Nonverbal communication and its effect on students in a multicultural setting

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Abstract
Living in a society with many cultures, we are faced with establishing new and innovative ways to communicate with others. Technology has enabled us to communicate faster with people of foreign countries, as well as inside the United States, in businesses, schools and homes. The United States is not only faced with communicating with foreign countries, but due to the migration of people from all over the globe, Americans are finding themselves having to communicate with people of different backgrounds.
NONVERBAL COMMUNICATION AND ITS EFFECTS ON STUDENTS IN A MULTICULTURAL SETTING

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**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the paper</td>
<td>4</td>
</tr>
<tr>
<td>II. Review of the Literature</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to the Attributes</td>
<td>5</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>6</td>
</tr>
<tr>
<td>Occulesics</td>
<td>9</td>
</tr>
<tr>
<td>Vocalization</td>
<td>11</td>
</tr>
<tr>
<td>Gestures</td>
<td>15</td>
</tr>
<tr>
<td>Proxemics</td>
<td>18</td>
</tr>
<tr>
<td>Haptics</td>
<td>20</td>
</tr>
<tr>
<td>Summary of the Nonverbal Attributes</td>
<td>24</td>
</tr>
<tr>
<td>Cultural Differences</td>
<td>25</td>
</tr>
<tr>
<td>Summary of Cultural Differences</td>
<td>33</td>
</tr>
<tr>
<td>Relationships Between Teacher Expectations and Nonverbal Messages</td>
<td>34</td>
</tr>
<tr>
<td>Teaching Strategies and Guidelines</td>
<td>42</td>
</tr>
<tr>
<td>Humor</td>
<td>45</td>
</tr>
<tr>
<td>Self disclosure</td>
<td>46</td>
</tr>
<tr>
<td>Teacher confidence</td>
<td>48</td>
</tr>
<tr>
<td>Workshops for Teachers</td>
<td>49</td>
</tr>
<tr>
<td>III. Summary, Conclusions and Recommendations</td>
<td>52</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td>Summary</td>
<td>52</td>
</tr>
<tr>
<td>Conclusions</td>
<td>57</td>
</tr>
<tr>
<td>Implications</td>
<td>57</td>
</tr>
<tr>
<td>Recommendations</td>
<td>59</td>
</tr>
<tr>
<td>IV. References</td>
<td>60</td>
</tr>
</tbody>
</table>
NONVERBAL COMMUNICATION AND ITS EFFECTS ON
STUDENTS IN A MULTICULTURAL SETTING

Introduction

Living in a society with many cultures, we are faced with establishing new and innovative ways to communicate with others. Technology has enabled us to communicate faster with people of foreign countries, as well as inside the United States, in businesses, schools and homes. The United States is not only faced with communicating with foreign countries, but due to the migration of people from all over the globe, Americans are finding themselves having to communicate with people of different backgrounds.

In the school system, teachers are responsible for the exchanging of ideas and information in the classroom (Garner, 1970). Thus, the teachers must adapt the classroom, so that students from different backgrounds are successful in their interactions in the school setting. In addition to the migration of students from across the globe into the American educational system, societal goals have changed in the United States, as well. Due to many political movements (civil rights, women's, gay rights, exceptional persons, etc.), these changes have led to a better understanding of the rights of individuals.
From the educational standpoint these movements have contributed to the inclusion of the diverse population, into the mainstream within our own culture. Brown vs. Board of Education, affects integration, and Public Law 94-142, pertains to the education of exceptional persons. As a result of both the migration from other countries, and the diverse population within our country, communication becomes a major focus in our school settings. Professional educators need to enhance or build better communication in the school systems.

Verbal communication is the major vehicle for interacting or carrying information to students. There have been many studies investigating the effects of verbal communication in society, but fewer studies on nonverbal communication. Nonverbal communication is not as obvious as verbal and has not been thoroughly researched because its importance is not easily understood.

Due to the change from a more homogeneous to a more heterogeneous student population, educators must be able to communicate (both verbal and nonverbal) effectively with diverse groups of students in the classroom. Hence, educators must recognize that nonverbal cues are as important as verbal cues. Nonverbal awareness implies a conscious effort to employ all the senses in receiving and sending messages. The
receiver of the message internalizes what was communicated, and then formulates an opinion of the meaning of the actions. Nonverbal communication helps teachers develop a sensitivity to their own actions and actions of others. (Miller, 1988). Miller (1988) found:

Words can only tell us so much, and we sometimes find it difficult to determine whether or not the words form a factual statement or a lie. Nonverbal symbols are powerful and likely to be genuine; they express feelings too disturbing to state, and it takes a separate communication channel to help send such complex messages. (p. 5)

An awareness of nonverbal behaviors that affect communication is a vital link to enhancing the interactions between teachers and the diverse student population of the year 2000. As a teacher, our nonverbal cues may be altered in the process of communication with people who are from cultures different than our own, as well as cultures developed within our own culture.

In order to understand the importance of culture differences, which create a need for a better communication system, it is important that multicultural be defined. Researchers have described multicultural aspects but they
have not come to a consensus on the definition. (Banks, 1990, Nieto, 1992, and Tiedt & Tiedt, 1979). Tiedt & Tiedt (1979) suggest a need to clarify the term culture before we consider the term multiculture.

The key to defining multicultural education lies in the root word *culture*. Culture connotes a complex integrated system of belief and behavior that may be both rational and nonrational. Each one of us is born into a culture. Our beliefs derive from these ethnic and family backgrounds, but they continue to be shaped by all of our experiences after birth. (p. 3)

Multiculture is the integration of our beliefs based on all types of cultural experiences. In this paper the definition is derived from Tiedt's notion of culture shaped by all life experiences. Therefore, multiculture includes any personal attribute of an individual, (race, ethnicity, class, dialect, language, gender, temperament, learning style, education, family history, economic or religious background), that may affect the communication channels between the student and teacher in the classroom.
Purpose of the Paper

The purpose of this paper is to help teachers establish an awareness of the importance of nonverbal communication and its effects on teacher interactions with students in a multicultural setting. This study consists of a review of the literature considering four aspects that deal with nonverbal communication: (a) description of the attributes, (b) role of culture, (c) teacher expectations, and (d) the appropriate teaching practices to help build awareness of nonverbal behaviors.

The questions addressed in this paper are the following:

1. What is nonverbal communication?
2. What is the role and effect of nonverbal communication in the classroom?
3. How do nonverbal communications differ among cultures?
4. How do teachers' expectations affect the nonverbal messages they send?
5. What are the appropriate teaching practices classroom teachers should know about when they teach in multicultural settings?
Review of the Literature

Introduction to Attributes

Nonverbal communication is complex, and is described as a way of verbally communicating messages without the use of the spoken word. Within this form of communication, there are several attributes: facial expressions, occulesics, vocalization, gestures, haptics, and proxemics (Weatherford, 1986). These attributes may be divided into two groups, attributes associated with the face and attributes associated with the entire body.

