



The Importance Of Nonverbal Communication In Teaching

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Abstract

Non-verbal communication has been recognized as an important technique, which has a positive influence on the comprehension of the students. As a result, it helps in better learning and understanding of the concepts. The core objectives of this study are to examine the importance of non-verbal communication in the process of teaching. Also, this paper will discuss the functions and principles of using nonverbal communication in the classroom and it will show some fundamental ways of using nonverbal behaviors to improve the process of useful teaching, as well as the importance of nonverbal communication that could be fully acknowledged by both students and lecturers.

Nonverbal communication is an important form of teaching. The profit for a teacher is to progress a strong sensitivity and capability to interpret student nonverbal communication. Lecturers and instructors should be good listeners, not only to words being spoken, but also nonverbal cues which are used in the classroom, such as teacher's facial expressions, postures, gestures, touch, and eye contact are very important in all cultures. However, some of the cultures across the world have their perception about nonverbal cues in classrooms, like some of the students dislike eye contact and gaze, touch, and postures.

Hence teachers should be aware that different learning methods in different cultural behaviors and their perspectives, due to cultural differences, all or some students may not be interested to make eye contact with their lecturers.

Keywords: Nonverbal Communication, Teaching, Body Language, Classroom

Introduction

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In Teaching

The Importance Of Nonverbal Communication

Language is used as a tool among human beings for expressing their feelings through which one can find and get their basic and advanced need from society. People in society share the same native or second or other languages used to get or fulfill each other's needs. Based on these language is identified as a key factor of communication between lecturers and students. Lecturers and students exchange their ideas, thoughts, feelings, and emotions. Also, this includes not only verbal communication, but also non-verbal communication, and it plays an important role in the process of learning. Transaction and interactive effects with a man have mostly focused on his own words and have lost awareness of what signal is being sent by the body at the same time. The facial expression, tone of voice, posture or movement, eyes contact, gesture touch and sights are the most frequently used nonverbal communication channels (Danijela Kozic, 2013).

Human non-verbal communication skills usually develop "automatically" through the developmental stages of infancy and early childhood. These are skills that are not directly taught, instead, this is more unconscious learning of "how to read people". Spend some time watching small babies see how they easily do the social interaction "dance". They respond to the facial expression and tone of voice of others, they can gain the attention of their caregivers with little effort, and they can use their facial expressions, voice and body to begin to exert control on the world around them. They have the basic communication skills making the world a comfortable place and allowing them to maintain their sense of safety and well-being (Bell, October 23, 2003). Miller described that nonverbal communication is learned well before a child begins the process of verbal communication (Miller, 1988).

Studies on nonverbal communication have commonly focused on the teaching methods in the classroom which may be used in teaching any subject (Pan, December 2014). Effective teachers use body language to communicate with students, build rapport with them, and make them feel safe and supported, nonverbal cues bestead many purposes in the communication process and there are many channels of nonverbal communication, a teacher willing to communicate effectively with their students will need to pay attention to their body language, gestures, facial expressions, eye contact and presentation, known as the impact of these cues are valuable steps toward success as a teacher (Biggs, 2003). This paper will focus on teacher nonverbal communication and successful teaching via nonverbal signals.

Purpose statement Review Article

LITERATURE REVIEW

This work is motivated by our desire to develop effective robot teammates for people, the issue of how to design communication strategies to support efficient and robust teamwork.

In human-human teamwork, sharing information through verbal and non-verbal channels play an important role in coordinating joint activity, we believe this will be the case for human-robot teams as well (Cythia Breazeal, 2004).

“The most important thing in communication is hearing what isn’t said” (Drucker, 2005). British comedian Eddie Izzard stood on stage in San Francisco on the national anthem. Although he was just going for a laugh, his routine was based on truth. Moreover, he was telling that even if a person is lost in the middle of the song, it doesn’t matter if he/she singing it with the usage of the right words or not, it’s important to figure out how to make it look like singing it correctly because “all that people care about is the look” (Izzard, 1994).

As well as the importance of nonverbal communication, people should consider what happens when there is a conflict between verbal and nonverbal messages that must be sent to the receiver. The receiver will mostly accept nonverbal messages over verbal ones. Thus, human behavior relates to an old gold phrase; “action speaks louder than words!” (Mark, 2011).

Kinsey explained nonverbal benefits (2008) the silent signal of nonverbal communication desire to show underlying motives and emotion such as fear, honesty, joy, indecision, frustration, etc. The tiniest gestures, like the way your co-workers stand or enter a room, often speak volumes about their confidence, self-worth, and credibility. And the way you sit-stand or look at others reveals more about your true intent than you may realize.

