

Chapter 29: The Impact of Non-Verbal and Verbal Cues on Classroom Management

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Abstract: This paper explores how using non-verbal and verbal cues when giving directions will impact classroom management. A review of the literature found that there are many verbal and nonverbal cues that can be used in the kindergarten classroom. Using these types of cues in the kindergarten classroom could create a positive learning environment that includes improving classroom management and subsequently student achievement. The researcher found that the use of non-verbal and verbal cues is effective for classroom management as it helps students to learn appropriate behaviors inside and outside the classrooms. These cues also help teachers to build relationships with students. In conclusion, the teacher will list non-verbal and verb cues and create or adapt corresponding material. She will develop and use an observation checklist to measure how effective the cues are for children's achievement, behavior, and engagement. She will share the use of the cues through workshops with other teachers and will survey the teachers about them.

1Introduction

The Impact of Non-Verbal and Verbal Cues on Classroom Management In kindergarten, there are some educational conditions, which require improvement. It is important to have effective classroom management to communicate with the students in the class. With students who are entering their first year of formal education, it is necessary to implement creative ways to manage the classroom environment. This is important because student success relies on engagement, transitions, procedures and student behavior. This study looks at the use of non-verbal and verbal cues to communicate with students in an effective manner with a focus on the least amount of distraction and interruption to student learning. The question I am exploring is, "How will using non-verbal and verbal cues when giving directions impact classroom management?"

Literature Review

Classroom management is an important aspect of teaching. It is not only a way to manage students, but it also affects their ability to learn. Plax, Kearney, McCroskey, and Richmond (1986) state that "within the classroom management orientation, discipline loses its custodial meaning and pervasive emphasis. Instead, classroom control is redefined to include those management techniques which influence students to *want* to learn" (p. 43). In other words, the perspective of school management has changed over the years. Now the most important aspect of classroom management is motivating students to have the desire to learn.

In order to motivate students to learn, it is important to build positive relationships with them. One of the ways to build relationships is through effective communication with learners. This communication with students is through both verbal and non-verbal cues. In Geng's (2011) study, she "found that effective verbal and non-verbal strategies included voice control, short phrases, repeated instructions, using students' names and visual cues and verbal instructions combined" (p.17). That is to say, using nonverbal and verbal cues is helpful for effective communication.

Non-verbal cues as well as verbal ones can affect students in different ways. According to Bambaerero and Shokrpour (2017), “it was found that the more the teachers used verbal and non-verbal communication, the more efficacious their education and the students’ academic progress were” (p. 51). In other words, using non-verbal cues can have a positive effect in the classroom. In addition to affecting student academic growth, this type of communication could also affect other types of education, including learning positive behaviors and manners inside the school. One teacher, Molseed (2018), reported that using non-verbal communication, along with other strategies, helped to “transform my classroom management.”

Nonverbal communication is in fact used much more than verbal communication. Bambaerero and Shokrpour (2017) point out, “At each conversation, only seven percent of the concepts are expressed in the form of spoken words” (p. 53). This means that a lot of the communication happens unconsciously through body language, facial expressions and other non-verbal cues. Teachers, therefore, need to be aware of how much is communicated through non-verbal cues and how those cues could affect students. Teachers could also learn to use non-verbal cues consciously in order to benefit their classroom management skills.

Lewis (2019) suggests some verbal and nonverbal cue strategies that can be used inside the classroom can be effective. One of these strategies is called “hands up”. If the teacher realizes too much noise inside the classroom, she raises her hand and she expects everyone to remain silent and raise their hands too (Lewis, 2019). Another strategy she can use to quiet the room is by asking them to play a game she calls the silent game and she asks them to remain silent as much as they can. She also suggests that teachers use a music box. She plays it if students make a noise and at the end of the day, if there is some music left over, she rewards them (Lewis, 2019).

Another classroom management technique is to use a behavior chart. Pickett (n.d.) suggests that using a behavior chart as a way to help the child evaluate his/her behavior but give them a card or a number, where the green card or number 1 represents a good behavior and a red card or number 5 represents a bad behavior. She also encourages the teacher to use body language and hand gestures (Pickett, n.d.). The benefit of this chart is to help the child identify his or her behavior and increase their self-awareness.

Discussion

In the kindergarten classroom, many students do not know the rules. Everything is new for them, so they need to know how to act properly inside the classroom. How will using non-verbal and verbal cues when giving directions impact classroom management? Verbal cues are the instructions that the teacher gives students verbally inside the classroom. Nonverbal cues are the signals, the body language, the visuals that the teacher produces to give instructions or to receive responses. These cues can be used to encourage positive responses. They also create a productive environment in the classroom that motivates students to learn without stress for the teacher and students.

