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A Survey of the Use of Nonverbal Communication by Primary Teachers in Class Management

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A SURVEY OF THE USE OF NONVERBAL
COMMUNICATION BY PRIMARY TEACHERS
IN CLASS MANAGEMENT

by

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Dedication

I dedicate this book to Glynn and Ellie O'Steen, whose help and encouragement enabled me to complete this project.

Acknowledgements

  I would like to thank Dr. Scheirer and Dr. Wood for their patience in helping me in conceiving and writing this project.

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Abstract

The purpose of this study was to find out if practicing
primary teachers use nonverbal communication (NVC)
effectively in class management. Eighty University of
North Florida graduate students who had taught
Kindergarten, first, second or third grade were surveyed
during the Summer 1985 Term with a self-reporting
questionnaire developed as part of this project. It
was found that the majority of these teachers reported
that they usually use NVC in their classrooms. It was
concluded that they could benefit from strategies and
activities to use NVC more effectively and extensively.
Since four competencies that beginning teachers need
to demonstrate in their intern year can be partially
satisfied using NVC, the recommendation is made that more
emphasis on NVC be made on the undergraduate and graduate
levels in teacher-training classes.

Table of Contents

Chapter I

A Survey of the Use of Nonverbal Communication by Primary
   Teachers in Class Management

   For the past 25 years or so, there has been an
increasing interest in NVC among social scientists. NVC
has been found to be a vital element within the total
communication process, and can even supercede the
spoken word. Effective NVC can be learned, and
ineffective NVC can be unlearned.

   Educators, who deal with impressionable children
and who rely on communication to accomplish most of
their tasks, should be masters of the art of NVC. Yet
the effective use of NVC in education is largely left
up to chance. If a teacher does use NVC effectively,
it is probably because he or she imitated someone
else and/or has learned NVC by trial and error.

Problem Statement

   Four competencies that beginning teachers need to
demonstrate in their intern year can be partially
satisfied using nonverbal communication (NVC).
However, one can also question whether practicing primary
teachers use nonverbal techniques effectively. This paper
will survey the use of NVC by practicing primary teachers.

Background

Mehrabian (1968) found that 7% of communication is
nonverbal. Voice inflection accounts for 38% of the
message, and facial expression, including "body language,"
communicates 55% of the message. When vocal information
contradicts verbal--words only, the vocal wins out.
Garrison (1984) states that because 90% of the total
impact of a message can come from nonverbal elements,
sharpening NVC skills cannot help but make a person a
better communicator.

Boilean (1981) found that beginning teachers forget
or are not aware of the power of NVC. Before a teacher
says the first word, a message environment is created in
the classroom by the desk arrangements, time structures,
procedures for talking, and relationships among people.
Additional nonverbal messages are sent by the way the
teacher walks to the front of the room, his or her
clothes, focus of eye contact, and distance from students.
Because the spoken word in the classroom utilizes the
nonverbal environment for context and meaning, a
successful educator includes nonverbal and verbal elements
which contribute to the total, complex communication

system in the classroom (Boilean, 1981).

Miller (1980) found that two-thirds of communication is nonverbal. If students have an outstanding teacher, going to class can be like going to the theater. Enthusiasm is communicated nonverbally by facial expressions, body movements and excitement in the teacher's voice. Knowledge of nonverbal behaviors in the classroom is essential, and teachers should have a goal to improve their nonverbal actions (Miller, 1980).

Rationale

The instrument used to survey the primary teachers was a self-reporting questionnaire. It was found that the teachers fell into three groups: those who use NVC effectively in class management, those who make use of this technique about half of the time, and a group of teachers who do not use NVC effectively in their classrooms. Strategies and activities for increasing the use of NVC in the classroom have been included, and are divided into four sections: instructional procedures, desisting deviancy and with-it-ness, meeting the needs of students, and the physical classroom environment.

NVC has been found to be an overriding force in the

communication process. Educators should be excellent communicators. NVC can enhance instruction, management of deviancy, the self-concept of students, and the over-all environment of the classroom.

Definition of Terms

Class Management--anything the teacher does to allow each student to develop mentally, emotionally, socially and physically.

Desisting Deviancy--teacher behavior designed to stop disruptive student conduct.

Eye Contact--a steady, intent look from one person to another.

Florida Performance Measurement System--a compilation of teacher competencies used to evaluate beginning or non-certified teachers in their intern year in the State of Florida.

Instructional Procedures--how the teacher uses class time, organization and delivery of instruction, and teacher-student interaction.

Nonverbal Communication (NVC)-- the totality of communication with the exception of the printed word. NVC includes not only "body language," but also all of the different aspects of the voice and the environment.

Primary Teachers--those teachers teaching Kindergarten, first, second or third grade.

Teacher With-it-ness--teacher behaviors indicating to students that the teacher knows what they are doing.

Chapter II

Review of Related Literature

Many social scientists have done research in the
field of NVC as it affects students and educators. The
questionnaire and activities and strategies for teachers
to improve their NVC effectiveness were based on the
review of related literature. The review is divided into
the four areas in which beginning teachers can use NVC
to partially demonstrate competency: instructional
procedures, desisting deviancy, needs of students, and
physical environment.

Instructional Procedures

Brause and Mayer (1982) observed that teachers
organize classrooms by using verbal and nonverbal
mechanisms. Successful interaction in the classroom
depends upon sensitivity to nonverbal as well as verbal
cues (Brause & Mayer, 1982).