The attributes associated with the face are facial expressions, occulesics, and vocalization. Facial expressions encompass the movement of all the facial muscles. Occulesics involve movement of the eyes to express meaning. Vocalization sends a message to the receiver of the sound. Gestures, proxemics, and haptics, involve movement of the entire body or isolated movements of the body. Gestures involve the movement of the entire body or isolated parts. Proxemics is concerned with the space between the listener and speaker. Haptics focuses on touching of others during communication.
The commonality of all these attributes of nonverbal communication behaviors is that each sends messages to those who are receivers, with or without the intent of the sender of the message (Weatherford, 1986). Each of the attributes contributes to the communication of a message. In the classroom setting, teachers need to be aware of these forms of nonverbal communication. Teachers see body language that is sent by students, but teachers may not be aware of their own personal messages that they are sending to the students. Students interpret the messages of teachers, by the reading of the various attributes. Of all attributes, facial expressions is the attribute which the students will pay the most attention.

**Facial Expressions.**

Facial expressions involve such parts as the eyebrows, mouth, cheek and chin, and they are more likely to express emotions than specific messages. Depending on the situation or mood, these facial features, voluntarily (controlled) or involuntarily (unintended) transcend a verbal message, thus, clearer communication occurs. For example, when a person is faced with fear, their involuntary facial muscles move (Ekman & Friesen, 1975). Voluntary or involuntary facial expressions give us clues about what a person is thinking or feeling, but
they also give messages about a person's cultural background. Patterson (1983) stated:

Voluntary or involuntary facial expression (a) provide information about one's individual culture or background, (b) regulate interaction (leaning forward), (c) express intimacy or liking, (d) exercise control (persuasion), (e) facilitate service or task goals, as when sharing material requires touching or gesturing (p. 166).

Societal standards play a major role in the displaying of facial expressions. For example, at a Japanese wedding it would be out of place to shed a tear. On the other hand, in the United States, it is okay to cry and show emotions. Within each culture, gender may also determine when the display of facial expression is appropriate. For example, in the United States, boys are taught not to show expression during times of grief and pain, but to maintain a brave face. According to Ekman and Friesen, (cited in Miller 1988):

Facial expressions can also be voluntary, as when an individual wants to deliberately hide his/her feelings. Such expressions are controlled for a number of reasons, but they are often dictated by societal or cultural standards, or a product of family rules. "Boys should never cry or look afraid" is a rule our society ingrains in
its young." In this case, the facial expression acts as a mask to cover up undesired expressions. (p. 11)

The role of the face in nonverbal communication seems to be to express the true feelings of the person who is wearing it. Facial expressions may express a sign to others that one is not in a friendly or in a pleasant mood. In this case, the receiving person may tend not to make contact with the negative face, perceiving that the face is a warning to stay away. Garner (1970) stated, "Regardless of what we intend to communicate...we usually also communicate additional information in muted language" (p. 363). Through interaction with others, especially in the classroom setting, teachers need to be aware of the message facial expressions can convey. In the classroom, the facial expression may send a comfortable or uncomfortable message to students. It can be harmful if a student has a problem, and he or she is afraid to approach the teacher because of unintended facial messages being received. Thus contact is avoided with a negative face.

A pleasurable smiling facial expression invites conversation or gives the stamp of approval to make closer contact. "The more a person, object, or situation elicits pleasure, the more it is liked" (Gorham, 1983, p. 40). As a teacher smiles, he/she sends messages to students that they
are of special interest to the teacher, while another expression may show frustration or dislike of a particular student (Weatherford, 1986). A pleasing smile invites a student to inquire into problems of various natures, yet, a frowning face may send a student into silence.

**Occulesics.**

Occulesics is an attribute that contributes a great deal to facial expressions, because it is thought of as the most powerful form of nonverbal communication. The occulesics are powerful eye signals that not only send messages, but they also receive messages (Miller, 1988). The eyes may show interest or boredom in the person who is on the receiving end. Salesmen are likely to use eye contact to win a possible client. The eye contact is a good indicator that someone is paying attention or has interest in the speaker. For example, an investigator may study the eyes of a criminal to determine if the person is guilty. Miller (1988) found:

The eyes can express and give away what one is communicating privately to himself. Because the eyes may predict what the quiet mind is thinking, we can rely on these particular features to give us more precise detail. Happiness, disgust, and love are just a few
communications that eyes express to others. The eyes help us in many ways by providing information, regulating interaction, expressing intimacy, and by exercising social control and facilitating goals. (p. 12)

Eyes are like a crystal ball, by reading them we can understand the emotion of the person who wears them.

In the classroom, eye contact sends a message that the teacher is paying attention and has interest in the student (Miller, 1988). Pleasing are the eyes of a teacher, when he or she sees students succeeding in the classroom. Conversely, the eyes of a teacher may express or send a message to the students that they are not welcomed in the classroom. It is no wonder that Ralph Waldo Emerson thought the eyes to be "mirrors of the soul." They reflect what vocal words may not have the courage to display (Miller, 1988). "The eyes are powerful in that they convey messages of hate, fear, and guilt, or they can express confidence, love, and support" (Miller, 1988, p. 12).

The eyes have a way of showing truth, by the mere dilation of the pupils. Normal eye dilation is not under the control of the individual. When looking at something pleasing, an individual's pupils will measurably dilate; when viewing something displeasing, the pupils will constrict (Harrison &
Argyle, 1975). Eye dilations are cues to let teachers and other people know that someone is paying attention or dozing off. The eyes send expressions that are as sensitive as vocal words. Again, students will study the teachers eyes. If the student does not feel the eyes of the teacher are in his/her interest, the student may withdraw and lose motivation. "Dilation is more likely to occur when the two parties are comfortable in each other's presence, because pleasurable items send the pupils into dilation" (Miller, 1988, p. 12). The eyes of the teacher change their nonverbal messages according to his/her degree of comfort, with the students and the surrounding environment (Miller, 1988).

**Vocalization.**

Unlike the eyes, vocalization is an attribute that is displayed by the vocal cords in the mouth. Each and every person has their own individual sound, depending on the pitch and intensity of the words formed with the mouth. The person does not have to be physically present, yet, his/her attributes can be detected by sound. Information about the individual's attributes such as age, emotional state, or other personality characteristics are given away by the sound of the voice (Miller, 1988). The words vocalized in speech are quite
important; on the other hand, characteristics such as rhythm, pitch, intensity and nasality are more sensitive to the ear of the listener (Miller, 1988). The intonation and intensity seem to give valuable information to its listener. From an early age, babies respond to expressions of their parents and to the sounds of their parent’s voices. When a baby cries, a mother can often distinguish whether or not the baby is hungry, wet or in severe pain (Weatherford, 1986). The mere interaction of parent and child, provides the transmission of information and responses to the messages.

Studies have shown that people can be identified physically by the mere sound and intensity of their voice. One particular study taped voices of people in different age groups and with various physical attributes (Miller, 1988). The objective of the study was to confirm whether or not the participants could identify the owner of the voices heard on the recording. The results showed that participants in the study were able to match the voice to the person (Miller, 1988). It is not the verbal words that contribute to vocalization, but it is the uniqueness of the sounds that bounces from the cords. From this study, it is evident that vocalization helps us to identify people, but it also helps us to determine whether or not someone is telling the truth. An
example might be when the teacher asks a little boy if he pulled a little girl's pony tail. The little boy may say "no", but his vocalization cues may say otherwise.

