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Nonverbal Communication in Classroom Management

Mrs. Malathi.P

Assistant Professor, J.J. College of Engineering and Technology-Trichy-09, C-150, Kannadasan Street, Anna Nagar, Trichy-17.

ABSTRACT

"The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth." ~Dan Rather. As a teacher, it is important to be aware of all potential behavioral elicit in the classroom. That is because problems, arguments, and disruptions don't just happen – something causes them. One of the best ways to prevent and avoid these elicit is by projecting an quality of control. If a teacher gives the impression that nothing escapes from his/her attention and that have a tangible hold over any situation. The way of look, move, posture, gesture, paralanguage of the teacher has profound effect on students which brings ample control over the class. This paper presences the importance of how the nonverbal communication of the teacher helps to have a good classroom management.

KEYWORDS: Classroom management, Nonverbal communication, Teacher nonverbal communication.

INTRODUCTION

"Management must be presented in an intellectual framework for understanding classroom events and consequences rather than simply as a collection of tricks and specific reactions to behaviour."-Walter Doyle. "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." -William Arthur Ward. What teacher says verbally is only one part of a conversation. How teacher communicates nonverbally supplies the rest. Nonverbal communication entails kinesics, eye contact, facial expression, proxemics, olfactory dimensions, paralinguistic, silence, self-image, environment and concepts of time (chronemics). (Brown, 2000). "Verbal communication and nonverbal communication...exist side by side as two human processes that are part of the same system" (Anderson, 1999, p.2). Nonverbal communication includes "all communication other than language" (Andersen, 1999). The message in this definition "other than words" tells about the nonlinguistic codes. Teaching depends on the paralanguage which decides the style and the success of the profession. Research has given more importance to the vocalization because the teacher is the person who uses paralanguage more and has to interpret/teach the nuances and drawbacks of the paralanguage in the classroom. It may be expressed consciously or unconsciously, and it includes the pitch, volume, and, in some cases, intonation of speech.

ASPECTS OF VOICE CREATE DIFFERENT MODULATION

As the organic aspects, the properties of voice convey a range of expressions. Naturally the way of speaking is affected by emotions and attitudes. Teachers are taught to use a deep, clear voice because it carries more authority. A deep sounding voice is psychologically more believable than a higher frequency voice. In classroom, students will increase the pitch of their voice above their normal frequency to make themselves appear less intimidating or hostile. An increase in the volume of the voice indicates anger, frustration, or a show of dominance or authority.

Locomotion is not only keeps students on guard, not giving them a chance to hatch secret plans in corners of the classroom but also gives a subtle powerful message that they are in control of the whole room. Kinesics is the language sends through the body like posture, gesture, and way of conveying messages. Students are experts at noticing when their limits are being reached and some will take advantage of a teacher if they think she is "losing" it. For instance, in times of stress teacher tend to display some gestures such as rubbing necks or clenching fists are a clear indication that teacher is no longer in control. Teachers need to be aware of their postures and avoid anything that could be perceived as threatening. Oculesics is an eye contacts and movements while teaching. A few seconds of eye contact can trigger powerful feelings whether teacher is showing his/her pleasure through praise or displeasure through a strict instruction. Eye contact is essential if the real meaning behind those words is to be conveyed effectively. An eye in the back of head is very needed and if any students are off-task or fooling around at the last bench, the behavior needs to get snuffed out right away to send a clear message that teacher have seen them and that it won't be tolerated.

Students are more apt to stay on task if they know the teacher is aware of what they are doing at all times. Chronemics is about the time limits for teaching and listening span. Paralanguage is a smooth and effective transition with attractive voice modulations. It is one of the most important techniques in maintaining student involvement and class control. Failure to gain students attention by giving unclear and confusing directions, using lengthy explanations with monotone allows the students to do misbehavior. The physical appearance and positive facial expressions will regain the concentration when students experience boredom. Variety reduces and alleviates boredom. Teacher can reduce boredom by providing students with a feeling of progress, offering them challenges throughout the lesson, and by being enthusiastic facial expressions.

RESEARCH METHODOLOGY

The study is of "survey methodology" of conclusive nature using area sampling from the students of JJ College of Engineering & Technology-Tiruchirappalli. This study examines the effective usage of nonverbal communication to attain the utmost classroom management. Analysis of survey data from the samples of under graduate students of engineering studies (N = 240) suggest that there is a strong association between the nonverbal communication and the classroom control. All 240 students were given a questionnaire with a short description of the study. The questionnaire consists of ten questions with various aspects of nonverbal communication of the teacher in the classroom related to classroom management. This study collected information about demographic and other descriptive variables, including Information technology studies, circuits and noncircuit studies, gender, age, urban, rural.

Table -1 Data collected from the sample students of the nonverbal communication of the teacher in classroom.