Several of the competencies beginning teachers are
required to display can be demonstrated through NVC. The
Florida Performance Measurement System identifies nonverbal
cues which may be used by teachers in academic feedback:
"Any expression, gesture or procedure that provides

information to the student about the appropriateness of
his or her response" (Florida Coalition, 1983, p. 96).
It also acknowledges that teachers may use nonverbal
behavior to signify a correct student response. Teacher
activities--verbal or nonverbal--can be used that
initiate or sustain the involvement of students in
seatwork (Florida Coalition, 1983).

Can teachers increase their effectiveness in class
management by "reading" and using NVC? Shepardson (1980)
answers positively, saying that one advantage of NVC in
the classroom is the ability to get a message across
without having to stop everything to get the class's
attention. For example, if an individual student is
uncertain about where to place a completed paper during a
creative writing session, pointing to the designated place
is less disruptive than verbally telling the student
where to place the paper.

Seefeldt (1980) found that in the lower grades where
learning centers are often used, the teacher can
occasionally scan the room and communicate with a
gesture, smile, or eye contact to a child in another area
of the room. Feedback of the nonverbal variety, though
not extensive, usually is all that is needed to help a
child feel confident and/or to continue with a task.

Hughes (1981) found that self-esteem is the key to motivating student achievement. Teacher expectations are directly linked to student performance. Projected through nonverbal actions, teacher expectations can motivate or discourage. Desirable nonverbal cues express warmth, respect, concern, fairness, and a willingness to listen, whereas undesirable cues can communicate coolness, superiority, disinterest and disrespect (Hughes, 1981).

In a study conducted by Blanck and Rosenthal (1984), judges rated a camp counselor's tone of voice as warmer and less hostile when talking about children for whom he or she had high expectations. Tone of voice is presumably unintended, but was found to be a highly effective form of communication in this study (Blanck & Rosenthal, 1984). Spillman, Linder and Goforth (1983) agree with Blanck and Rosenthal that NVC exists, and that people think, learn and communicate nonverbally.

Vargas (1984) maintains that since research indicates that NVC is a very significant element in communication, students should be helped to look at it consciously. One way is for the teacher to use creative dramatics to help students understand NVC. In this way, students can be encouraged to see, through direct participation, the powerful effects of NVC.

Arndt and Pesch (1984) find NVC to be invaluable in teaching foreign languages. They see nonverbal cues as being vital in communicating attitudes, beliefs, intentions, and sometimes even cognitive content.

Anderson and Withrow (1981) studied lecturer nonverbal expressiveness in videotaped lessons. Students liked the lecturer and videotape significantly more when the lecturer was expressive nonverbally. They concluded that nonverbal expressiveness can be a positive factor in improving instructional effectiveness.

Desisting Deviancy

"With-it-ness" and mobility are important means by which teachers can increase their effectiveness (Florida Coalition, 1983). Students need to be aware that the teacher knows what they are doing at all times. The teacher also should move among the students to discourage budding off-task behaviors. NVC can be used by the teacher to keep control or to send a message to a group within the classroom (Seefeldt, 1980). If one group at a learning center is disruptively noisy, for example, the presence of the teacher with a finger to lips is more effective than adding to the confusion by the teacher's yelling from across the room.

Physical cuing is a basic technique for teacher-student interaction, effectively conveying personal messages. Such NVC can be used to express approval or disapproval for behaviors, to remind pupils of classroom expectations, and to demonstrate personal recognition and concern. Reducing verbal distractions has been found to be an effective form of behavior managment, as it helps students focus on the task at hand (Bullock, Reilly & Donahue, 1983). However, too many nonverbal cues, especially of the negative variety, can be distracting (Seefeldt, 1980).

NVC can have a negative effect in a confrontation between student and teacher. The Florida Performance Measurement System includes teacher facial or bodily behavior that expresses anger under "Roughness of Desist" (Florida Coalition, 1983). Laslett and Smith (1984) warn that it may be easy for an angry teacher to forget the negative effects NVC can have. Teachers may nonverbally communicate a challenge which students take up. The teacher shows flustered behavior, and students take advantage of the teacher's loss of equilibrium by accepting the challenge. An angry demand to come into the hall immediately may be answered with a defiant "no," and a confrontation is born. Confrontations can

begin or be maintained by the way a teacher strides toward the child, glares, or points. Once a confrontation starts, the angry teacher close to a child becomes a powerful irritant and prolongs or even sharpens the crisis (Laslett & Smith, 1984).

Snell (1980) advises that whenever possible, teachers should avoid a head-on confrontation with students. Disciplinary measures should be conducted privately, without the benefit of an audience. Here again, NVC can be used in early stages of deviancy to avoid the necessity of a confrontation.

The Needs of Students

Carr (1980) noted that illiterate people are often better listeners, and develop the technique of "tuning in" to the entire person, not just to words. They respond actively to the speaker's total presence--facial expression, posture, and tone and pitch of voice. Illiterate people are more expert at "reading" NVC than are literate people.

The young children in primary classrooms range from nonreaders to beginning readers; therefore, they rely on nonverbal cues to a greater extent than older students and adults do. The facial expressions of young

children are especially important to note because their verbal ability is limited. Frowns, smiles, tears and tightly-closed mouths communicate feelings (Seefeldt, 1980).

Hillison and Crunkilton (1983) found that using NVC effectively enhances the teacher of the handicapped's communication skills. Furthermore, NVC makes the use of the four remaining senses of the handicapped student more effective. Successful teachers of the handicapped use NVC techniques which utilize only the learning senses that the students possess (Hillison & Crunkilton, 1983).

