Appendices

APPENDICES

Appendix I

<u>Observation Schedule to Observe Non-Verbal Communication Behaviour</u>

<u>of Secondary School Teachers</u>

General Information :

Name of the Teacher : _____

Name of the School :_____

Subject Taught :_____   Class Taught :_____

The following sub-components occurred for each component of Non-Verbal Communication:

Kinesics:

Proxemics:

Chronemics:

Paralinguistics:

Haptics:

Facial Expressions:

Posture:

Any Other:

Scale to Observe Non-Verbal Communication Behaviour of B.Ed. Student-Teachers

General Information about the student-teacher under observation

Name of the Student-Teacher: _____

Date of Observation: _____

Subject Taught: _____   Class Taught: _____

Classroom Setting: Simulated Setting / Real Classroom

Instructions for Observer

In order to record the observations on non-verbal communication of the student- teacher, the observer has to rate different types of non-verbal behaviours mentioned in this tool on a 5 point scale. The observation is to be done for three stages of the lesson: 1.Introduction 2.Presentation 3.Revision/Achieving closure.

The observer has to respond to each of the statements by marking (✓) below the abbreviations (MA, A, S, I, MI) which most closely corresponds to his/her observation:

MA = Most Appropriate (The use of non-verbal cues which enriches the communication among students and teacher and reinforces the learning consistently i.e. throughout the observed phase),

A = Appropriate (The use of non-verbal cues which although enriches the communication among students and teacher and reinforces the learning but lacks consistency of its use to some extent during the observed phase),

S = Satisfactory (The use of non-verbal cues which do not enrich the classroom communication much but is not even barrier to classroom communication),

I = Inappropriate (The use of non-verbal cues which is barrier to classroom communication at some events during the observed phase),

MI = Most Inappropriate (The use of non-verbal cues which is barrier to classroom communication throughout or most of the times during the observed phase)

There is a column of remarks for each component in all phases. Some of the undesirable behaviours are enlisted in this column. Underline the undesirable behaviour if it occurs and if there is some other undesirable behaviour occurred; write in the same column in the space provided.

1. Introduction stage of the lesson

		MA	A	S	I	MI
1.	**Oculesics(Eye contact)**					
i	Eye contact while asking questions					
ii	Eye contact during explanation					
iii	Use of eye contact to maintain discipline					
iv	Eye contact while receiving answers					
	Total					
	Average					
Remarks(if any): Looking at floor or ceiling/Looking outside the class out of nervousness						
2.	**Paralinguistics (Vocalics)**					
i	Tone					
ii	Pitch					
iii	Loudness (volume)					
iv	Rate of speech (speed)					
v	Word flow					
	Total					
	Average					
Remarks(if any): Use of speech fillers(okay/yes/uhhh) /stammering out of nervousness						
3.	**Proxemics(Distance)**					
i	Movement in the class					
	Total					
	Average					
Remarks(if any): Entered the private zone of student quite often which distracts student						
4.	**Facial expressions**					
i	Use of Frowns / Warning Expression					
ii	Use of Smile					
iii.	Change in Facial Expression					
	Total					
	Average					
Remarks(if any): Nervous expressions/ Expressions showing lack of confidence						
5.	**Kinesics(Gestures)**					
i.	Head movements					
ii.	Hand movements					
	Total					
	Average					
Remarks(if any): Nail Biting/ Ear(/Nose/Hair) Tickling quite often/ fidgeting with dress/ Speaking with back turned/showing finger to scold/placing one hand at waist						
6.	**Chronemics(Use of Time)**					
i.	Pause after questions to allow students time to think of an answer.					
ii.	Pauses during explanation					
	Total					
	Average					
Remarks(if any):Long pause as if forgotten some content/ long pause to think/long pause to answer the students' doubts						
7.	**Artifacts(Physical Appearance)**					
i	Style of dressing					
ii	Professional appearance					
	Total					
	Average					
Remarks(if any):						
8.	**Posture**					
	While standing					
	While walking					
	While working on blackboard					
	Total					
	Average					
Remarks(if any): Drooping shoulders/ taking rest on one leg for long time						
Total for Introduction:	Average for Introduction:					

2. Presentation stage of the lesson

		MA	A	S	I	MI
1.	**Oculesics(Eye contact)**					
i	Eye contact while asking questions					
ii	Eye contact during explanation					
iii	Use of eye contact to maintain discipline					
iv	Eye contact while receiving answers					
	Total					
	Average					
Remarks(if any): Looking at floor or ceiling/Looking outside the class out of nervousness					
2.	**Paralinguistics (Vocalics)**					
i	Tone					
ii	Pitch					
iii	Loudness (volume)					
iv	Rate of speech (speed)					
v	Word flow					
	Total					
	Average					
Remarks(if any): Use of speech fillers(okay/yes/uhhh) /stammering out of nervousness					
3.	**Proxemics(Distance)**					
i	Movement in the class					
	Total					
	Average					
Remarks(if any): Entered the private zone of student quite often which distracts the student					
4.	**Facial expressions**					
i	Use of Frowns / Warning Expression					
ii	Use of Smile					
iii.	Change in Facial Expression					
	Total					
	Average					
Remarks(if any): Nervous expressions/ Expressions showing lack of confidence					
5.	**Kinesics(Gestures)**					
i.	Head movements					
ii.	Hand movements					
	Total					
	Average					
Remarks(if any): Nail Biting/ Ear(/Nose/Hair) Tickling quite often/ fidgeting with dress/ Speaking with back turned/showing finger to scold/placing one hand at waist					
6.	**Chronemics(Use of Time)**					
i.	Pause after questions to allow students time to think of an answer.					
ii.	Pauses during explanation					
	Total					
	Average					
Remarks(if any):Long pause as if forgotten some content/ long pause to think/long pause to answer the students' doubts					
7.	**Artifacts(Physical Appearance)**					
i	Style of dressing					
ii	Professional appearance					
	Total					
	Average					
Remarks(if any):					
8.	**Posture**					
	While standing					
	While walking					
	While working on blackboard					
	Total					
	Average					
Remarks(if any): Drooping shoulders/ taking rest on one leg for long time					

