phonemic clauses observed through the voice pitch, syllabication, intonation, and even the pause.

But what about combining the two modes of communication? Combining gestures and body language with the instructions intonation facilitates learners' acquisition of the subject matter especially when dealing with language and its parts. Such an automatic contemporizing aids students decide where to divide sentences and hence developing language decoding skills. Furthermore, and after the realization of this fact, eight types of illustrators are specified by Ekman which execute different roles in NV mode of communication. These illustrations are batons, underliners, ideographs, kinetographs, pictographs, rhythmic, spatial and deictic.

Hence, according to the information that has already been presented, NV communication is a typical theory that can be applied to have an effective classroom environment.

#### **4.1. Nonverbal in Instruction Representation**

What is really necessary to be considered when it comes to instructional models is gesturing which is highly prominent here. The implicit concepts are that facile actions that are presented with the production of language make retention easier. Therefore, new vocabulary can be earned by paraphrasing or even by miming the action. Hand gestures are also important here because they help the instructor sometimes know whether or not more work is to be done.

## **4.2. Nonverbal as a teaching strategy in classroom management**

strategy especially in college. Taken this fact into consideration, we recognize that NV cues are adopted to:

- (i) Different speed
- (ii) manage sharing
- (iii) notice changes
- (iv) decide who to answer
- (v) signal group answer
- (vi) set commences and resolutions of stories
- (vii) provide learners with expectations (Allen 1999)

## **4.3. Types of NV Communication**

NV communication is not a one gigantic, unbreakable lock. It is actually presented as different forms that might be really helpful in classrooms like drama ones. Below are amongst the most helpful forms of NV when it comes to dealing with drama classes from this perspective and when it comes to proving the significance of the study.

### **4.3.1. Kinesics NV Communication**

When dealing with NV communication, especially in the discipline of education, instructors should be aware of the term “Kinesics”. This term is defined as a non-vocal gesture which communicates by being a part of the spoken discourse (Birdwhistell, 1952). It is crucial when trying to describe how big or small something is or when trying to help someone find a specific location. And when it comes to drama classes for instance, such a type helps students illustrate what they mainly understand.

### **4.3.2. Le haptics NV Communication**

Another concept that needs to be recognized at this stage is “Le haptics”. This is involved in the act of touching especially when it comes to expressing emotions by the addressee like calming someone down or barging in (Akinola, 2014). Let us have a look at the classroom environment and this NV communication type. In drama classes, for example, a student might roleplaying Claudius’s scene in Hamlet when Laertes gets really mad at the news of his father’s murder. In this scene and before uttering a word, Claudius seems to be trying to calm Laertes down and soothing him. The audience here realize that Claudius is trying to calm Laertes down without saying a word. . In this case, “Le haptics” is used in this drama class as an evidence to support the strength of NV communication in drama classes.

### **4.3.3. Artifacts NV Communication**

A third type of NV can be also considered here, and this type would be “Artifacts”. As the name suggests, this type has to do with objects. That is, it is an object language. For example, when someone passes away, people wear black which indicates sorrow and mourning (Oladipupo, 2005).

#### **4.3.4. Chronemics NV Communication**

“Chronemics” may also be included in this section as a NV communication type. Such a type can be defined as the communication through the use of time (Akinola, 2014). But, a communicator should pay attention because “Chronemics” change according the people’s perspective to time.

#### **4.4. NV and Drama**

If we refer to the origin of the word “drama”, we realize that it is derived from the Greek word “darn” which mean to do or to act. Hence, drama is all about action. But when we want to teach drama, we need to be aware of its features, why it is used in class, and we do need to comprehend the use of different communication modes including the verbal and the non-verbal.

##### **4.4.1. Drama Features**

Drama instructors, especially those who deal with college students, need to recognize that drama has different feature which are: Dramatis Personae, cast, playwright, conflict, protagonist, Denouement, tragic flow, dramatic irony, suspense soliloquy, prologue, epilogue, chorus, flashback, and dialogue (Davies, 1990).

