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## TEACHING LEARNING PROCESS A STUDY WITH SPECIAL REFERENCE NON VERBAL COMMUNICATION



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### **A B S T R A C T**

*This paper isolates and examines each component of body languages and gesture, though few gestures are made in isolation from others; we have at that the same time tried to avoid over simplifying. Non verbal communication is, however, a complex process involving people, words, tone of voice and body movements. The purpose of this study is to make teachers more aware of his on verbal cues and signals and to demonstrate how he communicates with his students using this medium. This paper seeks to give the reader greater insight into communication with his students and fellow humans, so that he may have a deeper understanding of other people, his students and therefore, of himself.*

*The paper has 2 sections:*

*1. Introduction to Body language 2. Body language & Teaching Learning Process*

**Key words:** *Body Languages, Gestures, Teaching –Learning Process*

#### **Non Verbal Communication: an introduction**

Communication inclusive of verbal dimension has non-verbal dimension, which depends on behavioral patterns of persons involved. Clinical studies have revealed the extent to which non-verbal refractions can give away a contradictory verbal communication. 'Nonverbal communication involves neither written nor spoken words'. Nonverbal communication can take place separately or with verbal communication. You can say be & wave your hand or you can just wave your hand. Nonverbal communication involves body movements, space, time voice cues, environment characteristics etc.

#### **CLASSIFICATION OF NON VERBAL COMMUNICATION**

**Kinesics**-It is the study of body movements. Physical movements of body parts express inner

states of emotions. Receiver gives meaning to symbols that are made by body movements. Theses movements help us to perceive status, moods, warmth, depth of relationships. To understand unspoken body language, One as to take into consideration cultural differences & environmental differences. The raised forehead is about worry while pink cheeks sys you are feeling embarrassed. The most important part of face are eyes. It is well said that 'eyes reflect your soul' i.e. *Aankhain bhi hoti hai dil ki zubaan*. Here we are talking about eyes along with eyebrows, upper & lower eyelids, size of pupil. The more wide eyes are the pupils the more excited a person is. While a small-eyed look says that the person is in great pain. The longer we look at a person the more our intensity of interest. Brief eye contact reflects nervousness. One thing that is important concerning eyes is our gaze i.e.

how we are looking at people. T-zone of our face is known as area of business gaze. One should not look below this area until one has a personal relationship with the person whom you are looking at.

**Gesture:** They are physical movements of hands, legs, arms, head for ex : moving of hands, showing fists. Judgment of gesture help us to reflect inner personalities of people. A person holding hands at back is authoritative. A person holding his head high may be seen as proud. Generally, gesture are relative to the person who receive them. Thumbs up gesture between friends will be received as a best of luck sign. While enemies may take it as teasing sign. Verbal communication & gestures seem to be linked. The louder we speak or the force with which we speak is reflected in our thumping of podium. Body shape & posture: Our posture reflects our self image. Though body shape is hereditary but the way we carry it reflects our comfort level with our body. An erect posture reflect our confidence level but on other had on tight posture reflects our tension level.

**Ectomorph :** thin, youthful, tall

**Mesomorph :** strong, athlete, muscular & bony.

**Endomorph :** fat, sound & soft. Each category may reflect prejudged behavioral patterns for ex: Endomorph are thought of as easy going, friendly, happy-go-lucky type of people. Appearance: It means outward look of person. His dressing up hair cut, accessories with dress etc. Every dress has it's own characteristics. Executive in suits establish a formal environment while person in jeans seems to be casual.

**Proxemics** Every person has a sense of territory i.e. has personal space. Proxemics observes zones of territory & how we use them. Dr. Edward T. Hall has come up with four zones in which most men operate. • Intimate zone/private zone • Personal zone • Social zone • Public zone Intimate or private zone is of radius 1½ feet around your body. This space is used by person for his own self & cannot be occupied by anybody. Personal zone extends from 1½ to 4 feet. It allows conversation with close friends. Zone which extends from 4 to 8 feet is social zone. It is basically a business or official zone. When you communicated in this zone, your are

more practical & objective. Public zone is the fastest zone & it's range start from 12 feet after. It's more of a range for eyesight & hearing. Here you are more of a disinterested impartial observer.

#### **Time language**

As we give meaning to space, we give meaning to time. The time management theories & self help books on the topic talk of the importance of this particular aspect in non-verbal communication. A person early who arrived late for job may look anxious while a person reached in time for a job will feel comfortable..

#### **Paralanguage**

Paralinguistics or paralanguage say the receiver should not only look for literal meaning but also for vocal cues. It gives us the hints about actual meaning of message. Paralanguage is about 'how' it is spoken not 'what' is spoken. It involves pitch, volume, tone, pauses, emphasis while speaking. How loudly & cheerfully we say 'Hi' to our colleague reflect how much really happy we are to meet him or her. The sadness or happiness in our voice reflects our state of mind. Receiver have expectations about how things should sound.