Total for Presentation: Average for Presentation:

3. Revision stage of the lesson

		MA	A	S	I	MI
1.	**Oculesics(Eye contact)**					
i	Eye contact while asking questions					
ii	Eye contact during explanation					
iii	Use of eye contact to maintain discipline					
iv	Eye contact while receiving answers					
	Total					
	Average					
Remarks(if any): Looking at floor or ceiling/Looking outside the class out of nervousness					
2.	**Paralinguistics (Vocalics)**					
i	Tone					
ii	Pitch					
iii	Loudness (volume)					
iv	Rate of speech (speed)					
v	Word flow					
	Total					
	Average					
	Remarks(if any): Use of speech fillers(okay/yes/uhhh) /stammering out of nervousness					
3.	**Proxemics(Distance)**					
i	Movement in the class					
	Total					
	Average					
	Remarks(if any): Entered the private zone of student quite often which distracts the student					
4.	**Facial expressions**					
i	Use of Frowns / Warning Expression					
ii	Use of Smile					
iii.	Change in Facial Expression					
	Total					
	Average					
	Remarks(if any): Nervous expressions/ Expressions showing lack of confidence					
5.	**Kinesics(Gestures)**					
i.	Head movements					
ii.	Hand movements					
	Total					
	Average					
	Remarks(if any): Nail Biting/ Ear(/Nose/Hair) Tickling quite often/ fidgeting with dress/ Speaking with back turned/showing finger to scold/placing one hand at waist					
6.	**Chronemics(Use of Time)**					
i.	Pause after questions to allow students time to think of an answer.					
ii.	Pauses during explanation					
	Total					
	Average					
	Remarks(if any):Long pause as if forgotten some content/ long pause to think/long pause to answer the students' doubts					
7.	**Artifacts(Physical Appearance)**					
i	Style of dressing					
ii	Professional appearance					
	Total					
	Average					
	Remarks(if any):					
8.	**Posture**					
	While standing					
	While walking					
	While working on blackboard					
	Total					
	Average					
	Remarks(if any): Drooping shoulders/ taking rest on one leg for long time					

Total for Revision: Average for Revision:

Appendix III

<u>Scale to Observe Classroom Transaction of B.Ed. Student-Teachers</u>

(This scale was attached with the scale to observe non-verbal communication behaviour of B.Ed. student-teachers. Hence no general information of the observant was sought)

Instructions for observer

In order to record the observations related to classroom transaction of the student-teacher, the observer has to rate different factors of classroom transaction mentioned in this tool on a 5 point scale.

The observer has to respond to each of the statements by marking (✓) below the abbreviations (VG –Very Good, G - Good, A - Average, P - Poor, VP – Very Poor) which most closely corresponds to his/her observation

S.No.	Factors of Classroom Transaction	VG	G	A	P	VP
1.	Discipline in the Classroom					
2.	Attention of Students					
3.	Classroom Interaction					
4.	Interest of Students					
5.	Classroom Environment					

Appendix IV

<u>Reaction Scale</u>

Dear Respondents,

       You have attended the training programme on non-verbal communication. After the training programme on non-verbal communication, researcher wants to know your reactions towards the training programme. In this context, fill this reaction scale as per the instructions given below. The data provided by you will be used for research purpose only.

<div align="right">Thanking you,</div>

<div align="right">Researcher</div>

<u>General Instructions:</u>

       There are total 25 items in the reaction scale. Respond to each of the item by marking '√' below SA/A/N/D/SD which most closely corresponds to your assessment of training programme on non-verbal communication on this five point rating scale. In this scale, SA, A, N, D, SD corresponds to the following:

SA – Strongly Agree

A – Agree

N – Neutral

D – Disagree

SD – Strongly Disagree

NAME OF THE RESPONDENT: ....

S.No.	Training Programme on Non-Verbal Communication has-	SA	A	N	D	SD
1.	Created awareness of non-verbal skills which were unknown to you.					
2.	Helped you in better Classroom Management.					
3.	Brought positive specific changes in you.					
4.	Transformed in you the use of these skills as your second nature.					
5	Convinced you to use all the non-verbal skills.					
6.	Convinced you to still refine these skills.					
7.	Helped you to perfect the use of non-verbal skills already known to you.					
8.	Helped you to get more time for instruction when you use non-verbal skills.					
9.	Helped you to stay away from non-verbal cues that can hinder learning.					
10.	Improved your ability to deal with difficult students.					
11.	Helped you to make teaching more lively.					
12.	Improved your communication skills.					
13.	Enabled you to interpret non-verbal behaviour of students.					
14.	Made you feel more teacher responsibility.					
15.	Helped you to make teaching more student-centred.					
16.	Increased awareness of your effect on students.					
17.	Enabled you to improve relationship with students in the classroom.					
18.	Made you better teacher.					
19.	Helped you to encourage student participation.					
20.	Enabled you to be better receiver of non-verbal cues sent by students.					
21.	Enabled you to make teaching-learning process more structured.					
22.	Enabled you to make learning a joyful experience.					
23.	Enabled you to send positive non-verbal messages assisting in instructional reinforcement.					
24.	Enabled you to catch attention of learners.					
25.	Enabled you to check inattentive learners.					
	Any other observation-					

Training Programme on Non-Verbal Communication

The training programme on non-verbal communication is divided in three phases – (i) Pre-orientation phase (ii) Orientation Phase (iii) Post-Orientation Phase. All the three phases are significant for the training on non-verbal communication for classroom transaction. Each phase of training programme is described for implementation as follow.

