

The Impact of Non-Verbal Communication in the Class

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Abstract

One of the most essential traits that distinguishes humans from other organisms is their ability to speak and communicate. He or she can express and communicate his or her sentiments using words and sentences. On the other hand, he/she can communicate his/her feelings or swap the meaning of words, willingly or unwillingly, in an environment with stillness and no spoken language where only body language is employed. Frowning, for example, is incompatible with a person's interest or relationship. As a result, interests, emotions, and feelings may be described effectively using this language. To put it another way, there are other eloquent languages in the world.

Key Words: Organism, sentiments, communicate, non spoken language, body language, result

Introduction:

Non-verbal communication includes all aspects of communication except the use of words. In other words, non-verbal communication includes not only gestures and movements of the body but also the way that the words are expressed, such as the music of the words, interruptions, loudness and accents; these non-verbal features affect the meaning of words¹.

Nonverbal communication abilities, often known as sign language or silent language, encompass all actions taken in the presence of another and recognised consciously or unconsciously. The major goal of this review article was to determine the impact of teachers' nonverbal communication on teaching success, based on the findings of studies on the relationship between teaching quality and teachers' nonverbal communication, as well as its impact on teaching success.

One of God's greatest gifts to humans is the ability to communicate. God not only endowed the human body with the ability to communicate in a variety of languages, but also taught him how to use it through inspiration, intuition, and external guidance. Education, or teaching, requires efficient communication with the learner in order to be successful among the various forms of communication in human communities. Teaching requires a wide range of skills, one of which is body language or nonverbal communication. Methods: His primary goal of this review article was to determine the impact of teachers' nonverbal communication on teaching success based on the findings of studies on the relationship between teaching quality and teachers' nonverbal communication and its impact on teaching success. We reviewed related research on verbal and nonverbal communication concepts, teaching concepts, and diverse teaching communication abilities in this study. The hurdles to

effective nonverbal communication in the classroom, as well as ideas for teachers' effectiveness in nonverbal communication with pupils. Communication is a concept. In his daily life, man must communicate with others. Many activities cannot be completed without interacting with people, as seen by daily activities. Communication has been defined by a number of studies and experts. Aristotle, for example, defined communication as the use of existing resources to urge others to express their thoughts and opinions. The goal of communication is to help the addressee become more motivated.

Communication is the wellspring of social development, culture, and spiritual development, therefore a lack of communication results in a relatively static state in human life, preventing any form of social progress². The ability to engage in successful, meaningful, and purposeful relationships with educators is one of the traits of professional teachers. If a teacher is scientifically qualified but unable to communicate successfully with students, he or she will be unable to educate satisfactorily, and the teaching-learning process will be incomplete.

To this purpose, scholars in the field of education should first acquire the information and abilities required to communicate effectively with students in order to increase teacher familiarity. These talents are suggested by many communication approaches as those of the link between voluntary and involuntary communication, formal and informal communication, one-sided and two-way communication, and verbal and non-verbal communication.

To this purpose, education scholars should first learn the material and skills needed to connect effectively with students in order to increase teacher familiarity. These skills are related to the link between voluntary and involuntary communication, formal and informal communication, one-sided and two-way communication, and verbal and non-verbal communication, according to various styles of communication.

Thus, teaching can be described as a teacher's planned efforts that result in a long-term change in a learner's behaviour through a mutual connection. The deeper the outcome of this contact, i.e. stable and successful learning, the better this relationship and communication skills are. Only in this manner can the instructor develop.

Nonverbal communication is more delicate and effective than verbal communication, and it can express meaning more effectively than words. A grin, for example, may communicate our feelings more effectively than words. Silent communication plays a significant role in human daily interactions, influencing one's chances of success or failure in personal and professional social relationships.

In addition, the Holy Quran makes other references to this topic, for example, "You would recognise them by their appearance" for the tolerant and destitute, and "You will know them by the tone of their voice" for the hypocrites. Imam Ali (AS) also thought that one's external appearance reflected one's internal state. When a person hides anything in his or her heart, it shows up in his or her facial expressions. "No one can hide anything in the unseen since it's obvious in his or her careless words and face."