#### **Physical context**

We give meaning to physical environment in which interaction takes place. We take things in context of our surroundings. For ex : colour, layout, design. A red colour at crossing may signal you to stop, somewhere else it may reflect danger or excitement. The success of manager in interpersonal relationships depends on his ability to read the non verbal cues. Manager should adopt the following measures to be effective: • Interpret the non verbal behaviour accurately: • Consider the discrepancies between non verbal behaviour & verbal statements. • Look for hidden meaning or suggestive indications in non verbal behaviours. • View it is relation to situation or environment.

Non verbal communication comes handy when you are unable to say clearly to the other side or you do not want to lay down clearly your opinion. It is extremely important to view non-verbal communication in relation or in context of cultural background of sender & receiver. It is necessary to establish congruency between verbal & non verbal communication. So as to establish trust between

sender & receiver. Body language is the unspoken or non-verbal mode of communication that we do in every single aspect of our interaction with another person. It is like a mirror that tells us what the other person thinks and feels in response to our words or actions. Body language involves gestures, mannerisms, and other bodily signs. Would you believe that in real life situations, 60% to 80% of the messages that we convey to other people are transmitted through body language and the actual verbal communication accounts for only 7% to 10%? Our ability to use body language in a positive way and to read other people's minds through their body language can be a powerful tool to our overall personality development. We use body language everyday in our lives to get our message across, to achieve positive feedback in our lives, and to get whatever we want. We use this language all the time, but we may not be aware of it. Moreover, this language doesn't only involve the mouth but the whole body as well. With it, you'll be able to interpret other people's inner emotions even if they're not directly expressing it. You'll also be able to modify your behavior to fit the situation. You'll get them to like and trust you.

#### **Teaching Learning Process: an introduction**

Teaching - Learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain predetermined goals and objectives. Teaching and learning are interlinked. The teacher teaches and the students learn. The process, the technologies and the interaction between the students and the teacher are the important factors which play very significant role in making the teaching - learning fruitful and lasting. The Slow-Learners appreciate those teachers who make the learning situation conducive, and interesting through their effective teaching process with the help of face and relevant body language. 1. Albert Mehrabian found that the total impact of a message is about 7 percent verbal (Words only) and 38 percent vocal (including tone of voice, inflection and other sounds) and 55 percent Non-Verbal. Professor Bird-Whistell also similarly found that the verbal component of face to face conversation is less than 35% and over the sixty

five percent of communication is done Non-Verbally. 2. The Communication of the contents or the behavior of the pupil and the teacher may be of two Types - Verbal and Non - Verbal. The nonverbal behavior is symbolic in which the learner and the teacher contribute in development of the lesson through their facial expressions, gestures displaying, the body parts and sort of signals. but before going into further details, let us learn the conclusions made after the studies in America as how we retain information and recall it in an interval of time. 10 % of what we read/20% of what we hear/30% of what we see/50% of what we see and hear/70% of what we talk and say/90% of what we say as we do a thing /The above statistics show that on an average 50% information can be retained only due to seeing and hearing into the classroom. This amount, however, can be increased with use of proper inflection of the voice and relevant gestures of the face and body language. Then it would be appreciated as how they can recall as following:- Thus, with the adequate way of body Language in teaching-Learning process, the amount of Retention and promptness of Recalling can be enhanced. Now let us see how EYES, lips, inflection of the tone along with the movements of hands and legs contribute in making the teaching-learning process lasting and controlled.

#### **A. Eyes - as software teaching gears:**

The eyes have been always the subject of glory. They are the most powerful means of reflecting one's individuality as a whole. The behavior, the attitude, integrity have been also the prominent features of critical appreciation through one's eyes. Whatever goes or occurs in one's minds, gets reflect into the eyes. Though an analogy can be well established where brain is a land of micro processor and the eyes are treated as Monitor. But unlike the Monitor being hardware, the eyes themselves can command, process and programme up to further micro level and thus can be suitably crowned on the top of the software teaching Gears. However, only a competent teacher can use it successfully and fruitfully in teaching learning process. In Teaching - Learning process the eyes play very key role. In transmission of the information or message it is also very inevitable to ensure the both ends are

working and in contact.

**i) Blinking of the Eyes :** Blinking of the eyes reflect integrity in one aspect and concentration in our aspect, The faster the blinking is recorded the less the individual is concentrate and honest.

**ii) Eye to eye contact:** Eye to eye contacts have been very earlier means of Teaching-Learning process. Avoiding the eye to eye contact by the students may be read as telling lies or lack of confidence or something being kept secret as the case may be during interaction.

**iii) Contraction & Expansion of the Eye-Pupil:** Generally when the students concentrates on something, their eyes (Pupil) gets contract up to certain degree. When they are relaxed it resumes its natural size which can be well noticed by the teacher, however, tilted heads with contracted pupils is a good sign for the effective Teaching - Learning process.

**iv) Eye-Brows:** Like the contraction & expansion of the eye-pupil, the different positions of the eye-brows give various relevant signals in general interaction with one another. They should also to be associated with the degree of eyes-pupil to analyze and summarize the temper and temperament and other conditions like disagreement what the teacher is teaching, and many other signals like fury, fear etc according to the various shapes and rise of eye-brows.