S.No.	Phase and Duration	Particulars
1.	Pre-Orientation Phase (15 minutes for each lesson practiced by student-teacher)	Lessons of student-teachers are video-recorded in simulated settings. One lesson of each student-teacher is video-recorded.
2.	Orientation Phase (10 hours duration) **Day 1** (one hour)	The student-teachers are introduced to the theory of non-verbal communication[a].
	Day 2 (one hour)	The student-teachers observe the video-recorded teaching sessions (at least three) to identify components of non-verbal communication. After observation and identification of components of non-verbal communication, student-teachers enlist all the components as identified and discussed by them. The teacher-educator then helps the students to prepare the comprehensive list of the components of non-verbal communication as observed in video-recorded teaching sessions.
	Day 3 (one hour)	The teacher-educator discusses the meaning & appropriate use of components of non-verbal communication viz. Oculesics, Proxemics, Chronemics, Paralanguage[b].
	Day 4 (one hour)	The teacher-educator discusses the meaning & appropriate use of components of non-verbal communication viz. Kinesics, Facial Expressions, Posture, Artifacts[c].
	Day 5 – Day7 (three hours)	Self and peer evaluation by student-teacher (under supervision of teacher educator in simulated setting) on use of non-verbal communication by observing one's own video-recording of teaching lesson recorded in orientation phase.
	Day 8 – Day 10 (three hours)	Practice on the use of non-verbal communication (15 min. to each student) and discussion at end (30 min.)
3.	Post- Orientation Phase (Duration as per number of lessons)	The student-teachers are exposed to real classroom teaching. The student-teachers are given continuous feedback for each lesson on use of non-verbal communication in the classroom.

[a] The theory of non-verbal communication is discussed in Section I of training programme.
[b] and [c] The meaning & appropriate use of all components of non-verbal communication is discussed in Section II of training programme.

SECTION I

THE THEORY OF NON-VERBAL COMMUNICATION

Concept of Communication

Communication is the process of sending information to oneself or another entity, usually via a language. Seeking to define 'communication' as a static word or unified discipline may not be as important as understanding communication as a family of resemblances with a plurality of definitions. Some definitions are broad, recognizing that animals can communicate, and some are narrower, only including human beings within the parameters of human symbolic interaction. Communication is a complex process.

Communication system is often categorized into six main components. Diagrammatically, the communication system can be shown as in figure 1. The six components and their public speaking analogs are:

- Transmitter: Speaker

- Channels: Senses: speech, hearing, seeing, etc.

- Message: Speaker's topic

- Receiver: Audience

- Noise: Internal and external factors that affect message reception by audience: e.g., daydreaming, traffic noise, etc.

- Feedback: Audience reaction

Of the six components listed, the speaker has immediate control over only three: self, the methods of communication chosen (visual, auditory, etc.), and the message itself. The speaker can influence, but not control, the last three components: the audience, distractions, and audience response. It is the speaker's role to focus attention on the audience to enhance the probability of the receipt of the message. This is done by selecting the type of communication pertinent to the message, establishing a point-of-view, and communicating its meaning to the receiver. Receiver forms a feedback message and uses proper channel to transmit the message after decoding the message sent by the speaker. In the process of communication, noise hinders the reception of message. Noise can be due to external factors or internal factors as mentioned above. Internal factors responsible for noise include intelligence, interest, ego clashes, motivation, attention, relation between sender and receiver whereas external factors responsible for noise in the process of communication are

related with physical environment like weather, sound of the surrounding where communication process takes place.

Information

Ideation   Feedback

Meaning

Channels of Communication

Noise

Message

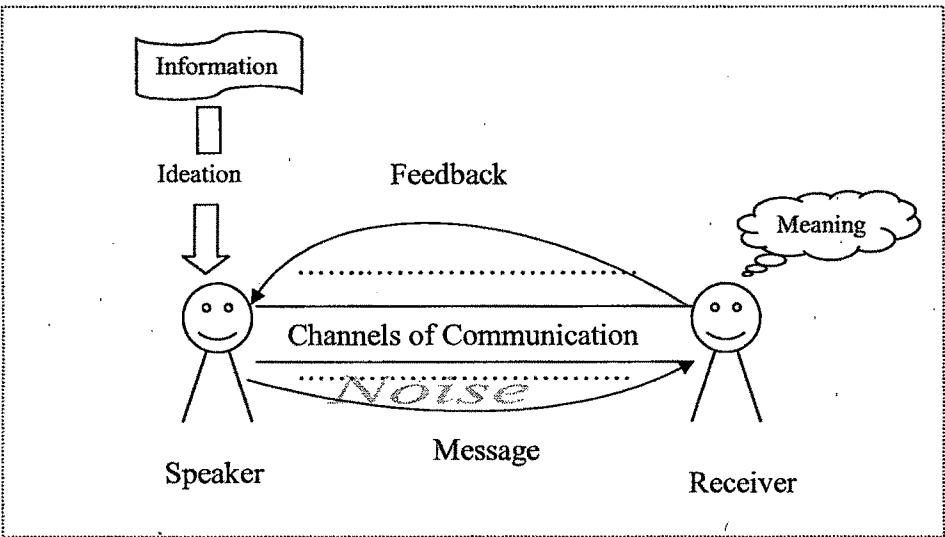Speaker   Receiver

Figure 1 *Communication System*

To be effective, the speaker must consciously choose not only the subject matter of the presentation, but also the personal impression being made and the rhetorical tools being used. The impression of the speaker is formed by the receiver by interpreting both his verbal and non-verbal symbols. Hence, the speaker must assess his or her audience and decide how best to reach them both verbally and non-verbally. Appropriate use of non-verbal communication could also minimize the noise in the process of communication to some extent. The speaker can interpret the non-verbal cues of audience to minimize noise, such as, their disinterest, discomfort and attention level. The speaker himself can emit motivating, reinforcing and attention catching non-verbal cues to maintain the interest of the audience. Thus, non-verbal communication could enhance the intensity of verbal communication.