Vocalization is most vividly demonstrated when the speaker is making a statement, and his or her intonation expresses the opposite of what is said. This indicates a discrepancy in what is being said, and how it is being said, by the vocalization cues. Thus vocalization gives away feelings as another attribute of nonverbal communication, when combined with certain verbal sounds. Miller (1988) found the following:

The adage "It is not what we say that counts, but it is how we say it," reflects the basic meaning of vocal intonation. It is probably most easy to read because of the characteristics: rhythm, pitch, intensity, and nasality and slurring in the voice lets us know the facts. (p. 13)

If babies are sensitive to nonverbal cues of their parents, as students they transfer this sensitivity in their later years to their teachers in the classroom setting. Thus, students will be sensitive to the nonverbal cues of their teachers. Classroom interactions between teacher and student demonstrate how vocalization may come into effect.
In the classroom, the teacher may ask a student if the homework has been done. A smile may be false, but the vocal sound of combined words, express a deeper meaning. The student may say yes, but his vocalization may send a message that a lie has been told. Vocalization is also the key to let the students know that their teacher is truly interested in their learning. Conversely, vocalization can also be used negatively to let students know that they are discriminably different from others in the classroom. Miller (1988) illustrates the power of nonverbal communication when he refers to it as:

...a powerful tool which can also readily affect student participation. Consider a classroom situation in which the teacher asks a question and calls on one of the more talented students, who in turn answers the question correctly. Generally, the teacher responds with some positive verbal reinforcement enhanced by vocal pitch or tone, expressing the acceptance and liking of the student's answer (often accompanied by a smile or other forms of nonverbal approval). In the same situation, if a teacher called on a less talented student whose response was incorrect, not only might the teacher verbally reject the response, but he or she might also modify the future
responding behavior of the less talented student because of the accompanying vocal cues. (p. 14)

Depending on whether the child responded in the format that the teacher wanted, the teacher altered his/her tone of voice. If the child did not answer in the form wanted by the teacher, his/her voice did not express that the answer was acceptable, making the child feel rejected. Vocalization is a powerful tool to be used to identify or manipulate (Miller, 1988). It is evident that the teacher's vocalization varies, depending on whether or not the student answered the question accurately. The less talented student feels intimidated because of the nonverbal cues that the teacher sent to the student. This may stifle the student's effort to try again.

**Gestures.**

The attributes associated with the face are facial expression, oculesics and vocalization, are supplemented by the second subgroup of attributes associated with the entire body. These attributes are gestures, haptics, proxemics. Gestures are attributes associated with isolated or entire body parts. The body movements can be nonsensical or meaningful depending on the context in which they are displayed (Weatherford, 1986).
Ekman, Frisen, and Bean (cited in Weatherford, 1986) divided gestures into three categories: manipulatives, illustrators, and emblems. Manipulators are nonsense gestures which consist of touching or grooming of the body. Examples consist of twirling the fingers through the hair, cracking of knuckles or tapping on the scalp with the fingertips. Often students are tense about a topic or assignment. They tend to display a relaxed behavior when teachers make an uncomfortable environment (Weatherford, 1988). Teachers will notice these attributes, when they spend a lot of time in the classroom. This type of gesture is considered nonsensical, because it happens for no apparent reason. Manipulator gestures are more likely to be noticed when a person is tense, yet, may also be noticed on a relaxed person.

Unlike manipulators which are meaningless, illustrators, the second category of gestures are used to enhance or explain what is being stated in the conversation. "Examples of illustrators are the waving of arms, raising of eyebrows, snapping the fingers or pounding the table" (Weatherford, 1986, p. 5). Teachers often use these behaviors to give directions or to enhance what has been said in lectures. Displaying illustrative behaviors can also be attention getting. An example might be when the teacher points her finger at a
naughty student, or the teacher may raise his or her eyebrows to tell the students to refrain from their unruly behavior.

Similar to illustrators which involve the movement of the body, the third category is emblems. Emblems are movements of the body that are universally understood across different countries (Weatherford, 1986). An example could be how one makes an introduction when meeting someone in the United States. Often when you greet someone you shake hands as a sign of respect. Visitors from other countries come to the United States using this same greeting even though it may differ in their country. (Chinese, African, etc. have other forms of greetings.) Just as using a hand, to indicate "stop" is used in many countries; the handshake has become universally understood and accepted as well.

Of all the categories of gestures, the emblems category is more prevalent in the nonverbal communication classroom setting. Emblems become universal after enough exposure with certain cultures (Weatherford, 1986). As the school progresses through interactions and conversations by students and teachers, the classroom culture is created. Emblems within this classroom setting are gradually developed and then later they are established as norms, thus becoming universal. Until the universals have been established it is important for
teachers to keep in mind that all students may not be familiar with the same emblems.

Considering that classrooms are filled with diverse groups of students, it seems only fitting that we might make ourselves aware of some of these cultural differences. For example, the "thumbs up" emblem is a positive signal in the United States, but a negative or an insulting one in another country (Weatherford, 1986). Simple body movements that are taken for granted in the United States may be insulting to foreigners migrating to the United States. On the other hand, foreigners who migrate to the U.S. may also have emblems that might be both unfamiliar and offensive to U.S. citizens. Thus, in the classroom these different types of gestures are distinctions of various cultures and will play a major role in the socialization of the students.

Proxemics.

Different types of gestures indicate certain expressions from only "parts" of the body, for example pointing the hand or raising the eyebrows. Certain body parts show expression, but it is when we look at the entire body message that we encounter proxemics, another attribute of nonverbal communication. Proxemics deals with territorial boundaries
that we set, deciding whether or not to let others join. Depending on where you are from, proximity seems to vary slightly. In most cultures, when two people communicate, there is a tendency to move towards things that are of interest to them and avoid things that are unpleasant (Plax, Kearney, and McCroskey, 1986). The amount of interest we have in the other person determines the amount of proximity we will tolerate.

Encountering a stranger, there may be hesitation or discomfort. Both parties will keep their distance from each other, until communication has been established. Nonverbal communication is affected greatly by the degree of comfort between two people. Once communication is established and the parties feel comfortable in each other’s presence, the distance between the parties will diminish, and the degree of eye contact and direct body language will increase (Anderson, 1979).

According to Hall (cited in Miller, 1986), there are four categories of proximity information that have been established by society’s middle-class:
1. Intimate--This zone is reserved for close relationships, sharing, protecting, and comforting.

2. Personal--Informal conversations between friends occur in this 1 1/2 to 2 foot zone.

3. Social--An extended distance of 4 to 12 feet is generally acceptable for interaction between strangers, business acquaintances, and teachers and students.

4. Public--Between 12 and 25 feet is the distance used for such one-way communication as exhibited by lecturers. (p. 24)

Proximal territorial boundaries allow entry when the participants meet the above standards. The distance between the sender and the receiver of information decreases as the two parties become comfortable with each other.