According to surveys, just 7% of concepts are communicated in spoken words during each interaction. The majority of information is sent via a complex combination of appearance, posture, limb movement, sight, and facial emotions. On the other hand, most body language has an effect that is lower than the addressee's consciousness, i.e. the addressee absorbs the issue's significant repercussions without realising it. As a result, those who are able to use these talents have the capacity to lead others in a specific path in order to achieve their goals, which is why non-verbal communication is used in the majority of human interactions. Body

In this regard, Oskouhi et al³. conducted numerous studies on the role of non-verbal communication on educational performance of faculty members of the Agricultural Sciences and Natural Resource University in Sari; the study's findings revealed a significant positive correlation between non-verbal communication skills and educational performance of Sari faculty members of the Agricultural Sciences and Natural Resource University.

Nonverbal and sign language make up more than half of our face-to-face talks, and gestures reflect our sentiments and attitudes without saying anything. There was a link between students' accomplishment and good behaviour and the teacher's suitable and timely verbal and nonverbal behaviours⁴. According to the findings of this study, there was a link between teachers' verbal and nonverbal communication abilities and students' learning and motivation. Ambiguity in the teacher's speech is widely regarded as the most significant barrier in the relationship between teachers and pupils,

and most of the communicable diseases, according to teachers, are caused by ambiguity in the teacher's speech.

If the teacher has an encouraging manner tailored to the students' status, he/she can achieve effective results with his communication with students. Also, if the teacher uses humiliating speech, his relationship with the students will deteriorate⁵.

A message is conveyed by facial expression, eye contact, physical appearance, and so on. Facial expression is more effective than other nonverbal indicators and provides us with a wealth of information about others' emotional states, to the point that some theorists say it is the most essential source of information after language.

In the field of teaching, certainly one of the main characteristics of good teachers is good communication skill in classroom, and most of the observed stress in the classroom arises from the lack of proper communication⁶. Classroom management and constructive conflict resolution necessitate effective communication skills, the most significant of which are non-verbal abilities. Teachers can play a significant effect in their students' success by employing this talent. Teachers utilise nonverbal language to pull students' attention to further understanding, inspire them, and even thrill bored students. The pupils automatically pick up on nonverbal signals from the teacher, and they immediately detect if the person in front of them is teaching with all his or her might or is waiting for the class to conclude.

Nonverbal communication can therefore augment or replace verbal communication; it is either a repetition of verbal messages, making verbal communication more

conspicuous and specific, or it completes verbal communication. Human beings rely on non-verbal conduct to complete their interpersonal interactions; they use it to recognise when to speak, when to let others speak, and how to communicate.

Non-verbal communication often makes interactional concepts since communication always has two literal and conceptual levels of meaning, and this type of communication is associated with semantic level. It reflects cultural values. This claim implicitly indicates that most of the non-verbal behaviours are acquired during socialization and are totally variable, depending on culture and traditions⁷.

An important point in non-verbal communication is the use of this relationship, especially when teaching correctly and timely. Teachers who had used non-verbal communication techniques in interacting with students with physical and motor impairment in Tehran province had played an effective role in increasing the students' self-esteem and reducing their shyness⁸. An appropriate method of using non-verbal communication is that the teacher gives problem solving assignment to the student according to their intellectual ability. He shows them that he is aware of their abilities and creates motivation in them. Thus, he is willing to solve the problem; on the other hand, if the teacher indirectly tells the students that he doesn't think he is able to solve the problem, the student will be afraid as well. These mutual reactions are not important in school; rather, they are important in all human relationships, especially between parents and children.

The teacher's timely use of non-verbal communication can be accomplished through a simple greeting with pupils, which is the ideal way to begin class and is, of course, impossible without non-verbal communication⁹. An experienced speaker starts his speech by speaking directly to one of the audience members, tries to gaze at each student one by one throughout the speech, and adjusts his voice tone throughout the speech to keep the students from becoming tired.