Carlson and Thorpe (1984) maintain that children believe what they are shown, not told. They can tell by nonverbal cues whether a teacher is pretending to listen, not listening at all, or really listening. A goal for the concerned teacher is to strive for harmony in communication nonverbally as well as verbally.

Hillison (1983) affirms earlier research when he states that close proximity communicates warmth and humanness. On the negative side, seating an offending student directly across the desk from the teacher places the student in a subservient position.

Davis and Davis (1981) advocate using nonverbal language as consciously and selectively as verbal

communication is used. Approval, acceptance, and trust
are transmitted when the listener smiles, nods, maintains
eye contact, and leans slightly toward the speaker.

In order to become an effective communicator, it
is important to recognize that body gestures mean
different things to different people. Different cultural
groups know and use different forms of NVC when interacting
(Seefeldt, 1980, and Breeme & Erickson, 1977). Not
being aware of the cultural meaning of nonverbal behavior
can cause misunderstanding and tension for teachers and
administrators. As an illustration of this, black
Americans, Chicanos, native Americans, and Puerto Ricans
are taught that respect and recognition of authority are
portrayed by an absence of eye contact. A white teacher
or administrator could interpret this as guilt or
disrespect (Wolfgang, 1977). O'Donnell (1981) adds that
consternation, misconceptions and miscommunication occur
when gestures and verbal intent do not match.

Teachers were found to direct more nonverbal
criticism toward black males than toward any other group
in the class (Simpson & Erickson, 1983). This may be
caused by differences in internalized standards of
appropriate and inappropriate behaviors. Hale (1981)
noted that black children are more proficient in NVC.

Outside the classroom, they encounter a minimum amount of verbal exchange, and an abundance of NVC.

Stanton (1981), however, warns that the results of studies of NVC in different cultures (Wolfgang, 1977, Bremme & Erickson, 1977, and Seefeldt, 1980) do not permit any culturally differentiating conclusions. Until more definitive studies are conducted, stereotyping is a danger. Teachers should not assign to whole ethnic groups characteristics observed in a few individuals (Stanton, 1981).

The Physical Environment

Everything communicates in the classroom--time systems, material objects, and physical spaces (Hall & Hall, 1977). The learning environment must support the curriculum. The best curriculum and highest hopes have little chance unless the stage for learning is appropriately set through utilizing all aspects of the classroom to support the curriculum (Rosenfeld, 1977).

Sommer (1977) found that the teacher's philosophy will be reflected in the layout of the classroom. He or she should be able to justify the arrangement of desks and chairs on the basis of educational goals. Because physical and social systems are intertwined, there is a

definite connection between design and behavior. There
is also no reason why all students in the same room
must be in the same sort of arrangement.

Rosenfeld (1977) agrees, saying that no aspect of
the classroom setting is independent of the others. The
set, colors, lighting, teacher's clothes, students with
special needs and desires--all are interdependent. These
elements must be planned and utilized to ensure a positive
total experience.

Thus, NVC in the classroom includes not only the
"body language" of the teacher and students, but
everything that contributes to the learning environment.
An effective use of NVC can enhance and simplify class
management by ensuring that the learning environment
supports the educational philosophy and curriculum.

Chapter III

Procedures

Instrumentation

Through the use of a questionnaire (see Appendix)
specially designed for this study, the graduate students
in the Summer Term of 1985 reported on whether or not
they used NVC effectively in class management. These
teachers had all taught a primary grade. The questionnaire
was developed from the review of the literature.

One of the purposes of this project was to find out
if practicing primary teachers actually made use of NVC
effectively in class management, specifically as delineated
in the Florida Performance Measurement System. Therefore,
the questions in the questionnaire were divided into four
sections: 1) instructional procedures, 2) desisting
deviancy and with-it-ness, 3) physical, social and
emotional needs of students, and 4) physical classroom
environment.

Eighty University of North Florida graduate students
were surveyed during the Summer 1985 Term. These teachers
had teaching experience in Kindergarten, first, second
and/or third grade. The results of the self-reporting

questionnaire developed as part of the project reveal the extent to which teachers say they use effective nonverbal communication in their class management, within the four areas listed above. The questionnaire utilized a cross-sectional design, since it was a single, unrepeated survey. It was self-administered.

Recording of Data

The percentages were computed and the results summarized. Tables are used to record data collected from the questionnaire. Each table reflects the average score in question groups by a certain characteristic of the surveyed population. The results from the questionnaire were used to decide if there is a need for formal training for classroom teachers in the area of NVC.

An "A" (always) answer was assigned the numerical value of 100, "B" (usually), 75, "C" (about half of the time), 50, "D" (seldom), 25, and "E" (never), 0. The answers were averaged for each section. Questions one through six concern instructional procedures, seven through fifteen deal with desisting deviancy and with-it-ness, sixteen through twenty-four concern needs of students, and twenty-five through thirty and Part II deal with the physical classroom environment.

The data were broken down further to show years of teaching experience, highest degree held, the last year that the teacher taught a primary grade, the number of years' experience at each primary grade level, and the sex and age of the teacher.

The teachers fell into one of three categories: Those who use nonverbal communication effectively on a regular basis in class management, those who use it about half of the time, and those who seldom if ever make use of nonverbal techniques in their classrooms. Therefore, as a culminating portion of this project, suggestions for activities and strategies have been made for each of these types of teachers to either incorporate nonverbal techniques into their teaching or to further use this effective type of communication in their classrooms.

Chapter IV

Results

This project is based on a survey of primary
teachers to ascertain whether they use NVC effectively in
class management. Eighty University of North Florida
graduate students who had also taught in the primary
grades filled out a self-reporting questionnaire
developed as a part of this project.