When students first enter into a classroom setting, they are not familiar with the teacher or their peers. As the school year advances and familiarity occurs, proximity during conversation diminishes. The teacher moves from a public to a personal level (Miller, 1986). The teacher then begins to work with students on a personal or intimate level, depending on the
degree of comfort. The degree of proximity in the classroom is based upon the degree of closeness established between the teacher and student.

**Haptics.**

Proxemics plays a major role in utilizing all nonverbal attributes, even though it has not been considered as important. In order to establish facial expressions, gestures, and other nonverbal attributes, distance declares the visual acceptance of these behaviors. If one is not close enough to see nonverbal behaviors, it is hard to establish their importance. One such attribute is that of touching. Often touching signals have been used to clarify or to communicate a message. The technical term for touching is that of haptics. Haptics is communication by touching, "which involves hundreds of thousands of submicroscopic nerve endings serving as tactile receptors and detecting pressure, temperature texture, pain, stroking and tickling" (Miller, 1988, p. 16). Haptics is basically concerned with the effects of touch on people. For touching to take place, the parties must be within close proximity of each other.
According to Kleinke (1975) "touching is the ultimate closeness to people, because in touching the final physical boundary between two people is breached" (p. 15). The boundaries of communication must be positively established, or else touching will not occur (Kleinke, 1986). How a person touches or receives a touch gives us a clue of their cultural background, and how they relate to others in terms of proximity.

Society plays a major role in how touch is accomplished. Haptics varies with foreigners, but it also varies cross-culturally within the United States. Studies on haptics have revealed that Americans find touching more of a taboo. Although touch has healing or health benefits, it is considered unacceptable when not used in the proper context. Touch is powerful when it is used in a way considered acceptable by society. Studies in hospitals have shown that the human touch can aid in the recuperation of sick or elderly persons.

Human touch is valuable in other ways as well. Touch is now taken into effect when babies are born. Babies are very sensitive to the touch of things in their environment (Miller, 1988). Mere changes in temperature can cause discomfort to a child at birth. Miller (1988) stated:
In LaMaze and natural birth, easier transitions are taken into consideration, but most importantly the element of "touch" is incorporated. Doctors have taken into consideration that birth of a child involving the transition from a warm secure womb to a cold operating room, causes shock to the baby's system. (p. 16)

Lack of touch could also have negative effects on a child. In some families children feel unwanted or unloved because there is no security provided through touch (hugging, carrying a baby, or a pat on the back).

As children grow they learn about the world through the process of discovery. Children touch everything in sight, until they are told otherwise that it is socially unacceptable. By the time that they are adults, they are told that many forms of touching are quite unacceptable.

Touching in a classroom situation becomes a delicate matter. Since teachers are considered superiors in the classroom, they often initiate touching behaviors. "A teacher who grabs the arm or shoulder of an unruly student enters the student's space uninvited...A simple pat on the back for a job well done is a much used and usually accepted form of praise" (Miller, 1988, p. 17).
One study by Kleinfeld (1972), reports that when teachers exhibit such behaviors as touching and close body distance, as well as smiles of approval, small children tend to learn significantly more (p. 40). Touch can be positive or negative depending on how someone touches, and the acceptance of the touch by the receiver. Touch may tell a child he or she is welcomed in the classroom, or it may state to the child he /she has done something wrong (Hall, 1989). Nonverbally teachers use touch to send messages to the students. How touch will be perceived by a student, depends upon the individual.

Summary of the Nonverbal Attributes

This section on nonverbal communication described the different aspects of both facial attributes (facial expressions, occulesics, vocalizations) and entire body attributes (gestures, proxemics, haptics). As indicated in the discussion of these areas, nonverbal communication is a very complex form of communication, especially since nonverbal cues can be interpreted differently by all individuals. Since we live in a multicultural society, with an increased diversity in our school populations, an understanding of these nonverbal behaviors become an asset to all working relationships in the
school community; but it becomes especially important to teachers, because they are the role models that students emulate.

From the research compiled on the various attributes of nonverbal communication, teachers can see how they can negatively or positively affect students' motivation. Therefore, having a better understanding of how the entire facial expression, including the eyes and vocal cords, combined with haptics and proxemics, helps to interpret a person's thoughts in the classroom, will help teachers and students become better partners in the learning situation.

Cultural Differences

Considering the uniqueness of all the nonverbal attributes, facial attributes (facial expressions, ocullesics, vocalizations) and entire body attributes (gestures, proxemics, haptics) and their relationship to the individual, it becomes apparent that the "uniqueness of individuals" start from their own culture. Communication is interpreted from many points of view, when a variety of individuals come together in one setting. In our classrooms in the American schools, we have reached a peak in our quota of diversity in our student population. Due to these changes, communication must be
adapted to the uniqueness of our classes. Therefore, nonverbal behaviors must be examined from a cultural perspective. We must begin to ask ourselves, Who are we teaching? and What are they bringing to us that will help us assimilate them into the American culture?"

No two students are identical, and cross-culturally they do not communicate in the same manner or with the same gestures. Educators need to be aware of the cultural differences in communication, in order not to offend another person, because of lack of knowledge of their culture. This does not mean that we should become overly conscious with our movements and gestures, such as bowing down to an Asian student when entering a room.

Many studies have researched the cultural differences in how we communicate and how those nonverbal differences hinder or help in our communication. One study by Kochman (1981) investigated differences between African-American's and Caucasian-American's communication patterns. This study conducted a 2X2X2 multivariate analysis of covariance design to test the independent variables of ethnicity, gender, and dyadic composition with same and opposite sex with African-
Americans and White Americans. Four hundred and eighty-five students participated in the study. When citing Kochman’s work,

Gudykunst and Hammer (1987) found significant differences between African-American's and White-American's communication patterns in verbal & nonverbal communication, during initial encounters in such areas as (1) phasing of direct questioning; (2) cultural rules for conversation disagreements, negotiation, public debate, argument and discussion; (3) rules for turn taking in conversations; (4) significance of more aggressive verses more passive style of nonverbal; and (5) boasting and bragging before an audience. (p. 194)

One pattern in verbal communication that seemed important was the significance of a more aggressive style versus a more passive style of nonverbal expression. Often times, a teacher misinterprets an African-American's nonverbal behavior as aggressive. This aggressive behavior may also be considered a negative behavior if the teacher is a Caucasian-American whose culture views passivity as a positive characteristic.

Another distinguishing characteristic stated African-Americans were more indirect and Caucasians were more direct in their nonverbal communication patterns (Gudykunst
and Hammer, 1987). As teachers, Kochman is telling us that we may need to be more explicit in our directions, because African-Americans' and Caucasian Americans' communication patterns differ. African-Americans may need other demonstrations to clarify what is being asked, while Caucasians may not have trouble clarifying what is being asked.