When pupils can see the teacher rather than being concealed behind a desk or board, or teaching with his back to the students, the teacher's nonverbal language can be more effective. Standing near his or her table, where all students can see him, is the optimum place for the teacher in class. The teacher's hands should not be in his pockets because this inhibits his ability to be active. It's great if the teacher keeps his or her hands free; this shows that the teacher is ready to communicate with the kids. The teacher must occasionally shift positions in the classroom, but if he/she does so frequently, learners' attention will be diverted and the learning process will stall. Another significant factor is when addressing a pupil, the teacher should not point to the student with his or her finger when asking a question since the kid will become afraid and uncomfortable. The best way is for the teacher to take up a space next to the student, gaze directly at him/her, and point to him/her with both hands¹⁰.

The conscious use of non-verbal language improves the effects of individual words; the more natural the non-verbal language is, the more acceptable it is to the audience. Teachers that use nonverbal communication

effectively have a greater rapport with their students.

In the classroom, there are frequently certain barriers to good communication, both verbal and nonverbal. In order to communicate effectively, especially in the case of nonverbal communication, the educator must first identify and resolve the problems that impede good communication.

The following are the major roadblocks¹¹:

Teachers' lack of awareness of students' level of understanding: Research has shown that if educational activities are not in the realm of students' knowledge and level of comprehension, learning and achievement of educational goals are minimal or non-existent. To avoid these issues, instructional messages should first be delivered according to the students' level of understanding, and then alternative strategies, particularly nonverbal communication, should be employed for better understanding.

- Long oral arguments: When teachers only teach orally for an extended period of time, students become discouraged from participating in the teacher's debates. This suggests that people listen to their favourite sounds first, then turn off their hearing when they hear something they don't want to hear. A variety of instructional methods, communication strategies, and other approaches can be effective in resolving this issue.

Boring message: If the educational activities in the classroom are boring to the pupils, they will pay less attention to them, resulting in poor communication during the learning process. Teachers can utilise a variety of communication tactics to pique students' interest and motivate them.

Daydreaming: Another element that affects successful communication is students' daydreaming during class, which takes them out of the classroom and into their own personal experience and dream. Personal experiences, according to psychological principles, can be more appealing to individuals, and they can substitute and set aside information that are less appealing to students. Such pupils can be identified by experienced and skilled teachers, who can then communicate with them in more engaging ways. Nonverbal communication will, of course, be quite useful in such situations.

-Nonverbal communication refers to any forms of communication that do not involve the use of words. In other words, non-verbal communication include not just body motions and movements, but also the manner in which words are communicated, such as word music, interruptions, volume, and accents; these non-verbal characteristics influence the meaning of words .

Space Language: When we communicate with someone, we automatically maintain personal space with him. This area is influenced by the culture and positions of those who inhabit it. Friends, for example, are closer than strangers. Intimate space, personal space, social space, and public space are the four types of space.

Touch is a child's initial sense of his or her body following birth, and it is through touching that he or she learns about his or her relationships with others.

Clothing and appearance are frequently the basis for initial impressions about people, and they have a considerable impact on how others see us. In truth, objects speak to us in

a variety of ways, from the clothes we wear to the food we serve our guests.

Our relationship with people improves and becomes more successful when we explore the concept of time in different cultures.

Sign Language and Passwords: A password is a collection of signs and symbols that can be put together in a way that is significant to some people.

Phonetics language distinguishes our emotions from one another and influences our perceptions of people's personalities and social characteristics. Every human being's voice is distinct and made up of qualities that are entirely his or hers.

Conclusion:

It was decided that if teachers used this talent, it would have a favourable and profound impact on pupils' mood. Because non-verbal communication is highly reliable in the communication process, if the recipient of a message is torn between two contradictory verbal and nonverbal messages, logic dictates that we push him

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toward the non-verbal message and ask him to pay more attention to non-verbal than verbal cues because non-verbal cues frequently reveal the sender's intention and reflect his/her emotional reactions. Based on the findings of this study, it is suggested that paying attention to nonverbal communication skills can result in a beneficial transformation in one's life. Teachers, especially those who frequently contact with large groups of pupils, appear to need to practise and master effective communication skills. The quality of the relationship and how the instructor establishes this relationship with students is one of the aspects that contribute to students' success or failure. It is especially useful for kids who are more sensitive to interpersonal relationships and communication abilities. Finally, teachers should work on improving their communication skills in order to better communicate with their students. It is suggested that the government assist teachers in improving their communication abilities by holding training sessions.

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