##### **4.4.2. Drama and the use in college classroom**

College instructors use drama in their classrooms due to its relevance to the syllabus or as an attempt to increase students’ recognition of paralinguistic aspects, linguistic attainability, intrinsic motivation, or even feasibility. The teachers must be well aware of what their goal is. This absolutely requires needs analysis, and consequently, the teacher must probe this question,” What will learners require to do with the communication mode used to successfully accomplish the activity?” At this stage, students might be asked about any of the drama phrases and their functions (Maley and Duff, 1984).

##### **4.4.3. NV drama activities**

First of all, college instructors should know that for students to apply drama activities, they need to be well- aware of the drama itself before presenting it. Such a thing obviously needs time. Now, it is time for students to apply drama the best way they can to deliver the information deliberately. One of the most effective ways is the use of NV communication mode. But how is this done?

###### **4.4.3.1 Miming**

Miming is a non- verbal illustration of a thought or a narrative via gestures, body movement, and expression (Dougill, 1987). The paralinguistic features of communication are reinforced by miming. This activity boosts students confidence and empowers their imagination in an entertaining and enthusiastic way (Hayes 1984). Such an activity improves students’ memory as well because of the visual illustrations. That is, students recall discourse items whenever a visual representation is displayed (Rose, 1985).

###### **4.4.3.2. Body movement**

Body language is when the body moves to deliver a certain message. It consists of different elements like gestures, body posture, and eye contact (Wahyuni, 2018). Any facial expression can help the addresser deliver a certain emotion. In a drama class, for instant, students can determine how the student actor feels through a certain expression they reveal on their face. Instructors can also tell whether or not their students have grasped the prompt simply by reading their faces. Add to this, the posture of the body can also tell whether the students during the drama class are bored, interested, etc... Also, eye contact speaks louder than words in different situations.

### **Section five: Methodology**

This section sheds light on the setting of the project, the participants, the type of research, the instruments, the variables, and the implementation of NV cues in drama classes.

#### **5.1. Type of research**

This study is a mixed-method research since different instruments are utilized to collect and analyze data (a questionnaire, and 4 interviews). Mixed methods research is a technique used to join both quantitative and qualitative methods into one study to have a wider perspective. The quantitative data include data that undergo an analysis that deals with statistics which leads to numerical presentations. What makes qualitative data special is that it is not objective but rather subjective and flexible. Merging the two methods provides a complete fathoming of the research problem and provided it with more authenticity. This actually assists the researcher to justify the study's findings. Creswell (2011) mentioned that when the outcomes of qualitative study are mingled with quantitative procedures, it aids the researcher break down complicated problems which leads to understanding them better.

We mainly use this designed model to have both qualitative and quantitative methodologies concurrently and to merge the two research patterns to best fathom the research case given (Tashakori & Teddlie, 2008). Both qualitative and quantitative data are included in mixed methods research.

Whether the research is quantitative or qualitative, it is prone to have weak points, but the mixed method is more reliable due to different reasons. First, the quantitative research is vulnerable in grasping the conditions, the time, or even the place in which data is collected. On the other hand, the qualitative research may entail personal biases and hence cannot be analyzed statistically, and as a consequence, generalization cannot take place. However, the mixed method techniques can avoid these flaws by integrating both exploration and analysis in one study (Creswell & Clark, 2011). Second, researchers are able to utilize all the instruments they can get in order to collect information. The latter fact result in findings that have a precise perspective of the whole topic being studied.

It is a quasi-experimental action research because the experimental group (section A) and the control group (section B) were not assigned randomly. This study deals with 2 undergraduate sections. One of these sections is the experimental group (section A) and the other is the control group (section B). The experimental group (section A) was selected due to the fact that the program of the instructor matches the availability of the coordinator, who had the chance to attend as an observer to make sure NV communication was well- implemented.