Nonverbal expressions differ as well as verbal expressions. In order to teach culturally diverse groups of students, teachers need to make sure that they are addressing these issues. The manner in which verbal information is delivered to students is very important, yet, it is equally important to be aware of the nonverbal messages that are being sent along with it. If a teacher's directions are communicated as being harsh or sharp, the students may feel that they are disliked by the teacher. Since students from various cultures process information in different fashions, analyzing how students interpret messages is helpful. Therefore, teachers may need to listen to themselves on tape (statements number 2, 5). Do teachers sound harsh and demanding (statement number 4)? By listening to a tape, a teacher can analyze his or her voice in a classroom setting, noticing how the voice changes with each student.
Another study on a specific attribute of nonverbal communication was conducted by Montagu (1971) involving proximity. The study involved the interaction of Mexicans, Anglo-Saxon British and African-Americans. The objective of the study was to measure the degree of proximity in relation to culture. Montagu (1971), prepared a study on the interpersonal space between different ethnic groups. Montagu's results showed that Mexicans are more likely to interact at a closer proximity, followed by Anglos; African-Americans stood farthest away.

Montagu's (1971) results showed that during socialization, Mexicans were more likely to begin conversations, as well. Touch was more acceptable with students from countries such as Mexico, Italy, Portugal, Latin America and Spain. Conversely, Anglo-Saxon British are more distant when talking and less likely to touch during conversation.

Touch and proximity go hand in hand. Many studies that dealt with proximity also studied haptics at the same time. If a culture finds it unacceptable to touch during conversation, the degree of proximity will be a larger distance in the classroom. On the other hand, the degree of proximity will lessen, if the culture finds it acceptable to touch during conversation. One example might be when a teacher and a
student are in the classroom conversing, and both the teacher and the student feel comfortable speaking at a larger distance apart from each other, because their culture finds this acceptable. The chances of haptics (touching) taking place during conversations are very unlikely. Cultural norms will predict the degree of proximity that is attained in one's personal space. In the classroom, teachers are having to work with students from different societal backgrounds. Student and teacher interaction will be greatly influenced by the societal rules that are considered acceptable in the student's and teacher's experiences. Once communication is established between teacher and student, the degree of proximity gradually decreases (Montagu, 1971).

Along with proximity, Aiello and Jones (1977) studied another attribute of nonverbal communication, haptics, comparing lower class Blacks, Puerto Ricans, and middle class White students with reference to subcultural variations and proximity. The purpose was to find similarities and differences among the cultures. The authors supported an observation made by Hall based upon conversations with teachers in Black and Puerto Rican schools, that in lower-class black homes touching is more frequent than talking. The results showed that both Mexicans and African Americans
stood at a less direct angle (not standing face-to-face), where as white students stood at a more direct angle (stand face-to-face) The degree of positive touching in the classroom will depend on what society the U. S. and foreign countries consider to be acceptable.

These findings might explain why students prefer to sit in certain seats in the classroom. Proximity seems to be a consideration or concern when setting up one-to-one interviews with students in the classroom. Cultures have different societal rules for proximity. Societal rules may also interfere with the level of proximity that is attained. In certain cultures close proximity may be considered rude, while in other cultures standing far away is considered disrespectful.

When people in the American culture are put into tight predicaments, such as a crowded bus or elevator, they tend to feel uncomfortable, and avoid contact with others. "High-contact cultures, such as Arabs, Greeks and Latin Americans tend to stand closer while interacting in conversation, than Europeans and North Americans." (Weatherford, 1986, p. 10). In certain cultures, standing close may be perceived as being threatening. While in other cultures, it may be considered rude not to stand close to another person. Powell and Harville
(1990) analyzed the feeling felt about teachers and counselors with reference to proximity. "Latino's felt that an effective advisor shows concern for the relationship (use close proximity), before working on a task. Asian students were negatively affected by teachers who established close physical proximity while carrying out lessons" (Powell & Harville, 1990, p. 371).

The information given in the study of Powell and Harville (1990) addresses the fact that there are nonverbal societal cues evident in the classroom. In the Asian culture, the students felt discomfort when the teacher stood in close proximity. Unlike Asian students, the Latino students accepted the close proximity as genuine concern for their achievement (Powell & Harville, 1990).

The element of touch, like proximity, is quite important in the classroom and it is a sensitive issue in the United States. Depending on the situation, touch can have both negative and positive connotations. With Latino students, it is evident that the students get positive results from touching. Touch can also offer a feeling of warmth and sensitivity to students who are in need of reassurance.
Touch used in the wrong context can be taken to mean that a teacher is flirting or the teacher was too rough. When a teacher puts his/her hand on a child's shoulder to reassure them about assignments in the class, the child may move away, because the child is not accustomed to being touched. It is apparent that the use of haptics can be effective, based upon the cultural acceptance of touching. Touch must be genuine and appropriate in order to be effectively used in the classroom.

Summary of the Cultures.

As a teacher, it is most definitely a plus to have the opportunity to work with students from different cultural backgrounds, in order to learn how other cultures interpret nonverbal cues. Understanding the role of facial expressions, haptics, proximity, vocalization, occulesics and gestures in other cultures, helps build better communication between teacher and student. Knowing that in certain countries, it is disrespectful to look an elder in the eye may explain why Rosa or Jose do not look their teacher in the eye, when asked a question or when they are reprimanded. Nonverbal behaviors and their perceptions are different in other cultures in terms of family values, beliefs and respect for others. In this
incident, the lack of eye contact by the student was not done to spite the teacher, but to respect the teacher.

In the classroom a child's culture may conflict with his or her school culture. For example, a child's culture may dictate standing at a distance when conversing. On the other hand, the teacher's culture may dictate that you stand very close when conversing; this creates a conflict because the child feels uncomfortable in confrontation while in close proximity.

Another side to this issue of culture and nonverbal behavior, and its effect on students who differ, is that of teacher expectation. What happens is that the students' economic standing and ethnicity conflict with that of their teacher. This conflict leads to expectations that negatively affect the students, through the teacher's nonverbal behavior.

**Relationships Between Teacher Expectations and Nonverbal Messages**

It becomes important to understand teachers' nonverbal behaviors and realize that they are altered because of their expectations of certain behaviors from students who differ. If teachers are not aware of their expectations and how these affect the nonverbal messages being sent to students, then
they fail to communicate clearly or reach the entire school population. The next section will explore the relationship between teacher expectations and nonverbal messages.

Teachers are expected to perform many tasks on a daily basis. Sometimes, teachers are expected to perform the unbelievable with students, and expected to teach at a level that fits every child, at his or her own individual capacity to learn. Administrators, parents, and staff, sometimes place "high expectations" on teachers. Conversely, the same expectations are set forth by teachers for their students.

Expectations can be quite harmful or helpful to children. Nonverbally the teachers influences the students' curriculum based upon his or her belief of the students' capabilities. Expectancies are opinions that teachers hold towards a student which are sometimes based on facts; in other cases they are based upon stereotypical beliefs. Expectancies can be greatly influenced by nonverbal communication and may affect how students are treated in the classroom. If the child is believed to be a slow learner, the child may not be challenged to his or her full potential. Since the teacher believes that the child is incapable of learning at a higher level, the teacher may give less eye contact to the student. "The expectations that a teacher has about a particular student's ability sometimes
acts as a self-fulfilling prophecy, making the very level of achievement originally expected a true reality" (Jamison, Lydon, Stewart, and Zanna, 1987, p. 461).

