

## **Implementing Findings Of Body Language Methodologies In Class-Room Teaching- A Study On Physical Education Students**

**<sup>1</sup>Ms. Kamalpreet Kaur**

Assistant Professor,  
Centre of Professional Enhancement,  
Lovely Professional University,  
Phagwara, Punjab (India)

### **Abstract**

It is often said that you are more how you speak than what you speak. A message is conveyed more through gestures than through the words. Hence, the role of body language is deep-rooted and immense while teaching the adult students in a university or college. The outcomes of teaching would be better if the teacher is able to detect the intentional or unintentional signals conveyed by the body movements of her students and the implementation of nonverbal communication will be helpful for the teacher to maintain a better learning environment in the classroom.

**Keywords:** Body Language, Gestures, Eye movements, Class room teaching, Effective class room teaching

### **Introduction**

Communication is of two types - Verbal Communication and Non-verbal communication. Verbal communication is the message one has conveyed through words whereas non verbal communication is the information transmitted through conscious or unconscious body movements, eye movements, hand gestures, body postures, eye lids, touch, dressing, color code, accessories and facial expressions. These signals often tell the story completely opposite to the verbally communicated context and hence, have been widely used in the corporate sector, criminal studies and many other fields including medical. So, non verbal communication is defined as the way body expresses the true feelings and intentions.

Body Language alone comprises of 55% of total communication whereas words comprise of 7% and tone of voice comprises 38 (Meharbian A, 1972).

The legendary playwright and dramatists William Shakespeare too has mentioned eyes as the key whole to look into someone's true-self.

Let me see his eyes, that when I note another man like him, I may avoid him".  
(Much Ado About Nothing)

I see a strange confession in thine eyes. (Henry IV)

Look not upon me, for thine eyes are wounding.. (Henry VI, PartII)

For there is none of you so mean and base, that hath not noble luster in your eyes.  
(Henry V)

Even the news reports and behavior analyst make observations on the non-verbal signals exhibited by the celebrities to know the authenticity of their statements. Therefore, it is very much important to look into these nonverbal messages while teaching in the classroom.

### **Components of body language**

There are total nine components of body-language:

Haptics- Language of touch

Oculesics\_ eye movements of eye behavior

Kinesics- Body gestures, postures and movements

Proxemics: Physical distance with the recipient

Olfactics: smell

Artifacts: Dressing sense, makeup and accessories

Chromatics: communication through colors

Chronemics: time taken before a response

Paralanguage: voice codes or modulation

The components to be applied in classroom teaching, are- Oculesics and Kinesics.

### **Application of Oculesics**

Oculesics is the examination and observation of eye movements or behavior of eyes. If the eye movements of the students listening to a lecture would be noticed it would be observed that some of them are maintaining a healthy eye contact, some are maintaining a continuous gaze. The former is positive signal whereas if the latter is seen in the majority of the students then the teacher should change the approach to the topic being taught and perhaps needs to engage the students in the topic through a class activity. Similarly if their pupils are dilated and eyes are wide opened, which signify their interest in the topics, in contrast to the narrow gaze which signals their disinterest. Avoiding eye contact with teacher and shifty gaze are also the signals that the content is boring (Bohannon, Leanne S et al, 2012). A person's pupils dilate when he or she sees or listens to something interesting, something stimulating or something familiar,

however, the pupils narrowed, while listening or watching to a boring content or when he or she hasn't understood anything (Egolf, Donald B., 2013).

Pupil dilates when we are interested in the person talking to or the object we're looking at. (Eckhard Hess, 1975)

To indicate, observe the listener's pupil size when you're talking to them about something interesting, then change the subject to something less interesting and watch their pupils contract. (Psychologist World)

Thus, to know whether the student is listening to you and is able to comprehend the concept being taught, it is necessary to observe the eye movements and change the approach.

## **Application of Kinesics**

Kinesics is the study of body postures and gestures which has as much wide approach in detecting students' retention as the oculesics does. It has a wide variety of signals. For example, sitting with one leg crossed over the other, is a negative signal which expresses the resistance or low receptivity. So if any student is seen sitting in this posture make him to sit with an erected body posture which will help him to be more receptive. Shaking legs is another sign which is more related to the student's inner state than the presence of mind in the class room. Shaky leg signals the inner turmoil. If the eyebrows are raised but eye lids are narrowed then it is the sign of discomfort and boredom. Broad, opened, erected and leaning forward body postures are the positive signs, in contrast to, crossed arms, crossed away legs and cold shoulders which are the negative body postures and signify that the listener is not interested in the content (Dr. Haya, uob.edu.bh).