Importance of Communication in Teaching

Throughout history, the role of the teacher has changed. Early in history, the teachers' primary role was to broaden a child's knowledge. Frequently the parents lacked basic reading and writing capabilities. Even though the child attended school, the parents spent the majority of the child's growing years instructing and providing a role model. Our society has become less family oriented. Both husband and wife

spend their time at workplace for earning, so the child's time is spent primarily without the parents and with the teacher serving as the primary role model. Certainly more time is spent with teachers than parents for students in secondary education and beyond. It can be concluded that teachers become the only source of extended personal contact for many students.

Given the above mentioned effect, teachers may have on students and their development, it is reasonable to suggest that all teachers need to evaluate the communication which occurs in their classrooms. In the teaching process, the communication techniques a teacher uses play a significant role in instructional delivery. After all, communication in the classroom defines the learning process, and it is necessary to communicate in order to influence learning. 'Communication processes trigger stimuli which energize the emotions. Emotional activity engenders involvement and exercises the associative part of the mind. Vitalization of the emotions facilitates the absorption of factual data' (Keidar, 2005). Thus, communication has great influence on the absorption of the knowledge imparted to students through classroom transaction.

The discussion of classroom communication would be incomplete without examining factors affecting the effectiveness of classroom communication. Problems which affect classroom communication are often unique. It is different from other formalized communication as; evaluation is integral to this form of classroom communication. Additionally, classroom communication is largely information sharing. Thus, it is principally interpersonal in nature. Here, meeting the needs and goals of the individual become more relevant than meeting the needs and goals of the group.

Effective classroom communication ensures learning. Hence, all the elements of communication, such as, verbal and non-verbal communication within the classroom setting should be observed. A good communicator should be able to express non-verbal cues appropriately. It is vital for teacher to possess knowledge and skills of both verbal and non-verbal communication to communicate better with the students. It also helps to take charge of the class as a whole. The glance of the concept of non-verbal communication is foremost to understand different components of non-verbal communication.

Concept of Non-Verbal Communication

Although we usually identify communication with speech, communication is composed of two dimensions - verbal and non-verbal. Non-verbal communication includes behaviors in the form of eye contact, touching, voice tone, physical behaviors, and facial expressions, external appearance, posture, and distance between two people convey subtle communication; also nonverbal cues include how we say things with body posture, movement, gestures. People react to the unspoken, as much to how something is said as to what is the explicit meaning of the words. Misunderstandings can often be clarified if the people involved have the ability to notice and comment on the non-verbal communication in an interaction. People will benefit from learning the range of non-verbal behaviors in order to clarify the often subtle dynamics of the situations they find themselves in. By making the nonverbal communication more clear, misunderstandings can be resolved.

Importance of Non-Verbal Communication in Teaching

Many people believe that communication involves language and, therefore, non-verbal communication is not a legitimate field of study. However, it is impossible to separate verbal and non-verbal communication. When one speaks, his/her gestures and facial expressions accentuate his/her words. Even when speaking on the phone, the tone of voice, rate, volume and inflection affects the meaning of the speaker. Human beings use non-verbal communication because of the following points.

1. Words have limitations: There are numerous areas where non-verbal communication is more effective than verbal (when explain the shape, directions, personalities are expressed non-verbally).

2. Non-verbal signals are powerful: Non-verbal cues primary express inner feelings (verbal messages deal basically with outside world).

3. Non-verbal message are likely to be more genuine: This is because non-verbal behaviors cannot be controlled as easily as spoken words.

4. Non-verbal signals can express feelings inappropriate to state: Social etiquette limits what can be said, but non-verbal cues can communicate thoughts.

5. A separate communication channel is necessary to help send complex messages: A speaker can add enormously to the complexity of the verbal message through simple non-verbal signals.

6. Non-verbal communication has enormous potential to improve the communication.

Added skillfully with the verbal communication, it can add more meaning in the communication process making the situation win-win for both the sender and the receiver. It has huge scope in the field of teaching and learning. Stated briefly, how something is expressed may carry more significance and weight than what is said, the words themselves. Given that non-verbal cues are such potent communicative tool, it makes sense that if we improve the way we use and read non-verbal signals, we will be better communicators. There is variety of non-verbal signals emitted from teacher in classroom which influence, to deepest levels, the classroom atmosphere, student's moods, perception, learning and eventually attitudes towards knowledge and school in general. On the other hand students also emit non-verbal signals. Teacher has powerful tool to identify what is actually going on with his class in general and each individual per se, without any word being said. This is extremely important in lecture like classes when teacher is primarily supposed to talk. The chart presented in figure 2, show the link of non-verbal communication to teaching learning process.

