CHAPTER- II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Knowledge is cumulative and ever-expanding. Every piece of research contributes to another piece of such studies. A true effective review is a pace-setter that stimulates further research efforts and also plays a very significant role in shaping the nature of that research. The review of related literature enables the investigator to clarify his objectives further and to define the limit of his field avoiding unfruitful and useless problem areas.

2.1 IMPORTANCE OF REVIEW OF RELATED STUDIES

By undertaking a literature review, we can critically summarise the current knowledge in the area under investigation, identifying any strengths and weaknesses in previous work, so helping us to identify them in our research and thus eliminate the potential weaknesses, while bringing to the fore the potential strengths. Also, a good and full literature search will provide the context within which to place we study.

By reading many different studies, we begin to:

- gain an impression about the important aspects of the topic;
- identify data sources that other investigators have used;
- identify and become familiar with the style of writing that is used - particularly within the ethos of the area that we are researching;
- identify the relationship between concepts;
- identify ideas for further consideration;
- see how we can prevent ourselves from repeating any errors that have been identified in previous work;
- create our reading and critiquing strategy.

Thus, a comprehensive review of the literature is important because it:

- provides an up-to-date understanding of the subject and its significance to (our) practice;
identifies the methods used in previous research on the topic;
helps us to work out how to answer the questions - and indeed, what questions need to be asked;
provides comparisons for our research findings.

To obtain an understanding of classroom communication (both verbal and nonverbal) of teachers and its effects on students, the investigator explored the relevant literature within his reach. The significant sources of literature were: the Proquest database, the ERIC database, JSTOR database, the Surveys of Research in Education and relevant books on classroom communication studies.

The literature studied for this study can be divided into two sections as given below.

1. Studies on classroom communication at abroad
2. Studies on classroom communication in India

2.2 STUDIES ON CLASSROOM COMMUNICATION (VERBAL AND NON-VERBAL) UNDERTAKEN ABROAD

The following are the selected studies related to classroom communication abroad.

Young (1979) conducted a study on “Nonverbal communication in the EFL classroom.”

Statement of the Problem. Nonverbal behaviour is an influential factor in communication; it is interpreted unconsciously and can, therefore, cause misunderstandings based on tacit assumptions. Much of nonverbal behaviour is culturally learned; it follows, then, that international students and their American hosts unconsciously make incorrect assumptions about the meanings of nonverbal signals, resulting in misunderstandings. Misunderstandings with EFL students can arise in the classroom (1) due to the American teacher's misinterpretation of the students' nonverbal behaviour, or (2) due to the EFL students' misinterpretation of their American teacher's nonverbal signals. Outside the classroom, misunderstandings can arise (1) due to Americans' misinterpretation of foreign students' behaviour, or (2) due to the EFL
students' misinterpretation of American behaviour. As a result, classroom interaction will be less successful if students and teachers misunderstand each other. Also, students without awareness of cultural differences in nonverbal communication will have less communicative competence than those who are trained to analyse nonverbal signals.

**Method.** Cross-cultural studies were examined to determine the importance of culturally learned behaviour in communication. Areas based on Starkey Duncan, Jr.'s model of nonverbal communication were examined to predict situations in which miscommunication would occur between EFL students and Americans. Fifty EFL teachers were interviewed to find out if they felt that nonverbal communication was important (1) in classroom interaction, and (2) in helping students develop communicative competence. Episodes of nonverbal misunderstandings were sought to indicate that nonverbal misunderstandings happened as predicted. Teachers and various research facilities provided different ways of teaching some aspects of communication to foreign language learners.

**Findings.** (1) Nonverbal behaviours are mostly learned behaviours. (2) Problems in communication will arise between EFL students and Americans because of culturally learned differences in nonverbal behaviour. (3) Three-fifths of the teachers interviewed do not purposely integrate nonverbal considerations into their EFL lesson plans. Of these three-fifths, some had never considered the relevance of nonverbal communication to language teaching; some did not care to. (4) Existing materials for integrating these aspects of nonverbal communication into foreign language teaching are few and not comprehensive.