Teachers sometimes make judgments about a student's capabilities, based upon the student's ethnic background, religious belief, or his or her physical attributes. In other cases, the judgment is based upon the words of previous teachers. By their nonverbal actions, teachers somehow adjust a student's curriculum, based upon these judgments. "Pygmalion in the Classroom addresses the notion that teacher expectations (manifested nonverbally) can foster academic achievement" (Miller, 1988, p. 7). In other words, the teachers' expectations definitely influences how they will react nonverbally with the student.

One classic study involved elementary school students in a low socioeconomic area who were administered an unknown intelligence test (Miller, 1988). Analysis of the results of the study showed that the rise in performance observed in the students was based solely on the teacher's expectations of the students' performance. Since the students were perceived as high achievers and capable of learning, the teacher made a conscious effort to make sure that knowledge would be absorbed. In this study, the teacher's nonverbal actions were
based upon her expectations of the students' potential as well. Good (1981) (cited in Didham & Stewart) suggests that these expectations became reality in the classroom because:

(1) teachers expect different specific behaviors and achievement of particular students; (2) because of these different expectations, they behave differently towards certain students; (3) in turn, this different treatment sends different messages to students which affects their achievement, motivation, and self-image; (4) over time, teachers' initial expectations are met. (p. 12)

Teachers who hold expectations of students treat the students accordingly. Teachers often form different expectations of students in the classroom, based on physical attributes or mere favoritism. Children can sense the differences in how they are treated, based upon the nonverbal cues of the teacher. The student does not feel challenged and gives up. Often times, students display their defeat through their nonverbal cues.

In a particular study with oral lessons, students who had difficulty reading, frequently recited more often and asked to reread the text more frequently (Didham & Stewart, 1989). This caused them to fall even further behind the other students. In high-ability reading groups, students often take
turns reading new material rather than repeating the same material. Teachers seem to give less time to low-ability students to correct their mistakes and to pronounce difficult terms (Didham & Stewart, 1989).

Unconsciously the teacher created lessons to stimulate the perceived high-ability to student, while assigning repetitive lessons to low-achievers. Rosenthal, cited in Oudenhoven & Siero (1985), stresses that the interaction between student and teacher creates favorable performance because "(1) teachers create and hold more favorable expectations (2) they give them more differentiated feedback; (3) they show them more material; and (4) they give them greater opportunity for responding." (p. 755) The teacher's nonverbal actions changed, depending on the degree of favoritism held by the teacher. Feedback on information was even altered based on his/her opinion of what the student could or could not accomplish.

When the teacher perceived the students as able to improve in their communication, the style of the teacher's nonverbal communication dramatically influenced what the students achieved. From the expectancies listed it is evident
that "the amount of sensitivity to nonverbal cues is related directly to the amount of interpersonal feedback a person receives and his receptivity and sensitivity to that feedback" (Knapp, 1971, p. 247).

Unconsciously teachers nonverbal behavior varies because of the perception of how the student reacts. The problem with expectancies is that they can have negative or derogatory effects when students are perceived as being incapable of achieving because of their physical appearance and cultural dialect. Didham and Stewart (1989) spoke of an investigation of children who were assigned into groups according to their appearance. Didham and Stewart (1989) found that, "If students appeared clean and interested, sought interaction, spoke with less dialect, displayed leadership within the class, were at ease with adults, and came from homes which displayed various status criteria valued in the middle class, they were assigned to higher achievement groups" (Didham & Stewart, 1989, p. 6).

In this investigation by Didham and Stewart, the children were categorized according to the student's economic and social status. Because they were cleaned and well groomed, the teacher held higher expectations for them. So if they were poorly dressed and groomed, limitations might have been set
for these students. The teacher might, for example, give them less eye contact because he/she doesn't want to deal with the students. The teachers may stay at a distance or give a smile that is not genuine. Overall the teacher might display a nonchalant attitude towards the students.

Students who were in the low achieving group, tended to stay in that grouping because of the "self-fulfilling prophecy factor." When teachers feel that students are not capable of high achievement, they are not challenged like high achievers. The study reinforces the notion that teachers' personal thoughts about a student can be reflected in the nonverbal communication of the teacher. An example might be a teacher who places the students into red, yellow, and green groups based on her expectations of the students achievement. After placement into groups, teachers may use eye contact while the students are reading, which indicates that the teacher dislikes working with the students of a particular group.

A classic study was conducted in order to show how nonverbal communication affects students' achievement of two low achieving groups (Oudenhoven & Siero, 1985). Bloomers
were students who were expected to show improvement at the end of the prospective school year, while the non-bloomers were students who were not expected to improve at the end of the year.

The results of the study showed teachers expectancies were not only expressed verbally, but also nonverbally. The students labeled as non-bloomers received more negative nonverbal evaluation feedback, but these students received more positive, encouraging remarks. The bloomers received more personal (one-to-one) negative feedback (Oudenhoven & Siero, 1985).

Nonbloomers are praised even more than the bloomers, students. However it may be that the emphatic, personal praise ("well done!") made the nonbloomers realize that they had reached their maximum achievement, where the more frequent negative personal way of feedback given to the bloomers ("you could do much better") might strengthen their feelings of competence. (Oudenhoven & Siero, p. 760)

Overall, the teacher made positive verbal compliments, but they sent added nonverbal messages that one group could improve and another had already reached full potential.
Brophy cited in Woolfolk & Galloway (1985) found consistent patterns in teachers' nonverbal behavior towards students. "Praise was given to favored students in public and with positive nonverbal communication. Teachers were gentle and respectful with their verbal behaviors during criticism and correcting of students" (p. 82). This example exhibits the teacher using vocalization to send messages to a particular group of students.

Teacher expectations play an important role in the teacher's interaction with the students in the classroom. These expectations can cause teachers to unconsciously or consciously display nonverbal cues that alter motivation and achievement in students. To help teachers raise their conscious awareness of nonverbal attributes and how they are effected by teacher expectations, and the contributions they have in the student-teacher interactions, a few teaching strategies will be described in the next section.

Teaching Strategies And Guidelines

Effective teachers use a number of strategies to maintain communication and cohesiveness in their class. Teachers may make an effort to give equal attention to each child, or provide cooperative groups. Teachers are also known
to develop techniques, in order not to call on the same students all the time. There are numerous ways that teachers can provide strategies to avoid negative nonverbal communication. Miller (1988) suggest:

Effective teaching is generally characterized by the showing of enthusiasm, varied facial expressions, gesturing for emphasis, moving toward students, spending more time in front of the class than behind the desk or at the chalkboard, maintaining eye contact... correlating verbal and nonverbal messages, and exhibiting a sense of humor. (p. 7)

The more a teacher is at ease with the class, the more likely the strategies above will become a natural part of the teaching.

Nonverbal communication is quite intriguing. It is quite complete, and it arouses many questions. How do we record the effect of nonverbal communication efforts? This question can be answered in various ways. Roderick and Love (1971) developed the Love Roderick Nonverbal Scale to help both elementary and secondary to teachers measure their usage of nonverbal attributes. The categorizes and sample of teacher behaviors studied by Love & Roderick (1971) were chosen on the basis of the following criteria: "(a) the behavior had to be
exhibited by a majority of teachers, regardless of grade level and subject area, and (b) the behavior had to be singular in meaning in our culture, rather than related to an individual style of personality "(p. 298).