Teaching Learning Process *needs*

↓

Learning Environment which can *be created through*

↓

Leadership and Classroom Management of Teacher that *requires*

Content mastery and   Classroom Transaction that *requires*

↓

Teaching Skills that *include*

↓

Communication which is

Verbal Communication   Non–Verbal Communication
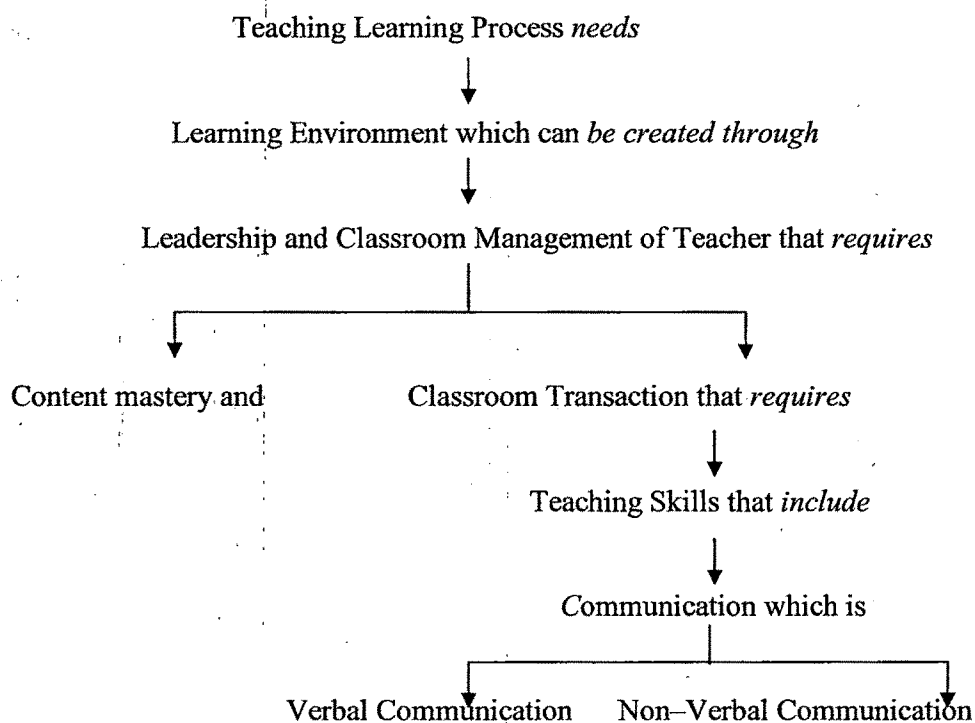
Figure 2 *Non-Verbal Communication in Teaching Learning Process*

Non-verbal communication in instruction incorporates behaviors that do not use words (O'Hair & Ropo, 1994). Voice tone, body posture, gestures, and eye contact are incorporated in a teacher's classroom message. Mehrabian (1967) suggested that only seven percent of message is sent through words, with remaining 93 percent sent through non-verbal expressions. When the verbal and non-verbal messages are contradictory, the observers believe the non-verbal message they are receiving and not the verbal one. Hence, the non-verbal messages, conscious or unconscious, that are being sent by the speaker through appearance, attitude, gesture, and dress, are crucial to the communication of ideas. In addition, the speaker's ability to read the audience and change speaking strategies accordingly will also impact the effectiveness of the transmission of the message.

Accompanied by a smile or a frown, said with a loud, scolding voice or a gentle, easy one, the contents of our communications are framed by our holistic perceptions of their context. An understanding of non-verbal cues is very helpful in classroom instruction as it helps the instructor to become a better receiver of student messages and increases the instructor's ability to send positive non-verbal messages assisting in instructional reinforcement. Moreover, an understanding of non-verbal cues affords the instructor the ability to stay away from non-verbal cues that can hinder learning (Hinton, 1985). Therefore, in classroom instruction, the teacher needs to understand non-verbal cues to accurately and effectively deliver information (Miller, 1978). The importance of non-verbal communication is quite significant in first language (native) classes to add specific meaning, feeling and environment to the content. Even it is also more important in second and third language (foreign) classes as many verbal components are not understood by a large number of students, mainly the classes following communicative approaches. Non-verbal communication by the teacher plays an important role in these classes. It has also a very significant role in the classes meant for differently able students especially for deaf and dumb students in an inclusive environment. Thus the dominance of non-verbal communication is noteworthy in classroom transaction. Furthermore, role of different components of non-verbal communication in the classroom will throw more light in this concern.

Non-verbal communication has implications for the teacher as well as the learner. It is often said that one can always recognise a language teacher by their use of gesture in normal conversation, while it is certainly true that a system of gestures has evolved which allows a teacher to perform aspects of classroom management quickly,

quietly and efficiently. Gestures for 'work in pairs', 'open your books', 'listen' and 'write' are universal, while individual teachers have developed non-verbal repertoires involving the use of fingers to represent words, expressions to denote approval/disapproval and gestures to indicate time, tense and other linguistic features, and hence systems for instruction, correction and management which well-trained learners respond to immediately. The effective use of nonverbal cues assists in a wide range of classroom practices by adding an extra dimension to the language:

- reducing unnecessary teacher talking time
- increasing learner participation
- confidence building
- reducing fear of silence
- clear instructions
- efficient classroom management
- classroom atmosphere
- improving listening skills
- improving performance in pair and group activities
- self and peer correction
- avoiding misunderstandings
- improving intercultural competence

Thus, it is important to be aware of the dominance of the nonverbal message. If there is disagreement between the verbal and nonverbal message, the nonverbal will win. Also, the validity and reliability of verbal messages are checked by nonverbal actions. Again, if discrepancy exists, the nonverbal will dictate.

SECTION II

The Meaning & Appropriate Use of Components of Non-Verbal Communication

Non-verbal communication is a system consisting of a range of features often used together to aid expression. The combination of these features is often a subconscious choice made by native speakers or even sub-groups/sub-cultures within a language group. The following are the components of non verbal communication:

1. Oculesics

This component of non-verbal communication highlights the importance of eye-contact in the communication process. Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. And it signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Teachers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility. The most dominant and reliable features of the face, the eyes, provide a constant channel of communication. They can be shifty and evasive; convey hate, fear, and guilt; or express confidence, love, and support. The eyes of the man converse as much as their tongues, with the advantage that the ocular dialect needs no dictionary, but is understood, the entire world over. When the eye say one thing, and the tongue another, a practiced man relies on eye. Except for extremely shy individuals, most people look for social acceptance by studying the eyes of others. Eyes also can accurately indicate a positive or a negative relationship. People tend to look longer and more often at those, whom they trust, respect and care about than at those whom they doubt or dislike.

Oculesics in the Classroom

Eye behavior seems to be of particular importance and is generally used to indicate whether one is open to communication or not. This can be observed when a teacher asks the class a question: students who think they know the answer will generally look the teacher, while students who do not know the answer will usually try to avoid eye contact. Visual contact with the instructor appears related to student's comprehension. The visual contact with the instructor increases attentiveness, which in turn results in better grades. Students in group who were looked at almost continuously by lecturer received higher quiz scores. Exline (1971) reports that, in responses to a questionnaire, college students said they thought that they would be more comfortable with another who, when

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speaking, listening, and sharing mutual silence, looked at them 50 percent of time as opposed to cent percent of the time or not at all.

