

# **Principles of non-verbal communication**

## **Educational Communication**

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**SZ6612** EDUCATIONAL COMMUNICATION

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# What is communication?

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**Communication is the act of transferring information from one place, person or group to another.**

**But communication is more than simply the transmission of information.**

**The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions.**

Communication is the driving force in any relationship or situation.

# Categories of Communication

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There are a wide range of ways in which we communicate and more than one may be occurring at any given time.

- Verbal communication

- face-to-face, telephone, radio or television and other media.

- written communication: letters, e-mails, social media, books, magazines, the Internet and other media.

- visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

- Non-verbal communication

- body language, gestures, mimics,

- Communication through action

# Non-verbal Communication

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„Talking without words“ is a kinetic behaviour, whose expressional tools are for example: gestures, facial expressions, body postures and others.

These are mutually interconnected into meaningful unintentional or intentional messages. Thanks to this communication it is easier to share emotions, attitudes towards the student, class or subject.

Very young learners are not capable of accurate verbal communication like adults. Therefore, they are more sensitive to non-verbal information signals.



# Types of non-verbal communication 1

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(1) **'Giving a Look' communication** - it's the most frequent non-verbal means of communication. In reality the teacher observes a student or the whole class. On the other hand, the student will pay attention to a teacher who is sympathetic, gives praises and motivates. In every social (and educational) interaction are eyes functioning as a sensitive receptor, receiver and transmitter of information. Additionally, by means of their social function eyes give evidence of the personality of other human being, their psychological state, attributes, and relationship towards us.

The teacher should observe the focus of the students look and its duration, frequency, sequence, extent and direction, shape and movement of the eyes including blinking, and last but not least the skin around the eyes.

The teacher should not only be able to read from the students looks, but also be fair in dividing his or hers looks at each student.

# Types of non-verbal communication 2

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**Communication via 'the looks on one's face' (facial expressions)** - it is mostly based on the manifestation of emotions.

Therefore, teacher can distinguish student's emotions of fear, sadness, happiness or surprise. Every teacher should be able to recognize if the student is anxiety, surprise, or happiness.

Additionally, the teacher should be able to distinguish if the emotions are authentic or pretended.

Unfortunately, teachers frequently misdiagnose students' unintentional face expressions as eye-rolling, frowning, grimace, or even pouting.



# Types of non-verbal communication

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**Communication via 'movements' (kinetics)** - are the movements that are signaling even the smallest trembles of one's inner mental state. We distinguish two types of students:

- (a) One group is fully capable of expressing itself and vividly gesticulates. But when knowledge of subject is missing, students are weakening even in movements.
- (b) Second group consists of individuals that have difficulty expressing themselves. The worse their vocal discourse gets, the more lively their movements become.

The teacher should be able to distinguish by students' movements his or hers psychological state; two malfunctions are recognized: coordination and synchronization.

For example, motion restlessness like shuffling around, swaying, arm and head jerking, squirming, etc. signalize anxiety, fear, tension and other manifestation connected with things like decreased ability of concentration, various blocks of the thought process, memory loss, etc.



# Types of non-verbal communication 4

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## Communication via 'gestures'

Gestures (e.g. the movements of hands and other parts of the body - head turning, bow) have a communicative function - these are movements which accompany verbal communication or they even replace them.

The teacher should always strive for self-control and self-knowledge while using gestures.



# Types of non-verbal communication 5

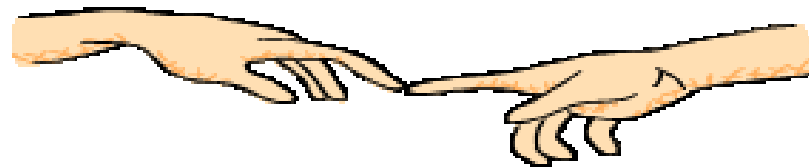
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**Communication via 'touch' (tactile contact, haptics)** - e.g. a handshake, a squeeze, a hug, a stroke, a kiss, a pat, a pinch, a poke, etc.

Touch, when considered from educational communication's point of view can be taken as a token of hostility (a slap, a smack in the face, a push etc.) or a sign of friendship (a stroke, a pat).

There also a symbolic manifestations, such as when teacher instead of verbal reprimanding taps lightly on students arm.

The teacher should touch the students very carefully and with optimal degree.



# Types of non-verbal communication 6

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**Communication via 'appearance'** - stresses the importance of one's appearance and style of clothes, hair and make-up, etc.

The appearance of the teacher provides certain information about the teacher's character traits and the teacher is therefore under the students' scrutiny.

Another important factor is arrangement of the class and its environment. Information about the student can be distinguished from student's desk and how tidy or messy his things are, etc.

Same applies to teacher's desk.

