

## The Role of Nonverbal Communication as Teaching Aid

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### Abstract

Nonverbal communication is the process through which individuals communicate their feelings, needs, intentions, attitudes, and thoughts without using words. The expression of emotions, the communication of interpersonal attitudes like friendliness, insult, or dominance, the regulation of affect, the control of how people take turns speaking in a discussion, and the facilitation of one's own speech output are all significant functions of nonverbal cues in human social life. Numerous psychological processes, such as attachment, attraction, social influence, deceit, self-presentation, and interpersonal self-fulfilling prophecies, depend on nonverbal cues. Individual variations in nonverbal behaviour use, accuracy of nonverbal cue transmission and reception, and gender, cultural, and other group characteristics have all been studied. More than three quarters of communication is nonverbal communication every times. We walk talk to someone throughout the tone of the voice, our body movement and our gesture to express our feeling and thoughts. Action speaks louder than words. Teacher would know more about their students by watching their action than by listening to what they say.

**Keywords:** nonverbal communication, feeling, intention, dominance, behaviour, attraction

### Introduction:

The utilization of numerous nonverbal cues that are pertinent to language training was investigated in this paper. It also looked at how it would help with language learning. It also looked at the advantages for language teaching. This paper tried to make the subject of knowledge simple for instructors as well.

Being able to communicate, inform, instruct, convince, and entertain one another through communication allows for the smooth operation of human communities. According to current foreign language teaching methodologies, it is important to look into the numerous nonverbal cues that are used in language instruction. It also

looked at how it would help with language learning.

Sing language to communicate (Allen, 1999)<sup>1</sup> using verbal and nonverbal signals, Canale and Merrill (1980)<sup>2</sup> defined communication as the exchange and negotiation of information between at least two people. According to nonverbal communication experts, nonverbal communication accounts for at least 65% of all meaning in social interactions. Verbal and non-verbal communication can often be divided into two categories. A key component of communication is nonverbal communication, often known as "wordless communication," "communication without words," "silent language," "language within language," etc. Its use is typically influenced by culture. All types of communication that

entail the use of words, whether spoken or written, are referred to as verbal communication. All types of communication without the use of words are referred to as non-verbal communication. Instead of utilizing words, it is typically represented through other means, such as body language, actions, or attitudes (Asubiojo, Adewusi, and Oyediran, 2005)<sup>3</sup>. Both intentionally and accidentally, it happens. The earliest form of communication is nonverbal, and language is communication. (Allen, 1999) Using verbal and nonverbal signals, Canale and Merrill (1980) defined communication as the exchange and negotiation of information between at least two people. According to nonverbal communication specialists, at least 65% of each social situation's meaning is conveyed nonverbally. Because it dates back to the dawn of humankind. Since infancy, when a child is unable to communicate verbally, non-verbal communication acts as a crucial means of information transfer between a newborn and his or her parents. Along with postures, glances, eye contact, voice nuance, closeness, gestures, colours, signs, noises, diagrams, and paralanguage, there are more nonverbal cues that can be used to communicate. It is crucial to human communication since so much may be spoken without saying a single word. All types of communication that entail the use of words, whether spoken or written, are referred to as verbal communication. All types of communication without the use of words are referred to as non-verbal communication. It is typically represented utilizing different techniques, such as body parts, attitudes, or actions words.

Because non-verbal cues have a role in most aspects of regular human contact, it is also utilized to support and supplement verbal communications. Because nonverbal communication is so successful, conversations can happen in a secure environment. It's vital to remember that both sides to a conversation can decide whether to keep talking or stop by nodding, smiling, making eye contact, etc. The following highlights some of the main forms of nonverbal communication. Kinesics: a circumstance where meaningful body language is exchanged, either verbally or nonverbally. It is especially crucial when explaining an object's size or guiding a stranger to a certain area.

When a communicator wants to communicate affection, soothe, or disrupt depending on the subject matter, it is crucial. Vocalic: The extra-linguistic part of communication that focuses on the speaker's voice rather than their words, allowing for the use of voice variations to convey a variety of moods or feelings. This is an object language, or artefacts. It encompasses all deliberate and accidental displays of tangible items, including tools, machines, and works of art, architectural constructions, and the human body. For instance, the colour black denotes a terrible omen or a somber mood, whereas the colour white denotes happiness in 2005 (Oladipupo).<sup>4</sup> Word proxemics. additionally, it supports and completes vocal messages because this is a distance language, also referred to as a language of space. A speaker may maintain various distances to convey various tailored messages. Chronemics: Chronemics is the use of time in communication. However, the

messages that time conveys and each person's relationship to time differ depending on the civilization.

### **Non-Verbal Communication's Importance:**

Because most of the messages we get or send are non-verbal rather than exact words we pronounce, a significant amount of information is really transmitted through non-verbal forms of communication. The following are some additional benefits of nonverbal communication:

1. Non-verbal communication helps verbal communication stick.
2. It works well as a stand-in when communication is interrupted.
3. It is frequently straightforward and hence simple to comprehend.
4. Using it is less expensive.
5. It can be utilized to control interaction, i.e., nonverbal cues can be used to communicate when to speak and when not to.
6. It has multiple dimensions, as opposed to verbal communication, which only has two (speaking and writing) modes.