The overall purpose of the study was to find whether or not a teacher's nonverbal behavior could be changed. Findings showed that both the elementary and secondary teachers were taught to change their nonverbal communication in the classroom. Love and Roderick made no value judgment as to the accuracy of the instrument. They recommended further investigation be undertaken with laboratory controls and more field testing.

A technique that teachers may employ to analyze their own nonverbal attributes is to do a retrospective analysis of how they taught, when they had a successful or unsuccessful class, noting body language. Gudykunst and Hammer (1987) suggest "self observation and self-control guided by situational cues to social appropriateness" (p. 196). Using the retrospective analysis teacher's can ask: (a) How did the students react?, (b) What expressive behaviors did I use?, (c) What voice qualities did I use?, (d) What proximity to the students did I use? (Gudykunst & Hammer, 1987). Wolfgang (1977) suggest that teachers use videotapes to help them learn
more about their nonverbal attributes. Discussing the tape with other teachers, helps the teacher to evaluate their own behaviors.

Retrospective analysis gives teachers a chance to analyze their own interactions. By doing so, teachers can note any irregularities in their interactions with students. Once the information is compiled from the analysis, teachers can seek ways to help other teachers relate better to students.

Along with retrospective analysis and Roderick and Love's scale to help measure nonverbal cues, there are certain practices and strategies that teachers can implement in the classroom. Using one's personal characteristics such as humor, self-disclosure and teacher confidence, as guidelines to implement positive nonverbal practices, is a good strategy to develop a collaborative atmosphere in the classroom. Each characteristic (humor, self confidence, and self-disclosure) will be discussed separately in the next section.

**Humor.**

Humor is a part of our everyday lives, and can put smiles on faces, and make people giggle with joy. Humor can help us to relax in a tense and uncomfortable situation, especially in
the classroom. When used appropriately, it may be considered a cure. On the other hand, it may be harmful if it is insulting or degrading of an individual. Humor can also be helpful in the classroom to improve nonverbal communication. Nonverbally, humor is conveyed by both the facial and entire body attributes (Gorham, 1988). If used incorrectly, it may send negative nonverbal cues to the students in the classroom. Humor must be viewed in the same likeness as praise and comments in the classroom. It must be genuine and positive (Gorham, 1988).

Self-disclosure.

Self-disclosure helps two interacting parties to open doors to positive communication, by allowing freedom of expression. Self-disclosure is the asking of questions, or encouragement of students to talk and express opinions or viewpoints, referring to the class as "our" class (e.g., asking: What we are doing?) gives a feeling of ownership or belonging (Gorham, 1981). This gives the students a sense of partnership within the classroom. Students take responsibility for their actions, because they feel they are a valuable asset in the classroom. When teachers ask how students feel about their assignments and due dates, and they invite students to meet
with the teacher at other times outside of class or by telephone, this reinforces that the students are of value and worthy to be respected.

Students should be accepted by their nonverbal cues as well. Teachers can help the students feel accepted, by respecting the spatial distance desired by the students. Often times it is helpful to allow the students to approach the teacher, by creating a relationship that invites interaction with each student. As a result, there may be times when touching, proximity, gestures, vocalization, and facial expressions may be displayed in unconventional ways.

The research of Richmond, Gorham and McCloskey, cited in Gorham (1988), reinforces that teachers need to be vocally expressive, have smiles on their faces and relaxed body positions as well as gestures, eye contact, close proximity around the classroom and to some degree touch. Chaikin, Gillen, Derlega, Heinen and Wilson (1978), cited in Woolfolk (1977), studied one-to-one correspondences and found students appreciated teachers more positively and felt more liked by their teachers, when the teacher leaned forward, smiled, and maintained eye contact. When teachers feel comfortable enough to self-disclose personal aspects of themselves to the students, the students feel more
comfortable with the teacher as well. As teachers feel more comfortable, they will also be more confident.

**Teacher confidence.**

Teacher confidence plays an important role in instructional messages (Rosenshine and Furst (1971). Powell and Harville (1990) have identified teacher clarity (an element of teacher confidence) as a necessity for effective learning to take place. Teachers themselves need to feel internally confident about the information that is given. Cegala, (cited in Powell et al, 1990) assessed linguistic components of interaction involvement, and observed that highly involved speakers use more immediate language and are more certain. They use more rational pronoun references than those who are less involved.

These findings seem to imply that the more confident the speaker, the more clarity there will be in relating to the audiences (Powell et al, 1990). If a teacher is afraid or dislikes the students, the students will see this in nonverbal communication. If the teacher is excited about the class and enjoys being in the students' presence, they will see this too. Being confident and sure of the information that is being presented aids in the reduction of some negative nonverbal
communication. However, if an educator is not self confident he or she may convey negative nonverbal communication (Powell et al, 1990).

Teachers should also be confident in their knowledge of various nonverbal behaviors that are culturally defined. The different nonverbal attributes that are displayed by both the teachers and the students, affect the confidence level that can exist during interactions in the classroom. If used effectively, strategies including humor, self-disclosure, and teacher confidence can help teachers build better nonverbal and verbal communication in the classroom.

Workshops For Teachers

Viewing the information of nonverbal communication, one can see that the whole notion of nonverbal communication is quite complex. Therefore, all of the areas of nonverbal communication cannot be described in one setting. Due to the variety of cultures involved in communication, there is a great deal that still needs to be investigated or learned. Inservices or workshops should be conducted for educators, students, and administrators, that will help them continually use their nonverbal cues in a positive manner.
Through workshops, teachers may come together to answer cooperatively some of the questions about their complicated dilemmas. The purpose of these workshops would be to improve the communication strategies used by the teachers so that learning can take place. Through week long workshops or courses, information could be shared with other groups, and cohesive bonds could be created among the participants (DeWing & Pearson, 1989).

Workshops should have a coordinator to plan the lessons on nonverbal education. The coordinator should take on the major responsibility for providing insightful information necessary for behavior change and research the latest materials on nonverbal attributes and their contribution to the classroom setting. The coordinator is then responsible for setting up workshops to deal with teachers specific concerns and discomforts in the area of nonverbal communication. This may mean that the coordinator must be trained in techniques to work on communication skills. A coordinator of a nonverbal communication workshop might consider using a few of the practices designed by Krieg (1988) for inclusion in the program. When setting up workshops on nonverbal communication, the coordinator should consider the following (Krieg, 1988):
1. Intervention by the leader helps the group focus.

2. Intervention produces consequences in the group that may: (a) be negative or positive, (b) but which will produce group growth eventually?

3. In order to intervene, a leader must decide three things: (a) What's happening in group at this point?, (b) Is change necessary?, (c) What intervention will bring about that change?


5. It is best to intervene: (a) when there is difficulty with group function such as distraction/disruptions, (b) unconstructive and repetitive material is keeping from making progress, and (c) material is not goal-directed. (d) material is not goal-directed.