Data

The number of questionnaire respondents was 80.
The teachers were all primary teachers. Tables 1 through
5 deal with the differentiating characteristics of the
surveyed population. Information within the tables is
represented as percentages for the number of respondents
and the average scores for the responses. The information
from the tables is summarized using the actual number of
respondents.

Tables 1 through 5 report average scores in the
four question groups which are based on the Florida
Performance Measurement System areas of competency.
Table 1 shows the average scores of all 80 respondents
based on a maximum of 100 for response "A" (always).

The 6 questions dealing with instructional procedures
yielded an average response of "about half the time"
(50). The desisting deviancy questions came just below
the "usually" response (75), whereas the needs of students
and classroom environment questions averaged very close
to the "usually" response.

Table 1

Average Scores of All Respondents by Question Group

I. Instructional Procedures

    (questions 1 - 6)   55

II. Desisting Deviancy and

    With-it-ness

    (questions 7 - 15)   69

III. Needs of Students

    (questions 16 - 24)   74

IV. Classroom Environment

    (questions 25 - 30, Part II)   78

Table 2

Average Scores by Question Groups by Years Taught

	1 (13.75%)	2 - 4 (23.75%)	5 - 10 (35%)	11 or more (27.5%)
I.	52	53	57	58
II.	73	63	71	68
III.	73	69	78	76
IV.	83	71	80	79

In Table 2, there were 11 respondents who had taught 1 year, 19 had taught 2 to 4 years, 28: 5 to 10 years, and 22 respondents had taught 11 or more years.

Table 3

Average Scores in Question Groups by Degree Held

	Bachelors (77.5%)	Masters (21.25%)	Specialist (1.25%)
I.	56	56	54
II.	68	69	83
III.	70	74	83
IV.	78	79	85

Table 3 deals with the degree held by the surveyed teachers. Sixty-two held bachelors degrees, 17 held a masters, and 1 held a specialist degree.

Table 4

Average Score in Question Groups by Last Year a Primary Grade Taught

	This Past Year (73.75%)	1 - 3 Years Ago (11.25%)	4 - 6 (11.25%)	7 - 10 (1.25%)	11+ (2.5%)
I.	57	51	52	70	50
II.	70	67	66	69	55
III.	75	73	76	73	74
IV.	82	77	76	73	74

The last year a primary grade was taught is represented on Table 4. Fifty-nine respondents had taught a primary grade during the previous year, for 9 it had been 1 to 3 years previously, 9 more had taught a primary grade 4 to 6 years previously, for 1 it had been 7 to 10 years ago, and for 2, more than 10 years ago.

Table 5

Average Score in Question Groups by Age

	21-25 (16.25%)	26-30 (27.5%)	31-35 (23.75%)	36-40 (13.75%)
I.	53	50	55	61
II.	68	69	70	69
III.	71	75	76	88
IV.	73	81	75	77

	41-45 (1.25%)	46-50 (1.25%)	51-55 (3.75%)	56-60 (1.25%)
I.	58	71	57	50
II.	65	72	71	56
III.	75	81	76	72
IV.	82	85	73	87

Table 5 deals with the age of the surveyed teachers. Thirteen fell into the 21-25 year-old group, 22 into the 26-30 year category, 19 were from 31-35, 11: 36-40, and 10 were from 41-45 years old. Only 1 respondent was in the 46-50 year category, 3 were 51-55, and 1 was in the 56-60 year-old category.

The data were summarized in table form to show the average scores of all respondents, then by years taught, degree held, last year a primary grade taught, and age.

Only 2 of the respondents were male and 78 were female. The 97.5% female group averaged a score of 59 for question group I, 69 for II, 75 for III, and 78 for IV. The male respondents, who made up 2.25% of the total, answered for an average of 50 in question group I, 65 for II, 67 for III, and 68 for IV.

The combined years of experience at each primary grade level represented by the questionnaire respondents: Kindergarten, 123 years, first grade, 159.5 years, second grade, 86 years, and third grade, 94.5 years.

Tables 6 through 9 show the item analysis of the questionnaire, again broken down by question groups. Tables 6 through 9 give the most frequent response for each question, and then the number of respondents choosing response A through E. Each table shows one of the four question groups based on the areas of competency from the Florida Performance Measurement System.

Table 6

Item Analysis of Questionnaire--Instructional Procedures
Questions

Question Number	Most Frequent Response	A	B	C	D	E
1	B	9	35	16	17	3
2	B	12	42	7	11	9
3	E	3	17	19	16	23
4	D	4	19	13	27	17
5	A	35	28	7	7	2
6	B	17	22	21	15	5

The most frequent response for question group I
ranged from A to E, with the B response appearing most
frequently.

Table 7

Item Analysis of Questionnaire--Desisting Deviancy
Questions

Question Number	Most Frequent Response	A	B	C	D	E
7	B	9	45	20	5	1
8	B	8	31	29	8	4
9	B/C	7	24	24	17	7
10	B	14	48	13	5	0
11	B/C	10	29	29	8	4
12	C	5	18	36	18	2
13	A	35	33	10	2	0
14	A	62	15	5	0	1
15	B	23	51	5	0	1

For question group II, the range was fairly evenly
distributed from A to C, with B again appearing most.