Nonverbal communication includes, among other things, the use of images, clothing, colours, noises, materials, activities, bodily positions, and distance. The use of nonverbal communication in English language teaching and learning. The best means of ensuring that a person, as well as the society in which they live, is fully freed and developed is through education. This is a distance language, also referred to as a language of space. Various types of distance communication is necessary for education in all its forms. However, the majority of people believe that education can only be acquired verbally. Thus, it is important to take attention of nonverbal communication. ISSN 2348-3024 430 | Page

September 1st, 2010, Number Four Without using various forms of nonverbal communication, no instructor can have an impact on student learning. 82% of all teacher communications, according to Kellogg and Lawson (1983)<sup>5</sup>, are nonverbal. According to Pennycook (1985)<sup>6</sup>, in order to completely comprehend language development, it is necessary to take into account the ongoing interaction between verbal and nonverbal ways of communication. Additionally, it is noted that while verbal and nonverbal cues play complimentary roles in the process of Students can communicate more fully in other languages if they have awareness of non-verbal cues (Kirch, 1979).

Both teachers and pupils typically need to have nonverbal abilities in order to teach English, which is a second language in Nigeria. In reality, most language teachers would concur that, compared to teachers of other subjects, they rely more on non-verbal cues for effective teaching. The same way that pouring bricks is to a brickwork apprentice, visual aids of all types are to an English language learner. It should be highlighted that a significant portion of a teacher's nonverbal behaviour has a direct bearing on the objectives of language teaching. The following discussion includes some typical forms of nonverbal communication that are pertinent to the teaching of English language: Body motion this concerns facial expression, eye contact, gestures, and body postures are some of its various parts. The way a person moves might provide information about their personality and emotional condition. A teacher can tell whether a pupil is

understanding what is being taught just by looking at him or her. This hint can also represent a variety of feelings in students, including fear, joy, grief, anger, surprise, and intrigue. The way a student is looking at the teacher might also tell him or her whether or not the students are actually paying attention to what is being spoken. The learner's body language can also indicate their attitude towards the encounter, such as their level of interest, relaxation, or boredom. Points of emphasis are always conveyed with gestures and head movements. For instance, one can explain the size of an object or a section of the body using hand movements. Therefore, by using gestures, head movements, and other language features, synonym antonym and some other characteristics of language can be easily described. Visuals are straightforward, understandable, and logical visual presentations of information for ease of comprehension and interpretation while knowledge is being influenced. Among other formats, it is frequently presented using images, illustrations, graphics, video clips, and power point. Textbooks also contain visual images that are further discussed in language. Facial expression, eye contact, gestures, and body postures are some of its various parts. The way a person moves might provide information about their personality and emotional condition. Simply looking magazines, articles, and posters to keep the audience's interest and to promote understanding. When describing terms and their opposites, a teacher can use illustrations of a male and female, boy and girl, as well as a tall thing and a short object. It should be remembered that visual

communication has a long history. It features writing-related illustrations and paintings of objects like stones, walls, and papers, among others. The invention of the camera has made it simple to create and print stunning and accurate images of the instructional materials. Presentations of Statistics, this is expressed using numbers and can be shown in pictures, tables, charts, graphs, figures, and plates. A table is a group of numerical data organized in rows and columns; Plates are images and other illustrations on glossy paper, whereas diagrams are pictorial representations of textual things, such as charts and maps (Asubiojo, 2006)<sup>7</sup>. Voice Different voice pitches can be used to communicate various sorts of sentences in language instruction. Voice deals with the extra linguistic part of communication. The following sentences, for instance, can be distinguished from one another by using a distinct voice pitch or intonation. (i) You arrived. (ii) Have you arrived? (iii) You've arrived! A person's tone of voice can also convey a variety of emotions, including hostility, friendliness, sobriety, excitement, and others. The length of the pause also conveys. The individual hesitating can be mulling about what to say or feeling overwhelmed by the impact of what the other has spoken. Noteworthy is the fact that because a harsh voice which is too loud or a soft voice which is too low to be heard is not likely to carry the message home to the entire class.

**Importance of Non-Verbal Cues to the Effective Learning of English Language:** Generally, people rely on non-verbal communication in order to encode and decode communicative messages.