Eye contact is often used to control an interpersonal interaction. When people do not wish to be interrupted, they will often glance away and continue talking. When they wish the other person to speak, they will pause, making direct eye contact. Teachers often use eye contact in the classroom to decide who is prepared to answer a question, or who was completed a homework assignment. Teachers can have individual eye contact with every student in the classroom. Attitudes of intimacy, aloofness, concern, or indifference can be inferred by the way a teacher looks or avoids looking at a student. Most experienced teachers are aware when students are bored with the subject matter being presented. Students' eyes often signal listening and non-listening behaviors, thus transmitting subtle messages about their lack of attentiveness. Students' who are constantly looking at the wall clock rather than watching and listening to the teacher may be indicating the need for a break, the dullness of the content, or a lack of teacher motivation and preparation. In any case, observation of eye behavior can be used in evaluating teacher and student performance.

Making eye contact with individual students can help a teacher establish a presence in the classroom and reinforces the importance of the teacher's message (Hodge 1971). It may also assist students in their ability to recall information. In one study, students whose teacher made eye contact with them while reading a story had greater recall of details of that story than students whose teacher did not make eye contact while reading the same story (Otteson & Otteson 1980). Ask yourself: How often do I look directly at a child when I'm speaking with him/her? When I'm speaking to a group of children, how often do I make eye contact with individual children in the group? Raising your own level of consciousness is one way to begin making changes.

2. Proxemics

Leibman (1970) defined proxemics as personal space that moves and changes with the individual. Personal space is the core of the proxemics category, and there are different levels of space and distance. Classroom transaction is influenced by the proximity between the teacher and student in the classroom.

Proxemics in the Classroom

In instruction, proxemics focuses on the teacher's use of distance, motion, classroom arrangement, and space. For example, the instructor controls classroom proxemics via

fixed seating, or by placing the student chairs in a close circle. The physical arrangement affects class discussion and interaction among students and teacher.

Cultural norms dictate a comfortable distance for interaction with students. One should look for signals of discomfort caused by invading students' space. Typically, in large classes space invasion is not a problem. In fact, there is usually too much distance. To counteract this, moving around the classroom may increase interaction with students. Increasing proximity may enable the teacher to make better eye contact and may increase the opportunities for students to speak. Different distances are also intuitively assigned for situations involving intimate relations, ordinary personal relationships (e.g., friends), social relations (e.g., co-workers or salespeople), or in public places (e.g., in parks, restaurants, or on the street. Schwebal and Cherlin found that elementary school children seated in the front row were attentive and were evaluated more positively by their teachers than were students who sat in the middle and back rows. Edward T. Hall s categories can lend insight. Hall (1966) specifies four distance zones which are commonly observed by North Americans.

(i) *Intimate distance* - from actual touching to eighteen inches. This zone is reserved for those with whom one is intimate. At this distance the physical presence of another is overwhelming. Teachers who violate student's intimate space are likely to be perceived as intruders.

(ii) *Personal distance* - from eighteen inches to four feet. This is the distance of interaction of good friends. This would also seem to be most appropriate distance for teacher and student to discuss personal affairs such as grades, conduct, private problems, etc.

(iii) *Social distance* - exists from four to twelve feet. It seems to be an appropriate distance for casual friends and acquaintances to interact.

(iv) *Public distance* - outward from twelve feet a speaker becomes formal. Classes of teachers who maintain this distance between themselves and their students are generally formal, and some students may feel that the teacher is cold and distant.

Hall's system for the categorization of distance can constructively be used to lend insight into the nature of various student-teacher interactions. It should be noted, however, that appropriate distance is determined by a myriad of variables (as shown in figure 1) including the situation, the nature of the relationship, the topic of conversation, and the physical constraints which are present.

Figure 1 *Difference in Proxemics in Different Situations*

3. Chronemics

It is how we perceive and use time to define identities and relationships. Time perceptions include punctuality and willingness to wait, the speed of speech and how long people are willing to listen. The timing and frequency of an action as well as the tempo and rhythm of communications within an interaction contributes to the interpretation of non-verbal messages. Burgoon and Saine (1978) define chronemics as "how we perceive, structure, and react to time and . . . the messages we interpret from such usage." It deals with the pacing of speech or the length of silence in the exchange.

Chronemics in the Classroom

In the classroom, it is important for a teacher to use meaningful pauses while explaining to convey appropriate meaning and while asking questions. Pauses can be meaningful, disorganized, shy, and hesitant. If teacher misses the appropriate pauses, she may not communicate the message properly and student may not understand properly the content. Also, the appropriate pauses make the message more meaningful. If the teacher speaks very fast or very slow during explanation missing the appropriate pauses, the content may not be conveyed as expected.

4. Paralanguage

Paralinguistics communication includes voice variations and its elements are pitch, resonance, articulation, rate, volume, rhythm, pause and silence and sounds such as

gaps and groans. No matter what we say, we may be seen as inappropriate if we don't have the right tone. This category includes a number of sub-categories: Inflection (rising, falling, flat...), Pacing (rapid, slow, measured, changing...), Intensity (loud, soft, breathy,...), Tone (nasal, operatic, growling, wheedling, whining...), Pitch (high, medium, low, changes...), Pauses (meaningful, disorganized, shy, hesitant...).

Paralanguage in the Classroom

Teachers using this non-verbal cue philosophy know that yelling and projecting a high-pitched voice will excite rather than calm students. For maximum teaching effectiveness, learn to vary the six elements (as mentioned in the preceding paragraph) of your voice. One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull. Students tend to learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices.