Table 8

Item Analysis of Questionnaire--Needs of Students Questions

Question Number	Most Frequent Response	A	B	C	D	E
16	B	30	41	5	4	0
17	B	29	39	11	0	1
18	D	3	6	13	31	27
19	B	31	32	10	6	1
20	A/B	27	27	21	4	1
21	B	15	25	20	3	5
22	A	40	30	10	1	0
23	A	53	17	8	1	1
24	A	63	16	1	0	0

Table 8, question group III, shows mainly A and B responses, with one D as the most frequent response.

Table 9

Item Analysis of Questionnaire--Classroom Environment
Questions

Question Number	Most Frequent Response	A	B	C	D	E
25	B	16	28	17	13	5
26	B	23	35	15	6	1
27	A	36	19	9	11	4
28	A	34	26	11	8	1
29	A	32	22	6	13	8
30	A	41	16	11	8	2
Part II						
1	A	37	21	9	8	5
2	A	58	20	3	0	0
3	A	44	23	8	3	0
4	A	39	24	10	7	0
5	A	40	33	6	1	0
6	A/B	36	36	8	0	0
7	A	57	19	4	0	0

Question group IV, table 9, shows a predominance of
A responses, with only a few B's as the most frequent
response.

Except for question group I, instructional
procedures, which showed an "about half the time" average
response, the questionnaire results indicate that the
teachers surveyed reported that they usually use NVC
effectively in class management.

Because it was found that the majority of teachers
surveyed could use nonverbal techniques more frequently
and effectively in their day-to-day teaching, suggestions
for nonverbal teaching strategies and activities follow.
These activities and strategies are categorized according
to the four areas taken from the Florida Performance
Measurement System: instructional procedures, desisting
deviancy, needs of students, and classroom environment.

I. Instructional Procedures--Nonverbal Activities
      Teachers can preplan nonverbal strategies related
to important props, overall position and pivotal points
in the lesson (Grant & Hennings, 1971).
1. A teacher can try pointing instead of telling. When
a child asks where to put a completed paper, the teacher
should point to the area on his or her desk where it
belongs. If a student needs to take a "time out,"
the teacher will establish eye contact and point to the
"time out" area (Chernow & Chernow, 1981, and Florida

Coalition, 1983).

2. To react to a class participant, the teacher can use facial expression, nod head, shrug shoulders, clap, make okay sign with fingers, put hands to face, hold head, scratch head, pat child on back, move hand (Grant & Hennings, 1971).

3. A teacher could use NVC to react to students. Examples: handing chalk to a child means "write," clapping hands says "wonderful!" Tilting head slightly indicates that the answer is not entirely correct. Writing the word a child gave on the easel or chalkboard signifies "right," whereas shaking the head at a child's paper says "wrong" (Grant & Hennings, 1971).

4. To respond to students nonverbally, if a child asks to leave the room, a teacher could point to the doorway. The teacher could walk toward a child with a raised hand to indicate he or she is coming to help. A shrug of the shoulders means "I don't know" (Grant & Hennings, 1971).

5. Other nonverbal techniques: Surveying the room= "Who's ready?" Raising hand= "Please raise hand." Pointing with microphone to child="Begin." Extending hand toward child in stop position= "Wait." Motioning with hand in circular position= "Turn around in seat." Holding up hand= "Stop." Finger to lips= "Quiet." Cupping ear with

hand= "Speak louder." Pointing from one child to another= "Do you want to answer?" (Grant & Hennings, 1971).

6. To indicate "This is next," a teacher could point to the board, place a diagram on the board, or turn on the projector (Grant & Hennings, 1971).

7. To control participation and/or indicate participants, the teacher can smile, focus eyes on, orient body toward, nod, point, walk toward, hand something to, touch (Grant & Hennings, 1971).

8. To obtain attending behavior, a teacher could close the door, flick lights, tap bell, pull down chart or map, pick up textbook, walk to front and center, survey class making eye contact (Grant & Hennings, 1971).

9. To focus student attention, a teacher can write on the board, underline on board, point to, write over, put words or letters in pocket chart, hold up actual object, attach word card with magnet, hold up, add ingredient (as in a science experiment) (Grant & Hennings, 1971).

10. To gain student attention, the teacher could clap hands, tap bell, play note(s) on piano, place finger to lips, hold up hand toward child, click light switch, touch child on shoulder, walk toward front of room and stand still, hold up hand to class group, push down start button for recording purposes (Grant & Hennings, 1971).

11. As a nonverbal listening cue, the teacher can put
a finger on his or her nose and wait until all of the
students have put their fingers on their noses. This
signifies that the children are ready to listen
(Shepardson, 1980).

12. Teachers should take on-the-spot direction and clues
from students--teachers need to watch for their nonverbal
clues and the teacher's own reaction to student behavior
(Grant & Hennings, 1971).

13. Eye contact is especially important for young
children, as it helps them focus on what the teacher is
saying. Position yourself to their level, also (Seefeldt,
1980).

14. A teacher should be sensitive in listening--a pause
may not be the end of a train of thought. A pause is
not an embarrassment, and does not need to be filled in
with words. Teachers sometimes cut off students when
they take too long to give an answer (Wolfgang, 1977).

15. With young children, physical motion is a fundamental
aspect of instruction. Children can show how big a tree
was when it was planted with their bodies, then how big
they think it will be next year, and how big it will be
when they are in sixth grade (Grant & Hennings, 1971, and
Russell, 1973).

16. Nonverbal answering procedures can provide whole-class participation in a game-like atmosphere while eliminating the embarrassment of an individual wrong answer. For example, half the class can represent plants, and the other half animals. If the answer is "plant," the plant side can stand up or raise their hands. Both sides can respond to living things, neither side to non-living (Russell, 1973).