S. No	Questions	Totally Agree	Partially Agree	Partially Disagree	Totally Disagree
1.	Students like to have eye contact most of the time with the teacher whose body language is positive(Oculesics)	184	46	9	1
2.	Students get lazy if the teacher delivers the whole lecture by standing still behind the podium (locomotion)	195	15	10	20
3.	The good-looking and friendly style also contributes in teacher's success (personality)	152	58	18	12
4.	Use of eyes, forehead and hands frequently to explain a point attracts the student's attention (kinesics)	208	20	11	1
5.	Students avoid eye contact when they don't know the answer of the question asked (oculesics)	210	24	4	2

6.	The teacher's movement in the classroom keeps the students active (locomotion)	204	14	17	5
7.	Students feel threatened when the body language of the teacher is not positive (Kinesics)	110	38	48	44
8.	The sad mood of the teacher can make class burdensome and happy mood a lively understanding (Facial Expression)	180	26	28	26
9.	Those teachers who vary the tone, pitch, volume and rhythm of their lecture are more successful (paralanguage)	226	12	1	1
10.	Students see the wrist watch when the teacher extends the class-hour (Chronemics)	190	23	20	7

GRAPHICAL REPRESENTATION OF THE DATA

The graphical representation presents the data collected from the sample students of the given questionnaire (ten questions). X axis denotes the question numbers and Y axis denotes the number of students.

RESULTS & DISCUSSION

The analysis of sample data gives the significance relation between the nonverbal communication of the teacher and the classroom management. 76 % of students like to have eye contact most of the time with the teacher whose body language is positive.At the same time 81% of the students get lazy if the teacher delivers the whole lecture by standing still behind the podium. 63 % the students suggest that the good-looking and friendly style also contributes in teacher's success. 86% of the students tell that the use of eyes, forehead and hands frequently to explain a point attracts their attention. 87% of the students avoid eye contact when they don't know the answer of the question asked. 85% of the students feel that teacher's movement in the classroom keeps the students active. Only 45% of the students feel threatened when the body language of the teacher is not positive. It shows that they feel uneasy on negative nonverbal communications which disturb the learning level and not threatening them. 75% of the students inform that the sad mood of the teacher can make class burdensome and happy mood a lively understanding. 94% of the students say that those teachers who vary the tone, pitch, volume and rhythm of their lecture are more successful. 79% of the students see the wrist watch when the teacher extends the class-hour. The other category of the data percentage is least compare to the "fully agree", so they were not discussed. From this short research the students show their comfortable zone of learning atmosphere accompanied with nonverbal communication of their teacher. It is the recommendation of the engineering students for the teachers who need perfect classroom management have to use the nonverbal communication with their teaching methodology.

FINDINGS

Students are willing to have eye contact with the teacher most of the time if he/she with positive nonverbal communication. The eye contact with the teacher automatically brings the control over classroom management. To extend the concentration they need utmost usage of paralanguage. Even the sudden pauses bring back the attention of the students. Good looking, usage of eye expressions, gestures and postures to explain the concept reach the students remarkably. When the teacher moves around the classroom, will keep the class control to a good extend and lively. College students never get threatened but feel uneasy on negative nonverbal communication of the teacher. Students are very much particular to the teaching hours. Hence the extented class hours are the platform for the uncontrolled classroom management.

CONCLUSIONS

The classroom control is not just done by excellent subject knowledge. It has to be accompanied with the positive nonverbal communication of the teacher to bring the interacting atmosphere for learning. The level of expectation of the students regarding nonverbal communication of the teacher is varying from school to college level. The perfect classroom management will lead the teacher and the students to attain the satisfaction in the classroom activities which will bring the expected result.

ANNEXURE

There are four divisions:

A-Totally Agree B- Partially Agree
C-Partially Disagree D-Totally Disagree

S. No	Questions	A	B	C	D
1.	Students like to have eye contact most of the time with the teacher whose body language is positive(Oculesics)				
2.	Students get lazy if the teacher delivers the whole lecture by standing still behind the podium (locomotion)				
3.	The good-looking and friendly style also contributes in teacher's success (personality)				
4.	Use of eyes, forehead and hands frequently to explain a point attracts the student's attention (kinesics)				
5.	Students avoid eye contact when they don't know the answer of the question asked (oculesics)				
6.	The teacher's movement in the classroom keeps the students active (locomotion)				
7.	Students feel threatened when the body language of the teacher is not positive (Kinesics)				
8.	The sad mood of the teacher can make class burdensome and happy mood a lively understanding (Facial Expression)				
9.	Those teachers who vary the tone, pitch, volume and rhythm of their lecture are more successful (paralanguage)				
10.	Students see the wrist watch when the teacher extends the class-hour (Chronemics)				

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