

Chapter VI

Summary

Chapter Six

SUMMARY

6.0 INTRODUCTION

Educators are challenged daily in their attempt to make classroom transaction effective. The communication techniques a teacher uses play a significant role in classroom transaction. After all, communication in the classroom defines the learning process, and it is necessary to communicate in order to influence learning. 'Communication process 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. Teachers and other school professionals tend to rely on the potency of their words to project their message. Ekman & Friesen (1969), Mehrabian & Ferris (1967) (as cited in Susan, 2002) however argue that up to 93 percent of all human interaction is considered non-verbal. Research studies reveal that very less percent of interpersonal communication involves words, the remainder being made up of voice tone, sounds and a variety of devices such as kinesics, haptics, oculosics, proxemics, paralanguage and chronemics as well as posture, sound symbols and silence, which either replace or accompany words.

A good communicator should be able to express non-verbal cues appropriately. 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 i.e., the words themselves. Therefore, it is vital for teacher to possess knowledge and skills of both verbal and non-verbal communication to communicate better with the students.

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) (as cited in Anderson, 2001). 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.

In terms of skills development, non-verbal clues should not be underestimated when developing both the listening and speaking skills. 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. Hence, the present study on non-verbal communication has been undertaken with the rationale as follow.

6.1 RATIONALE FOR THE STUDY

Effective teaching requires that a lot of attention is paid to verbal teacher language, using carefully chosen words to help build a positive and productive classroom community. But the way in which these verbal messages are delivered may contribute more to students' understanding than the words themselves, particularly for children over the age of eight. 'Young children focus on the words that teachers use; older children tend to focus more on adults' non-verbal behaviors in their attempts to understand - What does s/he really expect from me?' (Mayo & La France 1978) (as cited in Susan, 2002). Non-verbal communication is a critical aspect of interpersonal communication in the classroom. The most credible messages teachers generate, as communication sources are non-verbal. Mehrabian's (1967) study (as cited in Mehrabian, 1972) investigated the decoding of consistent and inconsistent communication of attitudes in facial and vocal channels. He found that within a two-channel communication process, 41.4 percent of the message was decoded via facial expression and 19.3 percent was decoded via vocal channels, supporting the theory that non-verbal—in this case, facial—messages have a stronger effect than vocal messages. Hennings' (1971) research revealed that 82 percent of communication by classroom instructors was non-verbal. In addition to the stated and other research findings, teachers should be aware of the dominance of non-verbal behavior in the classroom for two major reasons- (i) it makes teacher a better sender of signals that reinforce learning and (ii) it increases the degree of the perceived psychological closeness between teacher and student. Thus, it is crucial for teachers to be aware of the potential of non-verbal communication in the process of teaching and learning.

In a country like India, where many languages and dialects are used even in one state, there is a loss of large amount of messages mainly during the classroom

transaction communicated through verbal communication. If the verbal communication could be added with sufficient and appropriate non-verbal communication which is language and dialect free, it could help in communicating the message of the teachers effectively to the students. It can be possible in analyzing non-verbal communication properly and adding those components in the teacher training programme.

'Flander has developed classroom interaction analysis technique, but non-verbal interaction has not been investigated so intensively and a very few techniques have been developed so far'. (Sharma, 2003). The present study has made an attempt to shed scientifically credible light on this aspect. This study is important because of the need to identify the non-verbal components being used in classroom teaching-learning and their impact. Through observational analysis of teachers instructing in classroom, the guidance to the better use of components of non-verbal communication could be sought. Moreover findings of the researches in this direction make it hard to ignore the impact that non-verbal components have on instruction delivery. By identifying non-verbal cues used by teacher in the classroom, these can also be used to improve instructional delivery methods for teacher training.

The remainder of the review of literature related to this study focuses on non-verbal communication, its components and its significance in instructional delivery. The findings of the reviewed studies make it hard to ignore the impact that non-verbal cues have on instruction delivery. The conclusions in the stated studies lead researcher to formulate the present problem. It gave the methodological insight and rationale for the present study. Though the studies reported that non-verbal communication play significant role in teaching learning process, the researcher did not come across the study wherein the impact of use of non-verbal skills by B.Ed.

student teachers on their classroom transaction is reported. This study has made an attempt to add to the growing body of research regarding the impact of non-verbal communication on classroom transaction as measured by classroom observation of B.Ed. student teachers. By studying impact of non-verbal skills used by B.Ed. student teachers in the classroom transaction, the teacher education community can gain understandings of the integration of these skills in the teacher education programme which in turn can add to the realm of learning material presented to student-teachers in our institutions.