Nonverbal cues are used to mark units in which utterances are produced and also help the speaker activate and recall words, thoughts, images and ideas that become part of the utterances (Burgoon, Buller and Woodall, 1989)<sup>8</sup> It is also possible for the utterances to be naturally segmented into discernible units or phonemic clause by the voice qualities of pitch, rhythm, loudness, intonation, accentuation, syllabication, and the pause. Combining body movements with instruction in the intonation of English facilitates learners' acquisition of the pitch and rhythm of the language this auto synchronization aids learners in identifying the locations where sentences should be divided into phonemic clauses, improving language encoding. Eight different types of illustrators, each of which serves a particular purpose in nonverbal communication, are also identified by Ekman (1980)<sup>9</sup>. These illustrations are rhythmic, spatial, deictic, ideographs, kinetographs, pictographs, batons, and underlines. Decoding Nonverbal Communication in Language Diagrams, pictorial representations of textual things, such as charts and maps, and plates are pictures and other illustrations on glossy paper, are examples of communications that rely on nonverbal cues to not only encode but also decode or grasp them. Different voice pitches can be used to communicate various sorts of sentences in language instruction. Voice deals with the extra linguistic part of communication. For instance, the following sentences can be distinguished by using various voice tones or messages. Nonverbal cues aid in message comprehension in three ways: by focusing attention, by adding context, and by making

memories easier to recall. In addition to these, it improves understanding by reactivating ideas that students already have stored as mental representations. Gestures can be used to express the meanings of particular words, such as descriptive adjectives, place-specific prepositions, and action verbs, according to Allen and Vallen (1994)<sup>10</sup>. The use of gestures is crucial in educational methods. The basic ideas are that easy language-related behaviours will aid in retention. In the direct technique, new vocabulary can be taught by using paraphrases, miming the activity, or manipulating objects. This auto synchronization aids students with understanding how to divide phrases into parts. In the classroom, hands gestures are also used to point out areas that require more attention and to encourage particular reactions from the students. Nonverbal communication in classroom management and teaching strategies. There are a number of signs that nonverbal cues can be employed as productive teaching tools and for classroom management. Nonverbal communication is typically used to: Change the tempo (i), control participation (ii), signal changes (iii), identify the respondent (iv), cue the choral answer (v) Mark the start and end of each lesson (vi) Set expectations for students advises educators to create a common set of hand or arm motions. For instance, the teacher may give cues to the class to indicate when they should repeat, listen, or talk. Dialogue can also be facilitated by nonverbal cues. In order to pair students for group work, the teacher can indicate or make eye contact, remain silent to persuade reluctant pupils to engage, and

smile or nod to bolster and support students. In addition, a focus group discussion with a chosen group of 10 instructors was held to learn more about their opinions and experiences about the use of nonverbal communication in teaching scenarios. This focus group interviewing was specifically done to learn different viewpoints on the subject. The results of this study showed that all English language teachers are aware of the use and relevance of nonverbal communication in the teaching of English as a second language, even though they do not use it in all necessary classroom situations, despite the fact that the significance of these instructional media was emphasized during their teacher training. To a certain extent, nonverbal cues have a favorable impact on how well students succeed in their various academic works. Lack the current amenities required for academic reasons in this digital age, such as video players, video clips, cameras, projectors, films, power points, etc. However, it is found that body movement, drawings, diagrams, charts, tables, figures, graphs, and plates are the only forms of nonverbal communication that are widely employed in all of the colleges. Because there is less capital involved, these "traditional" nonverbal educational materials are more readily available.

They occupy less space than words do when describing and explaining things. - They make data that could be difficult to see in narrative form easier to see and more apparent.

Nonverbal cues such as pointing, nodding, smiling, and eye contact, among others, support verbal communication. Since there is a lot of evidence to support the idea that

non-verbal cues play a role in most aspects of regular human contact, they make learning interactive. They are employed to convey meaning: It is a truth that the majority of language instructors frequently rely on straightforward physical demonstration to emphasize their ideas. It is discovered that body language, drawings, diagrams, charts tables and figures are only forms of nonverbal communication that are regularly employed in all colleges.

The finest medium to employ in a teaching and learning environment is video tape since it allows for editing, stopping for comment and debate, and subsequent playback. - I. When there appears to be a breakdown in communication between the teacher, the teacher and the student, or both, nonverbal cues must be used. ii. When the students find it challenging to understand the subject. iii. When the intended concepts cannot be conveyed clearly and sufficiently through words alone.

**Conclusion:** Although all of these non-verbal cues are intended to enhance teaching and learning, not all of them have been used effectively to produce the desired outcomes.

1. The study of nonverbal communication, most especially, the aspects that are relevant to teaching and learning should be made compulsory for both the teachers and students at all levels of education.
2. The use of audio visuals that are relevant to teaching and learning should be encouraged right from elementary through higher education to the tertiary level.
3. Audio-visual materials like tape, projectors films, etc. need to be made less

costly by reducing various taxes on its importation or production.

4. Seminars and conferences should be organized regularly to train and re-train the teachers on how to use nonverbal communication to achieve better result.

5. Teachers should also ensure that their enthusiasm, confidence and interest should come out clearly in the tones of their voices, stress pattern and intonation in order to effectively carry the students along.

6. Non-verbal communication such as drawing, chart and graphs should be presented as simple as possible. It must also be clear and neat for it to achieve maximum result.

7. For language teacher to use non-verbal communication to achieve maximum result, a great deal of language teaching must take place in smaller groups than at present.

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