#### **5.2. Participants, Time and place of the project**

The project was applied on 50 undergraduate students at the Faculty of Communication and Mass Media in Iraq during the fall semester of the academic year 2021-2022. Over a span of 12 weeks, students were observed by the instructor, the coordinator, and the researcher. Hence, the instructor and the coordinator were a part of this project, and they were considered to be participants as well, as they were interviewed before and after the implementation.

### **5.3. Instruments of the project**

This project aims at measuring the effect of combining the verbal communication and the NV communication on undergraduates' achievement in drama classes. So, 2 instruments were employed. These instruments were: a questionnaire, and 4 interviews. Hence, the efficacy of the strategy was probed through the questionnaire and the interviews.

### **5.4. Questionnaire**

A questionnaire is an important data collection instrument. The information is usually obtained through the use of standardized questions that aim at making sure each answerer can give their own answers of the questions presented (Bhat, 2020). Thus, after implementing NV communication over a span of 12 weeks, a questionnaire was administered to this group (section A). The questionnaire was conducted to check students' view point regarding the treatment.

Likert Scale was used to administer the questionnaire. It has the scale type of answers include: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree. The numerical data collected by the use of the questionnaire were analyzed and SPSS program was used for further validity and reliability.

### **5.5. Interview**

An interviews is a qualitative method to collect information. The type of interviews here is a structured one. The interviewer was the researcher (me) and the interviewees were the instructor and the English language chair at the faculty of communication and mass media in Iraq. Two interviews were administered and applied with each interviewee (one was done before the implementation and the other after the implementation). The questions in these interviews focused on what the coordinator's and instructor's point of view regarding NV is. Also, for a systematic work, a Thematic Analysis was used to analyze these interviews.

### **5.6. Procedure**

Knowing that this study's name aims at showing the effectiveness of NV mode of communication on communication and mass media undergraduates, it was necessary to get the university's approval. Right after the consent, the experimental and the control groups were decided, and the instructor applying the treatment was informed of what she would be doing with both groups. That is, she would be implementing verbal and NV modes of communication, while in the control group, she would be applying the conventional way which is conveyed via mere verbal communication. Before the journey started, both the coordinator and the instructor were interviewed. Later, and during the 12 weeks, the coordinator was attending each drama session in group A to observe the performance of the students and the instructor during the implementation.



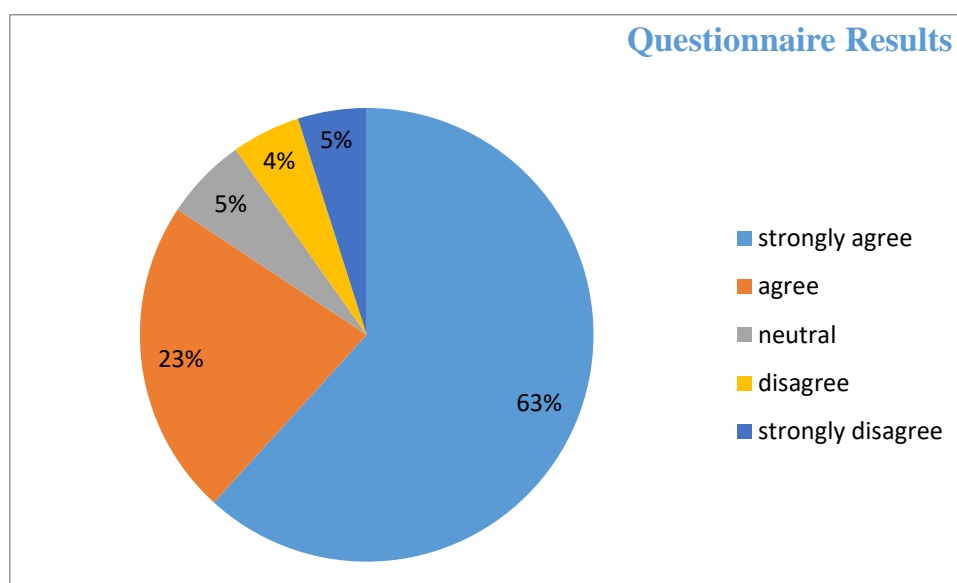
During the implementation, the instructor in the control group was applying the verbal communication only, while in the experimental group, she was applying both modes, and she mainly shed light on the NV mode specifically in the feedback. First of all, the play's discussion was made with students using the verbal communication. After that, students were assigned to prepare scenes of the plays that had already been discussed earlier in class (Hamlet, Romeo and Juliet, Macbeth, Who's Afraid of Virginia Woolf?). The implementation took place on the university's theater. The experimental group students were asked to use facial expressions, proximity, and body language in order to perform a certain scene and to convey certain characters emotions via different types of NV communication. The latter act, helps students show whether or not they understand the dimensions of the characters and the play itself, and it gives the instructor an idea what to reinforce so that students make a better understanding of the subject matter. Finally, both the instructor and the coordinator were interviewed post the implementation, and students were asked to fill in a conducted questionnaire.