Slay (1980) conducted a study on “The effect student teachers who have received communication skills training have on their classroom students' verbal behaviours.” The purpose of this study was to investigate (1) if student teachers’ verbal behaviours change as a result of participation in a communication skills training program and (2) if classroom students' verbal behaviours change as a result of their student teachers' modifying their verbal behaviour through the communication skills training program.

To accomplish the above purpose regular education classrooms were observed before, during and after a group of student teachers received communication skills training.
There were seven, third and fourth-grade student teachers whose classrooms were observed. The experimental group consisted of three of those student teachers, and the control had the remaining four. There were 75 classrooms students whose student teacher received training and 108 classrooms students whose student teacher did not receive training.

The student-teachers and the classroom students were compared on the following measures: (1) positive verbal responses of student teachers; (2) negative verbal responses of student teachers; (3) total verbal responses of student teachers; (4) positive verbal responses of classroom students; (5) negative verbal responses of classroom students; and (6) total verbal responses of classroom students.

Student teachers who received communication skills training increased their positive verbal behaviours after the training. Student teachers who received communication skills training decreased their negative verbal behaviours after the training. Classroom students whose teachers received communication skills training increased their positive verbal behaviours after the training of their teacher. These changes were maintained after a four-week follow-up period.

Although this study did not suggest a cause-effect relationship, it implies that some relationship exists between teacher and pupil communication.

Siler (1980) conducted a study on “The use of verbal statements by college-level communication instructors during classroom interactions with students rated acceptable or unacceptable classroom communicators.” The purpose of this study was to investigate whether college instructors use verbal statements with students they perceive as acceptable classroom communicators that are different from the verbal statements they use with students they perceive as unacceptable classroom communicators. Graduate teaching assistants in the Department of Communication at the University of Oklahoma were observed as they interacted with students in their introductory speech communication courses. Teachers were asked to complete the Student Classroom Communication Behaviour Scale (SCCBS) for every student in their classes. The SCCBS, which had eight bipolar adjective scales employing a nine-point semantic differential scaling procedure, was designed to determine whether teachers perceive their students as acceptable or unacceptable classroom communicators. The
instrument measured: (1) student initiated interaction with the teacher; (2) student response style with the teacher; and (3) student interaction with classmates. Ten teachers were selected to be observed based on whether they had students rated high and low on the SCCBS in their classes. Observations teacher-student interactions were made by videotaping classes for six-week period. Teachers' statements then were coded according to the ten categories of a modified Perkins Teacher Behaviour Observation System. Only teachers' statements to students rated high or rated low on the SCCBS were coded.

Seven hypotheses were tested. In general, the findings indicated: teachers did not use verbal statements with students rated high that were significantly different from the verbal statements that they used with students rated low; teachers did not use significantly more statements in their messages to students rated high than to students rated low; and there were significantly more interactions between teachers and students rated high than between teachers and students rated low.

In addition to the seven hypotheses, exploratory research questions posed to examine areas related to the way teachers interact with students and the way teachers organise the verbal statements in their messages to students. The preliminary findings showed: that students rated high tend to initiate interactions with teachers; teachers tend to initiate interactions with students rated low; teachers tend to use more praising statements in messages and use partial rejection with students rated high; and teachers tend to use fewer praising statements in messages and total rejection with students rated low. Overall, organisational patterns in teachers' messages to students rated high were easier to identify than the organisational patterns in teachers' messages to students rated low.

Fendick (1990) conducted the analytical study on “The correlation between teacher clarity of communication and student achievement gain: A meta-analysis.” The problem was to determine the correlation between teacher clarity and the mean class student learning (achievement gain) in normal public education classes in English-speaking, industrialised countries. The grade range was assumed to be from Grade 1 through undergraduate study. The abnormal class was defined as one in which the students are not the special in any way, and the class runs for a minimum of 6 weeks. Class achievement gain was defined as the mean post-test score minus the mean pre-
test score on a valid (relevant), reliable test of the subject matter that was taught on the course. Teacher clarity was defined as the clarity of (a) organisation, (b) explanation, (c) examples, and guided practice, and (d) assessment of student learning. Clarity of speech was regarded as a prerequisite of teacher clarity. Student achievement gain was defined as the class post-test score minus the pre-test score or its equivalent. Different methods of meta-analysis were used to determine whether they resulted in significantly different results.