This powerful non-verbal tool can readily affect student participation. Generally, to correct answers the teacher responds with positive verbal reinforcement enhanced by vocal pitch or tone, expressing the acceptance and liking of the students' answer (often accompanied by a smile or other forms of non-verbal approval). Opposite is the case when teacher do not like the response (or behavior in the same way). Some early studies, found that large variations of rate, force, pitch, and quality produced higher levels of retention than did messages delivered without these variations. For example mono-pitch reduces comprehension for both prose and poetry when compared with good intonation. There is distinction between a child's and adult's response to non-verbal behavior, particularly in terms of non-verbal vocal behavior. For example, varying the ways one can say that well-known story opener "Long, long ago in a place far, far away..." , stretching out the words and inserting a pause: "Lonnnng, lonnnng ago (pause) in a place farrrr, farrr away..." or using a different pitch for the first "long" versus the second "long" and the first "far" versus the second "far" will have different effects.

While the adult will almost universally accept the non-verbal vocal behavior as the correct cue when vocal behavior and verbal behavior are in conflict, young children often operate in the reverse manner. Therefore for the small child, conflicting verbal and non-verbal messages will cause considerable trouble. One of the best examples of this is the use of satire, which is for this reason generally inappropriate means of communication with small children. Vocal behavior is also capable of arousing stereotypes about either a teacher or a student. For example, a teacher who has a very nasal speaking voice is often

perceived as having a variety of undesirable personal and physical characteristics. Female teachers with very tense voices are often perceived as being younger, feminine, more emotional, easily upset, and less intelligent. Male teachers with the same vocal characteristics are often perceived as being older, more unyielding, and cantankerous. Many teachers would be shocked at students' imitations of them, often imitation mimicking the teacher's vocal pattern.

5. Kinesics

It is the study of body movements, facial expressions, and gestures. It was developed by anthropologist Ray L. Birdwhistell in the 1950s. Body motions such as, shrugs, foot tapping, drumming fingers, eye movements like, winking, gestures, and facial expressions come under these. Research conducted by O'Hair & Ropo (1994) suggests that students' facial expressions are the most visible form of communication when trying to interpret their state of mind. Because the face has the ability to produce over 1,000 different expressions, it is instrumental in communicating a student's state of mind (Ekman, Friesen, & Ellsworth, 1972). The role of facial expressions will be discussed in detail separately after the discussion of gestures in classroom communication.

A gesture is a non-vocal bodily movement intended to express meaning. They may be articulated with the hands, arms or body, and also include movements of the head, face and eyes, such as winking, nodding, or rolling ones' eyes. If one fails to gesture while speaking, he may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students' attention, makes the material more interesting, facilitates learning and provides a bit of entertainment. Head nods, a form of gestures, communicate positive reinforcement to students indicates that the teacher is listening. There are many kinds of gestures - clenching fist, biting fingernails, rubbing chin, shaking a finger, tugging at hair, smoothing hair, pointing, squirming.

Gestures in the Classroom

Teachers use different gestures in the classroom like nodding, folding arms, waving, pointing to blackboard (as shown in figure 2), etc. The variety of ways in which teacher and students walk, stand, or sit can all affect interpersonal perception. The teacher who slouches or twitches when talking to students is not likely to be perceived as a composed person. Conversely, the teacher who always appears unruffled regardless of the circumstances is likely to be perceived as cold and withdrawn. Body postures and movements are frequently indicators of self-confidence, energy, fatigue, or status. In the

classroom, students keen to receive body message of enthusiasm or boredom about the subject matter being taught can sense confidence or frustration from the unconscious behaviors of teachers.
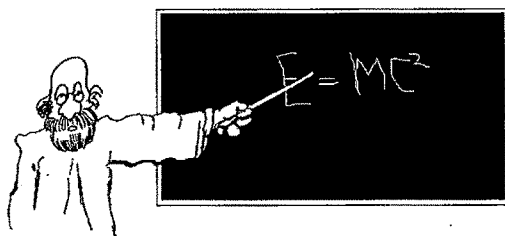

Figure 2 *Cartoon Depicting Gestures in the Classroom*

Observant teachers can also tell when students understand the content presented or when they have trouble grasping the major concepts. A student who is slouching in his seat sends a very different message than the student who learns forward or sits erect. Cognitively, gestures operate to clarify, contradict, or replace verbal messages. Gestures also serve an important function with regard to regulating the flow of conversation. For example, if a student is talking in class, single nod of the head from the teacher will likely cause that student to continue and perhaps elaborate.

6. Facial Expressions

The saying 'a picture is worth a thousand words' well describes the meaning of facial expression. Facial appearance - including wrinkles, muscle tone, skin coloration, and eye color offers enduring cues that reveal information about age, sex, race, ethnic origin, and status. Among the different facial expressions, smiling is a most powerful cue that transmits – happiness, friendliness, warmth, liking, and affiliation. Thus, if one smiles frequently he will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and students react favorably and learn more. Other examples of facial expressions are pensive, sad, warning, startled, amused, confused, anxious, sleepy, intoxicated, etc. as shown in figure 3.
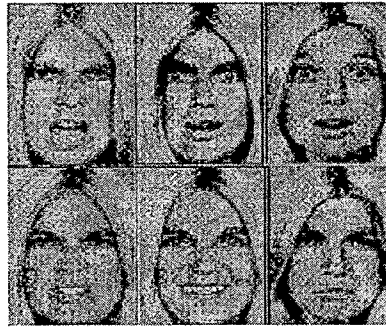
Figure 3 *Varieties of Facial Expressions*

A less permanent second set of facial cues-including length of hair, hairstyle, cleanliness, relate to an individual's idea of beauty. A third group of facial markers are momentary expressions that signal that cause changes in the forehead, eyebrows, eyelids, cheeks, nose, lips, and chin, such as raising the eyebrows, wrinkling the brow, curling the lip. Some facial expressions are readily visible, while others are fleeting. Both types can positively or negatively reinforce the spoken word and convey cues concerning emotions and attitude. Next to words the human face is the primary source of information for determining an individual's internal feelings.