### Section six: Findings and Analysis

In this section, the gathered data and the results are analyzed. The data were collected through a questionnaire filled by students and the 4 interviews (2 interviews were made with the instructor and the coordinator before the implementation, and 2 other interviews were conducted post the implementation).

#### 6.1. Questionnaire Results

Students filled a questionnaire that included items asking them about the efficiency of NV communication. This questionnaire reflected students' experience with NV mode of communication. Close-ended questions were included in this questionnaire which was designed in accordance with Likert Scale which has the scale type of answers scaled: Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree. All of the items revolved around one: Is the use of NV mode of communication effective in drama classes for university students? Note that the numerical data gathered were analyzed depending on inferential statistics where SPSS program was used for further validity and reliability. The results of the questionnaire are displayed in the following pie chart:



It is obvious here that only 5% of the students ticked “Strongly Disagree” item, 4% of them decided the “Disagree” option, and only 5% chose the “Neutral” item. These results are considered to be somehow low. On the other hand, 63% of the students ticked the “Strongly Agree” item, and about 23 % of them selected “Agree”. Thus, 86% is acquired after the summation of these two percentages, which reflects the effectiveness of NV. The questionnaire’s data are as follows:

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#	item	Mean	suggestion
1.	I could understand Hamlet's feelings better when he realized that his uncle had murdered his dad.	6	Strongly Agree
2.	I could tell the emotions of both Romeo and Juliet when the first met without the performers' utterances.	7.1	Strongly Agree
3.	I could understand the mental illness of Lady Macbeth through the performer's gestures.	4.7	Strongly Agree
4.	I could understand George's and Martha's feelings towards each other better.	5	Strongly Agree
5.	I think NV mode of communication does serve drama classes.	7	Strongly Agree
6.	I believe that verbal communication is not enough in drama classes.	6.2	Strongly Agree
7.	Verbal and NV modes of communication are aligned in the performed plays.	6.2	Strongly Agree
8.	I think using verbal and NV modes of communication will help me improve my drama grades.	7.2	Strongly Agree
9.	I think using NV mode of communication helps me improve my body language as a media mass student.	6	Strongly Agree
10.	I believe using NV mode of communication helps me convey events better when used along with verbal communication.	8.1	Strongly Agree
11.	I recommend using NV mode of communication in drama classes.	7.1	Strongly Agree
	<b>Total</b>	<b>6.41</b>	<b>Strongly Agree</b>
<b>Questionnaire Descriptive Results</b>			

Hence, as the detailed table suggests, NV mode of communication is effective in drama classes.

## **6.2. Interviews analyses**

This section sheds light on the 4 interviews conducted throughout the study. Note that 2 interviews were done before the implementation (one was done with the instructor and another with the coordinator) and 2 other interviews were done after the implementation.

### **6.2.1. The instructor's interview**

The coordinator was an interviewee before the implementation and right after it.