Miller described, nonverbal cues are exhibited both consciously and unconsciously and Zoric et al, described that some nonverbal behaviors are learned such as a wink; while others are innate, such as a blush. (G Zoric, 2007) Furthermore, nonverbal communication must include recognition of the influence of culture and gender on both the sender and the recipient. Further, as the teacher and instructor will need to consider the cultural and gender-based influences on students. Hartley and Karinch describe culture as “nothing more than accepted social norms for a group” Matsumoto explained that culture plays a significant role in melding our nonverbal behaviors. As a teacher, we must understand and recognize cultural influences. In the procedure of making behavior, it is important to identify nonverbal cues that are considered universal, versus those that carry specific cultural meaning. Besides, spontaneous or unconsciously exhibited facial expressions are nearly universal (Matsumoto, 2006) for example the easily recognized smile is a common expression of pleasure among all cultures (Neill and Caswell, 1993).

According to the differences in gender nonverbal communication between men and women, these differences do not mean that one gender is better at communication than another. It reminds us to comprehend classroom conditions. It is also proper to gender characteristics. Women are more likely to engage in self-touch than men during communication. Women desire to use more animated facial expressions and are more animated with head, hand and arm gestures during communication than men. (Hall).

Teaching and nonverbal communication

Nonverbal communication refers to a form of communication without using words to express oneself. Nonverbal communication is very basic and teachers tend to take it for granted and always ignore it in classroom teaching. For attaining the goal of teaching and improving teaching quality and efficiency in the classroom, the improvement of the teaching method is a very important factor. (Littlewood, 1984) However nonverbal communication does exhibit a central part of human behavior, it remains far from being well understood. Earlier achievements to foreign language teaching and learning, for example, were rather than communicative skills. English teachers want to be a focus on English grammar and vocabulary, ignorant of the practical usage of nonverbal communication and accordingly, the students will think and feel that the teacher's and lectures are boring and they are frequently absent on purpose.

If a teacher can use nonverbal communication correctly and correct time or the teacher's nonverbal communication was vivid and alive, it will be very helpful for students to understand commands over knowledge in the classroom and it's much easier for students to memorize something soon. Good smiles, engaging gestures smoothly and gently, also teacher's eye contact can be an effective tool for the stronger relation between teacher and students, which can help a teacher to manage his students (Arifa Bunglowala, 08 March 2015).

The teacher must know about the impact of nonverbal communication and he/ she should be an expert in communication because it follows that they must know about nonverbal communication which is also referred to as body language. Miller described that every teacher must be known as a nonverbal communicator for two primary reasons, first to become a good receiver of student's messages and second to use the capability to send students positive signals that fortify learning, also at this time become many experts as avoiding negative signals that smother learning (Miller P. W., 1998).

Besides that, many teaching method experts and adepts have been proving that every student's nonverbal expressions serve as an important source in the formation of teacher's impression, treatments, beliefs and bilateral behavioral expressions. Much more is communicated by nonverbal means, like feeling and importance. To be a better receiver of students' messages, all teachers must be known as many of these delicate cues. The researcher will be much stress on five important aspects of nonverbal communication in the classroom, these five important aspects can explain nonverbal communication in the classroom, such as teacher eyes contact, teacher Facial expressions, teacher postures, teacher Gestures and teacher touch some students in the classroom (Hans, Feb. 2015).

A. Teacher Eyes contact in the classroom: every individual communicates through eye behaviors initially eye contact. Whenever eye behavior is often studied under the category

of kinesics, it involves a part of nonverbal studies called “oculesics” that comes from the Latin word “oculus”, meaning “eye”. The face and eyes are the most important point of focus during communication, and along with our ears and eyes take in most of the communicative information in the classroom. (Emmanuel, 2015) Eye signal represents an important part of facial expressions and give us the ability to know the student’s behaviors and read their thoughts. (Pease, 2004) The eyes are the window of the soul, the use of eyes contact as a road of communication is relatively obvious. Everyone is significantly accurate in judging the way of another person’s gaze, and researchers and psychologists have done experiments that have measured just how accurate such judgments are. (Jahra, 2008) In college, from an observation of where a student is looking the teacher can infer what the student is looking at and from knowing what he is looking at the teacher can consider what he is interested in. Hence eye movements can be a much more important channel of nonverbal communication in the classroom (Amin, 2016).

Always teachers should use two types of eye contact in the classroom, the first type is looking around, which plays a very beneficial role in classroom teaching, for one reason, it can be used to get the students’ consideration, to cheer students to think critically and to find the students who nearly get the answer to put the question to. For the second reason, it can be used as a means in classroom management. The second type of eye contact is looking carefully and gazing, sometimes the teacher criticizes the student’s bad action and treatment, his eyesight should be put on the triangle portion of the students’ face, and the teacher will be considered serious, careful and honest. As well as a teacher sometimes watch their students carefully for the cues of boredom, exhaustion and confusion for all these things would be communicated to the teachers via their eyes during the teacher’s presentation, (Bunglowala, 2015) although eyes contact and nonverbal communication usage in the classroom can belong to cultural backgrounds of students and teachers.