It is of practical and theoretical importance to know the relationship between class learning and teacher clarity. It is also important to know how the measured relationship varies with the context of the learning and with the method of analysis.

The correlation between teacher clarity and student achievement gain (effect size) was found to be .35 $\pm$.05. The method of meta-analysis used made no difference. The different dimensions of teacher clarity did not produce significantly different effect sizes. A factor score combining at least two dimensions of teacher clarity had a significantly higher effect size: .60 $\pm$.13.

Larger effect sizes were obtained with (a) student raters rather than observers, (b) experienced rather than inexperienced teachers, and (c) college rather than elementary school teachers. Class size and subject taught made no difference to the effect size.

Merrill (1992) conducted a study on “Dynamics of Communication: Learning conversations between the student teacher and the cooperating teacher.”

Research on learning how to teach is difficult because of the complex nature of the profession. There is a lack of knowledge and understanding of how the interactions within the field experience dyad affect the learning process for the student teacher. It has been suggested that research needs to focus on the language used by the experienced teacher while interacting in the field experience with the student teacher. This qualitative study used focused questions centring on the interactive communications between the cooperating teacher and the student teacher. What does an adult interactive teaching-learning relationship look like during the field experience? How do the adults communicate when in a teaching-learning relationship? Are there factors that influence or affect the adult interactive teaching-learning process?
Qualitative research methods (field notes, audio recorded interviews and conferences between the cooperating teacher and the student teacher) were used to collect data during a ten week assigned field experience. Through the analysis of this data, patterns evolve displaying a learning process involving the development of a learning relationship through learning conversations. Both participants had learning goals. The cooperating teacher believed she was a learner in this assigned field experience. However, she knew her experiences helped her process learning, and she wanted to share this processing with the student teacher. The student teacher's goal was to learn all she could to become a good teacher. These goals focused on learning as the process of this field experience, not the teaching activities.

Learning phases evolved from this learning process. Learning conversations, utilising communication skills of questioning and sharing, developed gradually through three interrelated learning phases: (1) information gathering phase, (2) negotiating phase, and (3) a peering phase.

Even though this is a study based on one assigned student teaching field experience; the data analysis suggests that the goals of learning established by the participants appear to be important in the professional learning process. Communication skills are necessary for the development of an interactive relationship. Therefore, learning conversations which develop learning relationships are importance in determining the value of the assigned student teaching field experience.

**Simmons (1992)** conducted a study on “An investigation of the attitudes of educators concerning nonverbal teacher communication skills in relation to classroom management.” This study investigated the attitudes of educators concerning nonverbal communication skills in relation to classroom management. This study focused on five major communication domains: Paralanguage, Kinesics, Proxemics, Chronemics, and Artifactual Communication. A survey instrument was developed (Teacher Attitude Towards Communication Skills Questionnaire) which used a Likert-based scale and focused on possible behavioural actions. Ninety-six in-service teachers and ninety-four pre-service teachers were surveyed. Descriptive and inferential statistics were used to interpret the data, and the following results were found: In the domain of paralanguage, both pre-service and in-service teachers believed that voice volume and quality were important communication factors. In the domain of kinesics, in-service teachers ranked
eye contact as more important than pre-service teachers ranked it. In the domain of proxemics, in-service teachers felt that teacher movement around the room was more important than did pre-service teachers. In the domain of chronemics, both pre-service and in-service teachers believed that an organised teacher is considered by students to be more aggressive or strict. In the domain of artifactual communication, both pre-service and in-service teachers believed that teacher appearance is not an important factor. Conclusions and implications for further research were made.