#### **6.2.1.1. The instructor's interview before the implementation**

The instructor was asked about her opinion regarding using merely verbal communication in drama classes, and as a response, she mentioned that using the verbal communication mode is doing okay, yet she has always felt that drama classes can be improved in other ways. Another question was raised regarding the conventional classes, and it was about whether students are improving their body language via the conventional way, and she replied that this point had always been challenging as students had not shown progress regarding it. Also, the instructor answered a question about her realization of the NV mode of communication in drama classes, and she responded as she had heard of this mode but had never attempted it in class.

#### **6.2.1.2. The instructor's interview after the implementation**

Right after the implementation, the instructor was interviewed regarding the efficacy of NV mode of communication in drama classes. Her first question was about students' reaction to NV mode of communication. Here, she said that she was surprised to find out that students were open to such a mode, and they comprehended what they had to do really fast. Another question was posed then, and this question was about the instructor's opinion regarding students' understanding of the subject matter. She responded that students' performance reflected positively on the classroom environment as it showed how much students know how to convey their messages via gestures and proximity. The latter fact, she added, helped improve their self-confidence. Add to that, the instructor was really impressed after the implementation as she responded to the last question, which was about whether or not she believed aligning both modes of communication would be a good thing to be done in her class, saying that such a thing would play a prominent role in students' future career as not only does NV mode of communication assist students' performance when it comes to drama, but it also helps them react to real-life situations. She was also asked about the control group, and she said that the progress was a conventional now proving this with the fact that the experimental group students had shown a greater feedback than the control group.

### **6.2.2. The coordinator's interview**

Regarding any department at any university, the chair must be aware of everything going on. So, not only was it necessary to keep him updated with the study itself, but also it was more professional if we involved him with the study. The coordinator was an interviewee before the implementation and right after it.

### **6.2.2.1. The coordinator's interview before the implementation**

It was impressive to see that the coordinator had been very interested in the study itself, as he had always believed in breaking the traditional methods; that is using the verbal method only. As a response to the first questions regarding whether or not he had read about NV mode of communication, the coordinator said that he had actually heard of it. And when I asked him why he hadn't applied or asked the instructors to apply it in drama classes, he responded that it was kind of hard to break traditional ways everyone around had been used to. After that, the question dealt with was about students' performance in drama classes, and he responded that the results were not bad, but he was sure that something could have been done to improve the achievement. Later, he answered the question about his expectations after implementing NV mode in drama classes, and he said that he was optimistic.

### **6.2.2.2. The coordinator's interview after the implementation**

Once the implementation was over, the coordinator was interviewed for the second time. The first question was about his opinion regarding students' performance, and he responded positively, as he expressed his surprise towards what they could do and how the performers' classmates could receive the information better. Regarding the second question which was about the feedback of the performers' classmates, he said that they could easily understand the depth and the breadth of the characters being performed. After that, he was asked about students' achievement, and he said that he could see an improvement in the application phase. And when he was asked whether or not he recommended NV mode of communication in drama classes, he said that he had enjoyed the implementation, and he had witnessed how much students were enjoying their time and achieving better at the same time unlike the students of the control group students who felt bored and showed no interest in the subject matter.

## **Section Seven: Conclusion**

This study focused on NV mode of communication and its importance in drama classes. The study took place in the Faculty of Communication and Mass Media in Iraq over a span of 12 weeks. Two undergraduate sections were involved in the study (A and B). Note that the section that represented the experimental group is section A. The participants also included the instructor who applied the implementation and the coordinator. The data were collected via a questionnaire filled by the students of the experimental group and interviews conducted to interview the instructor and the coordinator twice (one before the implementation and another one after it). The findings showed that students were more involved in the class where the implementation took place, they showed a positive feedback, and they were excited to participate; unlike the control group where only verbal communication was taking place. Hence, NV mode of communication is necessary in drama classrooms in order to help students understand and achieve better. Note that this should be aligned with the use of the verbal communication as well.

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