Facial expressions can also be voluntary, as when an individual wants deliberately to hide feelings for different reasons. Often people try to hide feelings and emotions behind masks. The frown, jutting chin, raise eyebrow, open mouth, and sneer are facial expressions that can betray and ultimately broadcast deception. All humans are capable of faking a happy or a sad face, a smile or a frown. But interesting statement is that the timing gives them away. They cannot determine how long to keep it or how quickly to let it go.

Facial Expressions in the Classroom

All people and thus certainly teachers and students use facial expressions to form impressions on others. A cold hard stare (a kind of staring) has long been in the repertoire of teacher's weapons (as it can be used as a meaningful tool to control the notorious class or student). Similarly, a smile can be useful tool in reinforcing desired student behaviors (this time in affirmative way). A teacher can also use student's facial expressions as valuable sources of feedback. For example, while delivering a lecture, a teacher should use student's expressions to determine whether or not to slow down, speed up, or in some other way modify his presentation. Facial expression involves some of the smallest body movements, but its impact in the classroom may be greater than any other body language.

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the teacher exhibits. The teacher probably communicates more accidentally by his or her facial expression than by any other means. When teachers are responding to students, these changes in facial expression can serve as reinforces or as non-reinforcers to the student. Unfortunately, the teacher normally has very little control over such micro-momentary movements, but should be able to control more long-lasting expressions, such as smiles or frowns. Smiles and grimace can therefore still be very effectively used in the classroom. Teachers and students show a lot of what they are thinking and feeling in their facial expressions. Students' faces might show interest, concentration, or confusion, so observing their facial expressions can be a step towards assessing engagement and understanding. Likewise, our facial expressions might show impatience, disapproval, and irritation, all of which can confuse and discourage students, particularly since we're often not aware of what—and how much—our faces show. If our goal is to encourage and empower students, then we need to project our caring and support through our facial expressions. This doesn't mean smiling sweetly all the time, even when we're bothered by something a student does or says. It does mean letting our genuine concern for our students shine through consistently, during hard and easy moments. Especially the frowns as shown in figure 4 should be used carefully and with appropriate justification in classroom, else it may have negative impact on student for long time.

Figure 4 *Cartoon Depicting Use of Frowns in Classroom*

7. Posture

It is the position of the body. We communicate numerous messages by the way we walk, talk, stand and sit. A person's bodily stance communicates a rich variety of messages. The following postures convey different the emotional effect they seem to suggest: slouching, twisted (wary), stiff, cringing, slumped, towering, crouching,

kneeling, angle of head, shoulders forward, legs spread, general tightness, jaw thrust. Posture can be used to determine a participant's degree of attention or involvement, the difference in status between communicators, and the level of fondness a person has for the other communicator.

Posture in the Classroom

Standing erect, but not rigid, and leaning slightly forward may communicate to students that you are approachable, receptive and friendly. Furthermore, interpersonal closeness may result when you and your students face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest to your class. On the other hand, postures of students also communicate their attentiveness in the classroom. For example, students twisting to look out of the window, sitting straight and leaning slightly towards the teacher, sitting with drooped shoulders, bending their back and lying head down to desk, etc. communicate different meanings through theses different postures.

8. Artifacts

Yet another way we communicate is through personal objects, such as clothing, jewelry, eyeglasses. First artifacts announce professional identity. Our communications are also affected by a variety of variables, such as clothes, makeup, and accessories. These offer signals relating to context (e.g. formal vs. informal), status, and individuality. The ways people carry canes, or relate to their belts, suspenders, or glasses also suggest different semiotic meanings. (Semiotics is the science of the emotional or psychological impact of signs, appearances–not words– that's "semantics"-- but of how things look.)

Also, despite of the fact that most people are only superficially aware of the wear of others, clothing does communicate. Often dictated by societal norms, clothing indicates a great amount of information about self. It identifies sex, age, socioeconomic class, status, role, group membership, personality or mood, physical climate, and time in history. Much empirical evidence supports the view that one who is well dressed is likely to be much better accepted by not known people than if not well dressed thus increasing interpersonal effectiveness. In one early investigation (Hurlock, 1929) all of the men studied believed that their estimate of a person was affected by his clothing and 97 percent of all subjects reported feelings of increased self-confidence when they were well dressed. But some authors contradict the

opinion that a person should always strive to be 'well-dressed'. Gandhi is offered as an example of a leader who understands this point and who would successfully 'dress down' in order to better, relate to the masses he sought to influence.

Artifacts and Classroom Transaction

Clothing also affects self-confidence. Because clothing affects others' perception, people often dress to fit the part. These clothing cues, however have little effect on those with whom one is familiar. But opposite is true when regarding students' impression of teacher especially first one. In order to establish credibility, the teacher should strive to appear comfortable and at ease in the role, thus removing some of the typical teacher/student barriers. Although outward appearance does not, of course, indicate a person's knowledge, values, or philosophy, dress can communicate; but, in most cases, it is only an outward show.

Another aspect of this situation is that it seems that students form some lasting impressions of their instructors during the first few moments (around 30 seconds) of their contact. Allport (1937) has written: With briefest visual perception, a complex mental process is aroused, resulting within a very short time in judgment of the sex, age, size, nationality, profession and social caste of the stranger, together with some estimate with his temperament, his ascendance, friendliness, neatness, and even his trustworthiness and integrity. If the teacher dresses too heavily, such as, in case of female teachers, if she wears lot of bangles, long earrings, heavy make-up, uncomfortable dresses, it may affect students' attention in comparison to teachers who dress professionally well. The students have different impact of male teachers who dress formally rather than informally.

In the classroom communication, different components of non-verbal communication play a noteworthy role as discussed above. The awareness and appropriate use of these non-verbal components in classroom could lead to better classroom transaction which in turn could improve the quality of school education.