17. The use of "thumbs up" or "thumbs down" can signify agreement or disagreement during class discussion or a review game (Shepardson, 1980).

18. Almost universally understood in schools is body talk for "call on me"--raising the hand. Students can also use their fingers to tell how many. Children can demonstrate different birds in flight and how birds move on the ground with their bodies. Different trees can even be identified nonverbally (Russell, 1973).

II. Desisting Deviancy and With-it-ness

A wink, nod, smile, frown or head shake may be all a teacher needs to keep control or send a message to the group (Seefeldt, 1980).

1. A teacher's physical proximity can be a positive reminder of on-task behavior, and may be sufficient to

reduce deviant behavior. The closeness of a teacher aids students in controlling and maintaining emotions, and helps reduce impulsive or anxious feelings which can cause inappropriate behavior. If the teacher's movements are associated with concern and reassurance, inappropriate behavior diminishes (Bullock, Reilly & Donahue, 1983).

2. The "Third Eye" is an extremely effective nonverbal technique which makes students feel that their actions are always being watched. The teacher can arrange the classroom to facilitate this. Classroom disruptions can occur when a student feels he or she is not being recognized when the need arises. The room arrangement can assure that a raised hand will be recognized and allow an awareness of budding inappropriate behaviors (Bullock, Reilly & Donahue, 1983).

3. Body maneuvers which can be used to control student behavior: raised eyebrow(s), finger to lips, hands on hips, silent stare (Ryan & Cooper, 1975).

4. To cue the misbehaving child nonverbally the teacher can orient the body toward and focus eyes on, raise eyebrows, frown at, wave hand at, shake head, point finger, raise hand and arm, snap fingers, walk toward, put hand on desk, sit near, touch, touch object child is touching (Grant & Hennings, 1971).

5. When a teacher pauses, holds his or her body motionless, and waits, the nonverbal message is "We suspend all activities in this class until you emotionally rejoin us" (Grant & Hennings, 1971).

6. For shy children, the teacher should use nonverbal techniques to allow them to "save face." Example: Stroll over to the child who is not attending while continuing the lesson and move his or her chair slightly (Chernow & Chernow, 1981).

7. To discourage the "class clowns," a teacher should avoid calling attention to them with a verbal reprimand, which gives them what they actually want--everyone's attention. Instead, the teacher can use a nonverbal means of desisting deviancy, such as eye contact paired with shaking the head, or a hand on the shoulder. There is no disruption of the on-going activity of the classroom, and "dead time" is avoided (Shepardson, 1980, and Grant & Hennings, 1971).

8. Teachers do not know when students are lying to them because they are not nonverbal experts--NVC can be used for verification and to detect sincerity and emotion. It is easier to conceal real feelings in words than actions (Palardy, 1975).

9. Teachers should check to see if rules in the classroom

are different from rules in the children's experience
outside of the classroom and might want to adjust classroom
rules accordingly (Bremme & Erickson, 1977).

10. As a quiet sign to lower room noise, the teacher can
raise his or her forefinger in the air. As students
notice this, they also raise their forefingers. Soon
everyone is alerted to quiet down (Shepardson, 1980).

11. If the whole class is getting too noisy, instead
of trying to yell over the din, the teacher can flick
the light switch off and on, play a chord on the piano,
or ring a bell (Anderson, 1974).

12. The teacher can use a nonverbal signal to quiet the
room during work periods. He or she can periodically
draw arrows on the chalkboard to let the class know how
well they are working. If an arrow touches the "stop
line," the activity is over (Shepardson, 1980).

```
_____GOOD_____
     ↑      ↑ ↑        ↑
      ↓    ↑   ↓  ↓
        ↓
_____↓_
              STOP
```
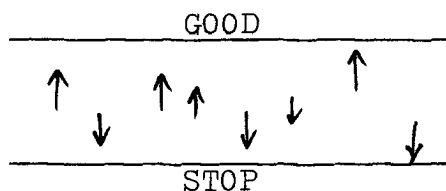
13. As another chalkboard technique, the teacher could
draw parts of a stop sign when the classroom gets too
noisy. When the sign is completed, the activity is over
(Shepardson, 1980).

ST

III. Needs of Students

Teachers should be aware of attitudes toward students expressed nonverbally such as liking/disliking, dominance/ submissiveness, responsiveness (positive/negative) (Wolfgang, 1977).

1. Most teachers are unaware of their NVC patterns, and say one thing verbally while communicating the opposite nonverbally. Example: A white teacher may put his or her arm around the white students and pat their heads, but maintain distance from black students (Ryan, 1975).

2. Staying away reveals dislike and/or fear and is related to poor self-image. The closer a teacher gets to a student the better, keeping in mind the "personal space bubble" (Palardy, 1975).

3. The expression on a teacher's face can reassure a child, set the climate for the day, or irritate another child. Children can "read" their teacher's expression. If he or she seems to be in a bad mood, they translate that into their own behavior and think, "I'd better watch out" (Grant & Hennings, 1971).

4. Bodily stance can communicate concern, interest, enthusiasm. Manner of sitting can communicate relaxation, informal friendliness, enjoyment. Manner of walking communicates determination, excitement, diminishing tempo (Grant & Hennings, 1971).

5. For younger children, a teacher should speak slower and tolerate longer pauses and silent periods between question and answer (Wolfgang, 1977).

6. With close physical proximity, intimacy and touching are possible. If the distance between teacher and students is great, nonverbal details are lost in the communicative process. The teacher who sits with the children on the floor, hugs them, and tucks a few around him or her while reading a story is building good communication and saying "I want to be close to you, to communicate" (Seefeldt, 1980).