Prof Ray Birdwhistell in his book *Introduction to Kinesics: An Annotation System for Analysis of Body Motion and Gesture* (1952) has mentioned that non verbal codes have a context identical to a linguistic code. He defined it as "the systematic study of how human beings communicate through body movements and gesture". Professor Paul Ekman and Wallace V Friesen has further categorized Kinesics into five kinds: Emblems, Illustrators, Affective Displays, Regulators and Adapters.

Emblems are the shifts and moves of hands, arms, face and other body parts portraying a meaning independent of verbal communication.

Illustrators are the movements of hands and arms accompanying the verbal communication (Neuliep).

Affective displays are the facial gestures. For example a smile with crow eyes is fake whereas with minimal crow lines is considered to be genuine.

Regulators are the acts of back and forth flow of speaking and listening ( Stavros & Miller, p.38). For example, nodding heads and eye movements.

Adaptors are the body shifts while speaking or listening. For example, if the student has crossed away his legs while listening, he is not attentive. Similarly, if he turns his feet away during listening he is not interested in the content. Similarly bowed head is a signal of boredom and disinterest . Open hands while listening is a positive gesture in contrast to the closed hands which exhibit that the student is lost in thoughts (Dr. Haya).

It is often seen that people who are lying, stressed or worried either ignore making eye contact or they find it hard to maintain an eye contact and hence have been observed looking down wards or have shifty gaze. The same concept is applicable on students as the students who are not making any eye contact or have shifty eye contact may be asked by their teachers the reason of their disturbance, this can be very much helpful while teaching the students of physical education who often are stressed out due to their daily physical training and find it hard to concentrate on the ongoing topic in the class. To teach such students different fun activities can be designed which will not make them physically involved but mentally and emotionally too.

Bohannon et al also suggested that such kind of observation may help in the development of cognition and language skills among students and children.

Teachers may be looking anywhere in a classroom at any given time, but students learn more from those teachers who look at the students most of the time establishing eye contact and less from those who look at the board or their notes frequently. ( Bensing et al.)

Potentially important eye behavior for teachers is the teacher stare which is often used to help manage students' class room behavior. (Manusov & Patterson).

Similarly, if teacher will make too much eye contact with one student it is often considered hostile, in opposite to the brief stare which will help to maintain the decorum and discipline in the classroom. Moreover, while teaching through a power point presentation if the teacher will use a pointer and will maintain brief gaze the students will be more attentive while attending the lecture and there will be more retention. Looking at every section of the class while giving lecture will aid in making everyone attentive of what he facilitator is saying.

## Conclusion

Observing students' body language while conducting a lecture and maintaining right body posture and gaze will be helpful in communicating what the teacher wants to communicate. These non verbal signals will help to understand the psychology of students in a better way. As these are the clues which interpret a completely different story than what the students are

exhibiting verbally or are pretending to do. Unconscious body language clues always guide the facilitators or class teachers to lead the class in a better way as compared to the absence of literacy of these clues. The implementation of such clues will have a two-way effect in the class room as it will not only guide teachers to involve students in the learning but will also lead the students to be attentive and thus will promote better learning and class environment which is not possible often when the students are least involved or are not attentive.

## Bibliography

Lewis, Hedwig. "The Characteristic of Body Language," Body Language: A Guide for Professionals. SAGE 2012.

Stalter, Harmony. Employee Body Language Revealed: How to Predict Behaviour in the Wroskplace by Reading and Understanding Body Language. Atlantic Pub. Group, 2011.

Stefano, John, " Body Language and Persuasion," Litigation, Vol. 3, no. 4, 1977. [www.Jstor.org/stable/29758345](http://www.Jstor.org/stable/29758345)

Bohannon, Leanne S et al. "Eye contact and video-mediated communication: A review. "Displays, 2012, <http://dx.doi.org/10.1016/j.displa.2012.10.009>.

Dr. Haya Bint Ali Bin Hassan Al Noaimi (Vice President of Community & Alumni Affairs, University of Bahrain), The Body Language . Available at: <http://www.uob.edu.bh/en/images/offices/CareerCounsellingOffice/BodyLanguage.pdf>

Mehrabian A (1972), Nonverbal Communication, Transaction Publishers.

Neuliep, James W. Intercultural Communication: A Contextual Approach. SAGE Publication, 2017.

Burgoon, Judee K. et al. "The Visual and Auditory Codes: Kinesics and Vocalics. " Nonmverbal Communication. Routledge, 2016.

Bohannon, Leanne S et al. "Eye contact and video-mediated communication: A review. "Displays, 2012, <http://dx.doi.org/10.1016/j.displa.2012.10.009>.