The present study is an endeavor in this direction to study the impact of non-verbal communication of B.Ed. student teachers on classroom transaction, considering the following research questions in mind.

6.2 RESEARCH QUESTIONS

In the process of formulating the present study and reviewing the related literature the following research questions came in the mind of the researcher. The researcher tried to get the answer of these research questions in the process of this research work.

- Whether the skills of non-verbal communication could be used in the practice teaching for B.Ed. students?
- Whether the use of the non-verbal communication in classroom transaction of B.Ed. students will have an impact? and What kind of impact ?

6.3 STATEMENT OF THE PROBLEM

A Study of Impact of Non-Verbal Communication of B.Ed. Student Teachers on Their Classroom Transaction

6.4 OBJECTIVES OF THE STUDY

The present study was designed with the following objectives.

- (i) To identify the components of non-verbal communication used by teachers in classroom teaching learning process.
- (ii) To develop a programme on the skills of non-verbal communication for classroom transaction.
- (iii) To orient B.Ed. student teachers on the skills of non-verbal communication for classroom transaction.
- (iv) To study the impact of the non-verbal communication used by student teachers on their classroom transaction.

6.5 DELIMITATION OF THE STUDY

The present study was delimited to pre-service graduate teacher training program B.Ed.

6.6 METHODOLOGY

The methodology of the present study was designed with the components like, design, population, sample, tools and techniques of data collection, procedure of data collection and data analysis given as follow.

Population

Pre-service B.Ed. student teachers constituted population of the present study.

Sample

The sample for the present study was taken objective-wise using purposive sampling technique.

- 15 secondary school teachers with good reputation from schools of Agra constituted the sample for objective 1. The teachers with good reputation were selected on the basis of information collected from the management and principals of the schools. Two periods of 35 minutes each were observed of each teacher.
- Faculty of Education, D.E.I. University, Agra was taken purposively as sample from where 20 student teachers were selected randomly to achieve objectives 3 and 4 of the proposed study. Randomly 10 students each were assigned to control and experiment group.

Tools for Data Collection

The following tools were used to collect the data for the present study:

- (i) Observation Schedule: Observation schedule was prepared by the researcher and was used to observe the classes of secondary school teachers.
- (ii) Scale to Observe Non Verbal Communication Behaviour: Scale to Observe Non Verbal Communication Behaviour was prepared by the researcher to observe the occurrence of components of non-verbal communication during classroom transaction.
- (iii) Scale to Observe Classroom Transaction: Scale to Observe Classroom Transaction of B.Ed. Student Teachers was prepared by the researcher to study the change in classroom transaction of experimental group and control group.
- (iv) Reaction Scale: A five point reaction scale was prepared by the researcher to measure the reaction of student teachers about the programme and orientation of the non-verbal communication.

6.7 Major Findings

On the basis of the analysis and interpretation of the data the major findings drawn for the present study are presented as follow.

1. The components of non-verbal communication used in classroom teaching as identified by literature review and observation of classroom interaction of secondary school teachers were kinesics, oculusics, facial expressions, proxemics, chronemics, paralinguistics, posture, and artifacts.
2. The findings related to non-verbal communication of the experimental group and the control group as observed in the present study indicated the following points.
 - (i) The use of non-verbal communication for classroom transaction by experimental group was better in comparison to control group for all the components of non-verbal communication.
 - (ii) The use of non-verbal communication for classroom transaction by experimental group was better in comparison to control group in all the stages of teaching i.e., introduction stage, presentation stage and revision stage.
3. The results also indicated that the classroom transaction of experimental group was significantly better in comparison to control group in terms of maintenance of discipline, interest and attention of students, classroom interaction and classroom environment.
4. The reaction of the student-teachers of experimental group on the training programme of non-verbal communication, revealed that the programme on non-verbal communication helped them for better classroom management, to stay away from non verbal cues that can hinder learning, to make teaching more lively and more student-centered, to interpret non-verbal behaviour of students, to improve relationship with students in the classroom, to make learning an joyful

experience, to be better receiver of non verbal cues sent by students, to encourage student participation, to send positive nonverbal messages assisting in instructional reinforcement, to catch attention of learners and to check inattentive learners. The student-teachers of experimental group also reported that the programme on non-verbal communication created awareness of non-verbal skills which were unknown to them, convinced them to still refine those skills, improved their ability to deal with difficult students, improved their communication skills, and increased awareness of their effect on students.