The research found that classroom management is so important because it not only affects student behavior inside the classroom but it also affects their desire to learn. To motivate students to learn, teachers need to build positive relationships and communicate with students effectively by using verbal and nonverbal cues. The research also proved that as more teachers use nonverbal and verbal cues, the better the results that she will get not only in academic skills but also in their manners and behaviors inside the school. Most of the

communication between people could happen with body language and nonverbal cues. That is why teachers need to know the strategies of using non-verbal cues in an effective way. There are many verbal and nonverbal strategies that could be used effectively inside the classroom, such as hands up, music box, silent game, and the behavior chart.

In my school visits and immersion in an American school, I observed the usage of verbal and nonverbal cues by the teacher inside the classroom. For example, if the teacher wanted to get their attention, she said, "Class! Class!" and the students responded "Yes! Yes!" An example of a non-verbal cue to track student behavior is the use of cubes throughout the day. With the students who have a problem with communication and verbal ways, such as autism or extreme shyness, the teacher used a speech box that has many pictures, such as water, food, restroom, and playground. She asked the student what he/she wanted and he/she could choose what they wanted by pressing on the picture. The box would produce the word. These kinds of strategies are usually used with the kids in elementary school and preschool because they help the teacher lead the class in a comfortable, flexible way.

Conclusion

The author of this project concludes that using non-verbal and verbal cues when giving directions will impact classroom management. Based upon the information presented in this paper, I will plan to systematically use non-verbal cues in the classroom. I will keep track of how effective they are. I will use the verbal and non-verbal cues I saw in the American classroom, such as hand-up, music box, and behavior chart. If asked, I will train other teachers in the usage of verbal and non-verbal cues that I create or in the ones that I find in research.

References

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Plan of Action

What steps or need actions to be done?	Who will do this step or action?	Timeline When will you do this step? How long will it take to complete this step?	What do I need to do this step or action? Other teachers, Staff, supplies and materials, Time, PLC time	Date completed and ✓ write date when completed
Create an attitude survey for other teachers	Myself	June 2020 1 week	Faculty mentor help, paper for copies	<input type="checkbox"/>
Create an observation form to use to evaluate the use of cues for classroom management	Myself	Create July 2020	Observation of student behavior based on nonverbal cue	<input type="checkbox"/>
Create data sheets for data collection from observation	Myself	Create in July 2020	Google form	<input type="checkbox"/>
Share my Action Research project with administration for approval and request resources that are needed	Myself	First week of school 45 minutes	Written Action Research and presentation, Google Site, appointment with my supervisor	<input type="checkbox"/>
Share my action research project with teachers who teaches same grade with me	Myself	First week of the semester	Present my action research	<input type="checkbox"/>
Write a list of cues to be used and the behaviors expected to change	Myself	Two weeks at start of the semester	Time, print pictures/words etc. for using as cues	<input type="checkbox"/>

Write a timeline to teach the cues and expected behaviors	Myself	2 weeks at the beginning of the school year	Use of printed pictures and words to model the cue	<input type="checkbox"/>
Train and research for more ideas (reading online; teacher blogs and videos; talk with other teachers)	Myself	Two weeks overlapping with making the list of cues to implement	Online resources; other teachers	<input type="checkbox"/>
Use observation form to evaluate the use of cues for classroom management	Myself	After 2 weeks After 8 weeks	Observation of student behavior based on nonverbal cue	<input type="checkbox"/>

Analyze data. Did the nonverbal cues work to change student response time?	Myself	After 8 weeks	Observation Data, reflection writing	<input type="checkbox"/>
Design a workshop to share ideas and teach other teachers	Myself	After 8 weeks	Workshop materials, cues and picture cards, and data analysis	<input type="checkbox"/>
Collaborate with other teachers to begin implementing nonverbal cues	Myself	After two months	Meeting dates/times/ and resources	<input type="checkbox"/>
Give attitude survey to teachers	Myself	At the end of the year	Attitude Survey	<input type="checkbox"/>

The Results and Interpretation and Conclusion are to be completed in Saudi Arabia.

Results and Interpretation

Make sense of the data to answer the question “so what?”

Organize using webs, graphs, charts, numbers etc.

Make observations about the data. Non-judgmental statements of facts.

- Search for themes and patterns

- Ask questions ● Look for gaps
- Display the data

Interpret, summarize, and describe the findings. Share the results.

Conclusion

Now that you have analyzed your data...

- What have you learned?
- How do you feel about what you have learned?
- How do your conclusions differ from what you thought you would learn?
- Do the conclusions seem believable?
- What actions might you take based on your conclusions?
- What new questions emerge for you from the data?
- Who else might be interested in these conclusions?
- What are strategies to share your conclusions with others?