7. Touch, when desired by students and natural for the teacher, is the most powerful form of NVC. At times, it is the only way to react to a child (Palardy, 1975).

8. Children know teachers are listening when the teacher's physical posture communicates attentiveness. Looking directly at the child lets him or her know that the teacher is focusing on comments. Wait time before responding lets the child realize that the teacher is

thinking about his or her statements or ideas (Seefeldt, 1980).

9. "Positive" affect in the classroom can be observed in the students. They will have open or shining eyes, easy or relaxed postures, smiles, and quiet and relaxed voice tone, timber and volume. Their facial expressions and bodily gestures will indicate "easy" behaviors. Taut faces, narrowed eyes, tense shoulders, uneasy stirrings, on-the-edge-of-the-seat postures are cues which communicate emotional tensions in the classroom (Mills & Mills, 1971).

10. Specific, excessively recurring personal motions, such as pushing up glasses, can be distracting to students. A highly active teacher can be overstimulating, transmitting high levels of tension, and preventing students from relaxing. There is no emphasis, since everything is emphasized, so students do not know what is significant (Grant & Hennings, 1971).

IV. Physical Environment of the Classroom

If the environment supports a given area's intended use, it is easier to begin and sustain activities there (Rosenfeld, 1977).

1. To create an informal atmosphere, allow students to

sit on pillows or on a rug instead of at their desks for
class discussions (Rosenfeld, 1977).

2. To create an informal, quiet environment, a teacher
can introduce a stool, rocking chair, rugs, hassocks
(Rosenfeld, 1977).

3. Students should be allowed to participate in creating
their classroom environment so that it suits their needs,
not necessarily the teacher's. The usual classroom
reflects the teacher's personality, not the students'.
Because the teacher feels secure and comfortable, s/he
assumes that the students do also (Rosenfeld, 1977).

4. The classroom environment should allow for some
privacy and individuality. Each student could have his
or her own space which is decorated alone and can be
retreated to when he or she wishes (Rosenfeld, 1977).

5. All students in the same room do not have to be in
the same sort of seating arrangement. Some can be in
single desks, some in work groups, others in a one-teach-
one arrangement (Sommer, 1977).

6. Some cultures emphasize much more touching than
others. It is not advisable to pair contact and non-
contact children to share desks (Wolfgang, 1977).

7. Dressing with care tells children they are respected.
Young children enjoy pretty, bright-colored, stylish

clothing (Seefeldt, 1980).

8. Schools tend to emphasize the importance of scheduling and the rigidity of the American time system. Teachers should not see schedules as sacred, but should focus on how long it takes to actually learn something (Hall & Hall, 1977).

9. The teacher can try different types of music in the classroom for a calming effect or to increase productivity (Rosenfeld, 1977). Pachelbel's Canon is especially relaxing, for example.

10. Cooler temperatures are more healthful and produce less fatigue (Rosenfeld, 1977).

11. Warm yellow, peach and pink are stimulating colors for young children, and encourage them to move about, participate, and express themselves. If the teacher has no control over the color of paint on the classroom walls, these colors can be used for bulletin boards and other classroom decorations (Rosenfeld, 1977).

V. Increasing Effective NVC in the Classroom

Nonverbal information provides overt data that describe who one is and what one values, and gives an accurate portrayal of the self. The value of learning about one's own NVC uncovers what one thinks and feels

inside. The nonverbal behavior speaks for itself and expresses a more complete message of who one is and one's intentions (Galloway, 1977).

1. Videotaping is an excellent means of analyzing NVC. A teacher must be willing to experiment with expressive behavior, notice its effect, and be willing to change in order to incorporate NVC more effectively in the classroom (Wolfgang, 1977).

2. Teachers need to move into the use of NVC slowly; if not comfortable they will give conflicting signals. Also, it takes time to learn to read nonverbal signals from others (Grant & Hennings, 1971).

Chapter V

Conclusions

It was found that the average practicing primary teacher usually uses NVC effectively in class management. The purpose of this study was to find out if teachers do use NVC in class management, not to pinpoint specific areas or groups of teachers, or to manipulate data statistically. Therefore, the data from the questionnaire have been reported, but not interpreted to any extent.

The low average response from the instructional procedures section (see Table 1) could have been caused by the lower number of questions in this sections, and/or by the questions themselves, rather than indicating that the surveyed teachers use NVC effectively only about half the time in their instructional procedures.

There are limitations inherent in the self-administered questionnaire when used as a research tool, as pointed out by Williamson, Karp, Dalphin and Gray (1982). The researcher surrenders a great deal of control to the subject, who may fill out the questionnaire hastily and without reflection. The motive of the respondent is not mainly to provide the researcher with an accurate account, but to enhance his or her teaching ability. Respondents

also vary in their introspectiveness and self-awareness.
The researcher is totally dependent upon the respondent's
memory, interest, clarity of self-perception, and honesty.
The questionnaire itself must be designed and finalized
before it is given, and then cannot be changed when flaws
and ambiguities appear (Williamson, Karp, Dalphin & Gray,
1982).

Ideally, observation would yield more accurate
results in this study, yet the time factor necessary to
observe such an eposodic, sporadic and unpredictable
behavior as NVC to the extent surveyed by the
questionnaire would be prohibitive.

As a suggestion for further study, perhaps
observations could be made of beginning teachers to see
what percentages of the four competency areas are fulfilled
using NVC.