6.8 Implications of the Present Study

The results of the present study show that the non-verbal communication helps in maintaining discipline in the classroom, helps in catching attention of students, creating interest in students, improving the classroom interaction and making the classroom environment lively and conducive to learning. More precisely, the outcome of the present study is the positive impact of non-verbal communication on classroom transaction. The results of the present study have implications for various fields of education which aim at good classroom transaction for quality education. The present study has implications for pre-service teacher education programme, in-service teacher education programme, other teacher training program (pre-primary teacher education and primary teacher education) and implications for academic staff colleges (orientation and refresher course).

The findings of the present study have direct implications for pre-service teachers. The pre-service teachers can be trained for appropriate use of non-verbal communication for classroom transaction in order to improve their classroom transaction using the training programme developed for the present study. The

integration of skills of non-verbal communication in B.Ed. teacher education programme can help to prepare student-teachers for good classroom transaction leading to quality school education. The teacher educator can thus enrich learning material of pedagogy when skills of non-verbal communication are deliberately highlighted in the curriculum. This awareness and training on appropriate use of non-verbal communication for classroom transaction alongwith the usual pedagogy of teacher education can completely prepare pre-service student-teachers for actual teaching in the classroom. The awareness and training on non-verbal communication is helpful to in-service student-teachers also. The in-service student-teachers have the experience of real classroom teaching; therefore they are aware about the intricacies of classroom teaching-learning. They can understand the impact of non-verbal communication easily. For the in-service student-teachers rather an awareness raising approach may suffice the purpose of appropriate use of non-verbal communication for classroom transaction.

The appropriate use of non-verbal communication influences affective domain of young learners. The reinforcing non-verbal cues are of prime importance for pre-primary and primary level students. The meaningful pauses of teacher while narrating a story or facial expressions of teacher while reading a poem and many other such components of non-verbal communication have direct impact on student learning. The training programme on non-verbal communication can be introduced in pre-primary and primary teacher education programme so that the student-teachers of these courses are enabled to interpret the non-verbal cues of young students. They can be made aware of the effect of their non-verbal cues on the students and on the teaching-learning process. The teacher-educators and all the teachers in the field of higher education should also be made aware of the impact of non-verbal communication on

their classroom transaction. The non-verbal communication of teachers influences the students in higher education also. They are also distracted in the learning process when teachers emit distracting non-verbal cues. The negative non-verbal cues emitted by teachers hurt their ego. The teachers in higher education should evaluate their use of non-verbal communication for better classroom transaction so that they can stay away from the non-verbal cues which hinder learning and use the non-verbal cues which motivate the students. The training programme on proper use of non-verbal communication can be added as one of the aspects to be dealt with in the orientation and refresher courses organized for teachers teaching in the field of higher education. It can be in the form of discussion on the concept and use of non-verbal communication or in the form of workshop focused at the proper use of non-verbal communication. This can help the teacher community of higher education to become more successful teachers.

6.9 Conclusion

It can be concluded from the findings of the study that the training programme on non-verbal communication helped the B.Ed. student-teachers to improve their non-verbal communication and which in turn helped them to improve their classroom transaction. Thus the appropriate use of non-verbal communication by B.Ed. student-teachers has positive impact on their classroom transaction. It cannot be neglected that teacher should be aware of this high level non-verbal communication influence for instruction to be delivered completely, concisely, consistently and accurately and to make classroom transaction effective. Hence training on skills of non-verbal communication should be integrated in the teacher training programme. The student-teachers should be made aware of the impact of non-verbal communication on classroom transaction and trained to use non-verbal communication effectively.