B. Teacher facial expressions in the classroom: the human face is the most expressive part of the body; most of the emotional information is carried in the shape of the mouth and eyebrows. (Sheila, 2003) The human face is extremely expressive, able to express countless emotions without saying a word, and unlike the forms of facial expressions that are universal, the facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures (Segal, 2018).

A relaxed and smiling facial expression is an indication of teacher satisfaction with his current environment, (Gukas, 2010) facial expressions between teacher and student are a very important part of nonverbal signals in the classroom. The lively facial expressions can progress a supportive and non-threatening classroom environment, which aids students’ positive treatments and corresponding achievements. While a teacher asks a question gently

and an expected expression he indicates can cheer students to think carefully and respond actively. Sometimes unconscious frowns can make students sensitively correct their responses. It is better than just telling “NO” or “wrong” that can protect the students’ proper pride. The teacher’s bright face and smiling are thought to convey warmth and encouragement in all cultures. (Mandy, 2016)

C. Teacher posture in the classroom: “body talk is stronger during negotiating than the rival’s words, nonverbal communication spoke volumes to viewers” (Keen, 2004) “Good posture means standing upright with shoulders straight, slightly head up with eyes facing the front”. (Lee, 2004) As well as these nonverbal signals begin at birth, even before a baby can know that it has a corresponding meaning. Scholars described that babies shake their heads from side to side to reject their mother’s breast and later shake their heads to deny attempts to spoon-feed. There are four important human postures such as standing, sitting, squatting, and lying down. (Hans A., 2015) For teachers, sitting or standing in a relaxing and professional manner, is a positive posture, which can stimulate students’ positive attitude, and show that you are approachable upright, squarely facing the students, and evenly distributing the weight is to change students’ mood, draw students’ attention, or augment some opinion. (Bunglowala A. B., 08 March 2015)

D. Teacher gestures in the classroom: Axtell argued that there are many intentions of using arm signals, for example, politicians raise their arms to incite a crowd, and religious followers use them to praise a divine spirit and an audience by raising their hands and applause. (Axtell, 1997) Gestures of humans are the most common form of nonverbal communication, gestures are usually made with the hands and arms it is an expressive motion or action, also with the head or even the whole body. A spokesman uses gestures for some purposes, to strengthen an idea, or to help describe something well. Some teacher may be considered boring, stiff and inanimate if he fails to use gestures while speaking. Comparatively, a lively and animated teaching style captured students’ attention and makes the material much more interesting, good learning and formulates a little bit of entertainment. In process of teaching hands and arms, movements are often employed to physically depict conceptual, intellectual, or narrative elements of teaching. (Bi, 1995)

E. Teacher touches someone in the classroom: consider, how touch can tolerate someone in a moment of sadness when words alone cannot, the positive power of touch is countered by the potential for touch to be threatening because of its connection to sex and violence. Touch is necessary for human social progress and it can be welcoming, threatening or persuasive there are several kinds of touches, including functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch, (Zeki, 2009), as well as every

person, know that a pat on the back can mean a touch of friendship or a cue of cheering, also touch is a useful work of breaking down communication barriers.

The shoulders and arms are the most acceptable body portions to be touched, specifically for boys, the chest and leg are the least especially for older girls, back, head and hands, which are frequently touched by a teacher of very young children, become less acceptable from ten or eleven onwards, especially for girls. Neutrally all students do not like angry kinds of touch, such as being hit or having their head twisted around. But there are some other cultural reasons that teachers cannot touch students, and it is not common for a College teacher to touch students except in some special situations such as cheering and encouragement touch with cheerful words, it can be much better than just words. (Barmaki, 2014)

The viewpoint of this study

A teacher should be completely aware of his own culture, nonverbal behaviors, values, and other students' culture. Also, lecturers should understand different methods of teaching and non-verbal teaching. Lecturers must identify the most relevant and appropriate way of non-verbal communication and teach different students from different countries and cultures. Teachers should be good listeners with good facial expressions so that students can engage and ask questions freely and feel comfortable. Nonverbal communication is not just for teachers, but it's also for students, useful learning and teaching are more effective when including both. A teacher should walk around the students' chairs and arrange a classroom as a horseshoe because it's easy to walk comfortably.

Conclusion

To conclude, this study discussed the main ideas related to nonverbal communication, with a special emphasis on aspects of nonverbal communication that relate to teaching and learning in the classroom, known of nonverbal communication, different kind of nonverbal signals in the classroom and it's using via correct way, known of core nonverbal signals concepts that belong to the class arrangement, as well as cultures effects on nonverbal signals and differ between cultural perception in nonverbal signals in classrooms.

Lecturer's nonverbal signals create a comfortable and relaxing environment for students and this enables them to have self-confidence which also leads to an increase in participation and contribution to the lesson. Also, non-verbal communications signals encourage students to engage and interact during their lectures.

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