6. Intervention is appropriate when: (a) a change in the atmosphere of the group, or (b) a change in the level of participation (Krieg, 1988, p.109)

Planning a nonverbal communication workshop will not be an easy task. The coordinator must create as well as monitor what is being discussed. If the response desired is not achieved, go ahead to the next point, but make sure to touch the subject later.
Summary, Conclusion, And Recommendations

Summary

The purpose of this paper was to help teachers establish an awareness of the importance of nonverbal communication and its effects on teacher interactions with students in a multicultural setting. This study investigated the literature review, covering five questions that dealt with nonverbal communication: (1) What is nonverbal communication?, (2) What is the role and effect of nonverbal communication in the classroom?, (3) How does nonverbal communication differ among cultures?, (4) How do teachers' expectations affect the nonverbal messages they send?, and (5) What are the appropriate teaching practices classroom teachers should know about when they teach in multicultural settings?

Research question 1, "What is nonverbal communication?" addresses not only the definition, but also the different attributes of nonverbal communication. The definition of nonverbal communication is the sending and receiving of messages between two people, the sender and the receiver, without the use of a spoken word. Communication takes place because of voluntary or involuntary movements of the body.
because of voluntary or involuntary movements of the body. These movements are called attributes and they are separated into two distinct groups, facial and isolated or entire body attributes. Facial attributes consist of facial expressions, occulesics, and vocalization. The entire or isolated body attributes consist of gestures, haptics, and proxemics (Weatherford, 1986).

Facial expressions consist of movements of the face to send a message. Occulesics involve the movement of the eyes to communicate the message. Vocalization involves changes in pitch and tone to confirm the information of the speaker as factual or not. Gestures, haptics, and proxemics involve only movements of the entire or isolated body parts. The categories of gestures consist of manipulators (nonsense gestures), illustrators (direction or emphasizing gestures), and emblems (universally gestures). Haptics involves touching through conversation, while proxemics is concerned with the distance of a sender and receiver during conversations.

Research question 2, "What is the role and effect of nonverbal communication in the classroom?" described the six attributes in relationship to the interaction between student and teacher. The facial expression of the teacher can motivate the students to participate in the classroom, or it can scare
the child into silence. The eyes of the teacher can stifle rude behavior, or express that the teacher is paying attention to the students. Vocalization in the classroom may be noticed when teachers want to emphasize a particular point. Moreover, vocalization may express anger, hate, disgust or favoritism in the classroom.

Haptics deals with the positive and negative aspects of touching in the classroom. A teacher may touch a student on the shoulder, and if the child shrugs away, there may be an indication that the child's cultural background considers touch unacceptable. On the other hand, the teacher may avoid touching a child who is poorly dressed and groomed. The neglect of touch by the teacher in this situation is based on the teacher's cultural beliefs and background. The teacher considers touch unacceptable in this case.

Research question 3, "How does nonverbal communication differ among cultures?" described how nonverbal cues could be interpreted differently based on cultural background. One example discussed was the differences in interpretation of the term "respect." Respect of elders are different, depending on the students' culture. Growing up in the United States, many students are taught to look an elder in the eye when they are speaking. Conversely,
students growing up in the West Indies are taught that looking an elder in the eye is quite rude.

There were also differences found in the use of nonverbal attributes, such as proximity and occulesics. Kochman's (1981) study of African-Americans and White-Americans found that standing during conversations, African-Americans felt more comfortable not standing directly eye-to-eye, but at a slight angle. On the other hand, White-Americans found comfort in conversing at a more direct angle, eye-to-eye.

Another study conducted with proximity showed cultures that were more likely to initiate conversation, were also those that would be closer in proximity to the receiver of the message. Mexican-Americans were found to initiate conversations more than African-Americans, followed by Anglo-Saxon British. These findings indicate a need for teachers to understand how proximity influences the interactions in the classroom setting. Mexican students may sit closer to the front of the classroom, and are more likely to converse at close proximity. On the opposite end, the Anglo-Saxon British students are more likely to avoid close proximity, and likely to sit towards the back of the class.
Research question 4, "How do teachers expectations affect the nonverbal messages they send?" described how teachers expectations or opinions affected the way the students were treated in the class. As indicated in the literature review, the effect of the nonverbal attributes can be both positive and negative in the classroom. If a teacher does not have high expectations of a student, chances are the students will not be challenged and eye contact and proximity will be minimal. If the teacher holds favorable expectations of the students, the students will be treated with more pleasing facial expressions and much contact in close proximity.

Research question 5, "What are the appropriate teaching practices classroom teachers should know about when they teach in a multicultural setting?" described three procedures that could be implemented in the classroom. Teachers may try to build humor in the classroom, without the use of degradation, through nonverbal cues by both the facial and entire body attributes. Teacher-confidence is built to insure positive nonverbal cues. By providing opportunities for self-disclosure, where students are able to display unconventional ways to express themselves; through touching, proximity, vocalization and gestures, teachers could create relationships
that invite positive interactions in the classroom. Finally workshops may be conducted in order to build an awareness of nonverbal communication of oneself and the people in the school environment.

**Conclusion**

A consensus exists among the experts that nonverbal communication plays a major role in effective teaching of students. An awareness of nonverbal communication becomes important when we learn the detrimental effects these cues could have on students in the class. As our knowledge grows about the different attributes of nonverbal communication, so does our knowledge about the cultures that exist in our classrooms. As teachers it is our responsibility to continue to search for ways to communicate to those who are different than ourselves. Thus becoming better partners with our students in the year 2000.

**Implications for Classroom Teachers and Students**

1. Educators have placed much effort in the study of student behavior and communication and how it effects the classroom setting. Most of these studies investigated verbal communication. Fewer studies have ventured to study
nonverbal communication. Therefore, educators should continue to explore the complexity of nonverbal behaviors in the classroom, in regards to a multicultural setting, using Love and Roderick's Scale as a measurement of nonverbal behaviors.

2. Educators are moving away from labelling in the classroom. As teachers we must continue to avoid labelling, which may cause derogatory effects on student achievement and motivation. More importantly, teacher expectations based on labels should not override our judgements. Teachers should discourage "self-fulfilling prophecy" from becoming a truth. Give each student the benefit of the doubt, and provide support for those who need a little extra attention.

3. Teachers should examine their own different comfort levels with nonverbal attributes. Nonverbal communication is quite complex and very few teachers are even aware of its implications. Seminars are needed to raise teachers' awareness of the effects of nonverbal communication. Provide adequate seminars to openly discuss nonverbal attributes.
Recommendations for further research

1. Many studies have looked at proximity, eye contact, haptics, and other attributes of nonverbal communication, to study the effects in the classroom. Further qualitative studies should be conducted in order to observe these behaviors closer. Since many of these studies looked at ethnicity, other studies should be conducted considered age, gender, and achievement as variables.

2. It is recommended that Love and Roderick's study (1971) be replicated with their scale to measure nonverbal communication, using one group of high achievers and the other group low achievers, instead of two groups that are both underachievers, as indicated in Love and Roderick's study.
References