#### **B. Lips - In Teaching Learning Process:**

After the eyes, the lips also contribute much in extending the potency of the nonverbal communication in the teaching learning process. When the movement of the lips accord with the language of eyes and hands, the composite combination of these tools becomes the most perfect mode of non-verbal communication. This is what and by virtue of which the infants, the disabled - deaf or dumb and even pet animals can learn and respond up to desired level. The different and varied shapes of the lips, through expansion and contraction, all contribute and facilitate various gestures to understand and appreciate the hidden aspects other than what the plains words convey. However, closed, smiling, frowned, open lips and other different shapes themselves speak of various emotions and expressions like surprise, terrified,

wry, fear, appreciation, disgust etc.

#### **C. The effects of the inflection of the tone of the voice :**

The inflection of tone simply refers the 'rise and fall' of the tone of the voice of the teacher. It plays very significant role in conveying and transmitting the 'real' message through the words uttered by the teacher. The word may have one plain meaning in its natural articulation and presentation but when it is uttered in different tone and inflection, it may give different messages and sometimes quite contrary to that of its actual explanation in that situation. Thus, A word may have two sense or messages in general way of communications: First is from its verbal of which it stands literally and other is non-verbal which is understood and appreciated due to the tone and its inflection. Therefore, the inflection of the tone must be carefully practiced according to the textual reference. When the inflection is associated with face expression and body gestures, the composite presentation can ensure maximum Learning, Retention & Recalling of the contents. By virtue of personality and activities, when teaching is equipped with the application of Body-Language as software teaching Gears, the teacher may control and bind the class such effectively that he can even point out the names of those students who could not receive or learn due to either internal or some external causes of hindrances. As the bat emits the waves as in- built radar from his mouth which propagates across the open area unless interrupted by any objects as hindrances causing the waves back to the bat.

#### **D. Role and effects of movement of hands:**

It has been observed that when the teacher delivers his lecture without associating the gestures by the hands according to the situations and content, the teacher fails to develop interest and imagination in the minds of the students. The teaching, therefore, often falls into criticism being boring or monotonous and uninspiring. Therefore, the movement of the hands play very significant role in developing interest, imagination and concentration up to required level in the teaching learning process.

**i) About the Students:** - There are many other

various nonverbal gestures made by hands to understand and appraise the learning level among the students. Open hands (palm) signifies honesty and fairness of the students, the shoulder shrug refers the ignorance or confusion within the minds of the students, covering the mouth or touching somewhere around the mouth suggests that the student is telling a lie, touching the ears signifies to block out the teacher’s reprimands, neck-scratch gives the signal of doubt or uncertainty etc.

**ii) For the Teachers:** For the teachers, the use of movements of hands play very significant role in the delivery or presentation. With the use of relevant gestures through hands, the information or contents can be imparted so effectively that the students can respond with better retention and recalling. Especially for Small-Age group and retarded students with the help of movement of his hands which may act as the controlling band for the students, the teacher can present himself as a fascinating magician or director to create an imaginary event of textual reference in the class in his teaching process.

**E. The Role and effects of movement of legs:**

Legs are no less important that the above quoted sources of non-verbal communication & interaction as well as in teaching learning process. Without the movement of legs the teaching-learning process cannot be a moving and proving successful. When a teacher delivers his lecture from only one stagnant point, he cannot have accessibility in equal degree to all the students sitting far from his teaching point. Therefore, the corner students may escape the contacts or avoid control of the teacher. As a result, the teaching - learning process may fail to achieve the desired goals. The movements of the teachers... Forward, backward and within the classroom are

very significant and inevitable to know, understand and appreciate the response and reactions or the students for the effective teaching learning process.

**CONCLUSION**

All the previous details have drawn our attention on the multi dimensional scope and utilities of the body language in Teaching - Learning Process. The ultimate aim of the proposed article as the software teaching gears is to provide quality education with due facilities and felicities. With all its facts and figures, the studies and application of this new approach will surely bring new heights in the professional - repertoires of the teachers. However, as its limitations, it is important to consider what effects of a person’s physical restrictions or disabilities may have on his or her body movements. Moreover, the fake body language will not help much to our interpretation and expectations. Necessary precautions should be taken into general considerations about its misuse and misinterpretation. Despitess its limitations up to a very small degree it can be concluded in a nutshell that without the studies and applications of the Body-Language the Teaching - Learning process will remain Handicapped! Every person has a unique body language. Although silence usually denotes that an individual is reserved and relaxed, some people keep their anger within themselves and stay quiet. A wide open mouth may indicate shock or astonishment for one person, while another person who performs this gesture could just be concentrating intently on a task he’s doing. Constantly touching the mouth may indicate lying, although the real reason might just be that the mouth is itching. Be aware of the body language, but also combine your observations with the spoken words to get more hints regarding the inner feelings of another. Therefore don’t jump to conclusions.

| Activities in Learning    | Recalling With in 3 Hours | Re calling with in 3 days |
|---------------------------|---------------------------|---------------------------|
| Telling (Alone)           | 70 %                      | 10%                       |
| Showing (Alone)           | 72 %                      | 20%                       |
| Blend of Telling& Showing | 85 %                      | 65%                       |

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