It is recommended that classes for prospective and
practicing teachers incorporate some specific instruction
on the effective use of NVC in class management. This
is further indicated because four of the competencies
that beginning teachers are asked to demonstrate can be
partially fulfilled through NVC.

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Appendix

QUESTIONNAIRE

Directions: Please write the letter of your response in
the blank to the left of each statement. Answer code:

A=   B=   C=   D=   E=
always   usually   about half the time   seldom   never

_____ 1. The class is busily and quietly working on a creative
writing assignment. Johnny asks you where to put his
completed paper. You point to a place on your desk.
(A= always, B= usually, C=about half the time, D= seldom,
E= never)

_____ 2. The whole class is getting noisy and off-task during
an art project. You flick the lights off momentarily,
ring a bell, or use some other signal.

_____ 3. Your class is playing a game which involves identifying
pictures as either plants or animals. You label half the
class "plants" and the other half "animals" and have
each side stand or raise hands to indicate a plant of
animal picture.

_____ 4. You have just asked Joan, a quiet, meditative child, a
comparative question. After about thirty seconds with no
response, you continue to wait for Joan's answer.

_____ 5. When it comes to schedules, you believe that schedules
can interfere with learning--they should be flexible.

_____ 6. You use role playing as a teaching technique in your
classroom.

_____ 7. You are giving a mini-lecture on thunderstorms during
weather calendar time. Susie is loudly conversing with
the classmate behind her. You continue talking as you
walk toward Susie and motion her to turn around.

_____ 8. Jason and Billy are sparring off in the art corner
again. You walk quickly but calmly to them and put a hand
on each back.

_____ 9. You note that Betsy needs to go to the "time out"
area. You establish eye contact with Betsy and point to
the "time out" area.

_____ 10.   Joey is carrying on an animated conversation during
"show and tell," and it's not his turn to show and tell!
You establish eye contact and shake your head slightly and/
or put your finger to your lips.

_____ 11.   Susie is more engrossed in her neighbor's new barrettes
than in the story during reading circle time. You
walk behind her and move her chair slightly or put your
hand on her shoulder.

_____ 12.   In the classroom, long pauses or silences delight you--
they seem to indicate good thinking or can emphasize a point.

_____ 13.   In the classroom, you move among your students, sit on
the floor with them, and go to them when they need help
rather than having them come to you.

_____ 14.   Your classroom is arranged so that you can see all
the students at all times.

_____ 15.   You spot and respond to a raised hand almost immediately.

_____ 16.   You have to tell Nancy, who is timid and insecure,
that her mother will be late to pick her up from school.
You kneel or sit by Nancy so that you are at eye level
with her when you tell her.

_____ 17.   You want to praise Sammy for his extra effort in
doing his homework last night. You call him to your desk
and maintain eye contact with him while praising him.

_____ 18.   When pairing students to share desks or tables, you
allow children who enjoy physical contact with others to
sit together and pair the "non-contact" children with
each other.

_____ 19.   Regarding dress, you basically feel that dressing
with care shows young children that they are respected.

_____ 20.   In your classroom, students are encouraged to talk to
each other, except at designated times.

_____ 21.   You are rearranging the classroom. You allow the
children to help and to make suggestions.

_____ 22.   You tend to be very aware of the expression on your
face, since it can set the climate for the day.

_____ 23.   You touch the children in your classroom.

_____ 24. You believe that eye contact plays a big part in establishing good rapport with your students, and use this technique.

_____ 25. You have noticed that your higher achievers prefer to sit in the front or middle of the classroom.

_____ 26. A fairly high noise level in your classroom concerns you, since it can be fatiguing to the children (and to you).

_____ 27. You believe that a windowless classroom fosters boredom and depression.

_____ 28. In your classroom, you prefer a seating arrangement that encourages student interaction (U-shape, desks in groups, desks facing each other).

_____ 29. If you could choose your classroom wall color, you would pick warm yellow, peach or pink.

_____ 30. You have seating alternatives in your classroom in addition to school chairs, such as rugs, hassocks, or pillows.

Part II (Continue to answer A, B, C, D, or E.)

In your classroom:

_____ 1. the seating arrangement is flexible.

_____ 2. pathways are clear.

_____ 3. there are a variety of available spaces (quiet, small group, large group, learning materials, storage).

_____ 4. the "teacher's area" is an integral part of the total environment.

_____ 5. spaces are easy to get to.

_____ 6. all the elements in the classroom are child-sized.

_____ 7. each student has his or her own space.

(Please turn the page for Part III.)

Part III (Please write the letter of your response to the left.)

Thank you for answering this questionnaire! Now, will you answer a few questions about yourself to fascilitate tabulating the results.

_____ 1. At the end of this past school year (1984-85), you completed your _____ year of teaching.

A. first   B. second to fourth   C. fifth to tenth
D. eleventh or higher

_____ 2. Degree held

A. do not held a degree   B. Bachelor's degree
C. Master's   D. Specialist   E. Doctoral
F. Other _____

_____ 3. The last year that you taught K, 1st, 2nd, or 3rd grade was

A. this past year   B. 1 - 3 years ago   C.. 4 - 6
D. 7 - 10 years ago   E. More than 10 years ago   F. never

4. Number of years at each grade level.

_____ K

_____ 1st

_____ 2nd

_____ 3rd

Other _____

_____ 5. Your age group

A. 21 - 25   B. 26 - 30   C. 31 - 35   D. 36 - 40
E. 41 - 45   F. 46 - 50   G. 51 - 55   H. 56 - 60
I. 61 - 65   J. 66 and over

_____ Your sex

A. Male   B. Female