**Richter (1992)** conducted a study on “**Perceived importance of selected nonverbal cues in an initial encounter.**” This study attempts to identify nonverbal cues which individuals are aware of using in an initial encounter and identifying the importance of those cues. It also addresses possible differences between men and women in nonverbal cue importance and possible differences based on the sex of the participant's partner. Sixty-two male and female undergraduate students enrolled in communication courses interacted with a stranger and completed questionnaire which pertained to their partner's nonverbal behaviours. Results showed that the most important nonverbal cue for all participants was the amount of eye contact; the least important was body shape. Cues found to have significant differences based on the sex of partner were leg/feet movement, dress, physical appearance, and body shape. Further research which incorporates a broad range of nonverbal cues is needed to clarify the role and importance of nonverbal behaviours impression formation.

**Fleming (1996)** conducted a study on “**Leadership for teacher empowerment: The relationship between the communication skills of principals, transformational leadership, and the empowerment of teachers.**”

This correlational study determined that there is a relationship between the communication skills of principals, transformational leadership, and the empowerment of teachers. The sample that was used in this nationwide study was 36 member schools of the Coalition of Essential Schools, a coalition of schools participating in improvement efforts (Sizer, 1988).

The results of this study supported the following: (1) the three communication skills (dialogic listening, self-presentation, and clarifying) employed together are essential for effective communication and act as statistically significant predictors of leadership and
teacher empowerment, (2) clarifying is an important communication skill for fostering consensus and creating environments for social learning, (3) working to reach consensus through negotiation in symmetrical relationships is an important condition for teacher empowerment, (4) self-presentation promotes openness and trust among leaders and followers and therefore facilitates teacher empowerment, (5) communication skills together with leadership behaviours are stronger statistically significant predictors of teacher empowerment than communication skills alone, and (6) leadership provides a forum for good communication practices, while good communication fosters good leadership.

Fenstermacher-Ross (1997) conducted a study on “Development and evaluation of a communication skills training program for hospice caregivers.” Much has been written indicating that open communication is imperative for meeting the physical, psychological, social, and spiritual needs of the terminally ill patients and their families. Not all families, however, are prepared with the necessary communication skills to provide the patient with a meaningful transition from life to death. One type of support to facilitate this transition is the Hospice Program. The hospice philosophy proposes to meet all the needs of the dying patient and the family as the central unit of care. The hospice caregivers strive to facilitate a peaceful resolution by modelling or teaching families effective communication skills. Therefore, to aid the hospice staff, a Communication Skills Training In-service was developed and implemented as a demonstration project.

The purpose of the in-service training was to teach the participants verbally and nonverbal communication, problem-solving skills, and the impact of personal death awareness and communication biases. Additionally, the participants were taught to facilitate communication skills with their patients and families. The 17 participants met for two, four-hour sessions. Session I emphasised personal death related biases and nonverbal skills.

Session II emphasised verbal skills, problem-solving strategies, and the facilitation of these communication skills. Information in the sessions utilises a mixture of didactic and experiential techniques.
To assess the change in awareness and skill knowledge, a Communication Skills Awareness Inventory was administered as a pre/post-test measure to evaluate nine skill dimensions: Death Apprehension, Communication Bias, Feelings, Self-disclosure, Expressive Skills, Nonverbal Skills, Empathic Skills, Problem Solving Skills, and Teaching Family Skills. For one month after the in-service, the participants completed a Patient/Family Log regarding the application and facilitation of the communication skills utilised. Findings indicated increased knowledge and utilisation of the communication skills, which resulted in reduced stress for the patients, families, and caregivers. The Communication Skills Training In-service was instrumental in helping hospice staff members work beneficially to create a meaningful closure for the terminally ill patients and their families by increasing the quality of their relationships.

Kerssen-Griep (1997) conducted a study on “Teacher communication and student motivation to learn: Competence as classroom face work.” This study of instructional communication is premised upon theories of social action and learning motivation. Much recent research in education and communication points toward the central role played by face-address in student motivation(s) to learn. Face-support is thought to be crucial in maintaining a learning environment focused on task-mastery and student self-determined learning (i.e., intrinsic motivation and self-regulation). This study investigates the role of face work in students' motivation to learn, by identifying and describing the instructional communication identified as "face-addressing" by classroom participants. The study extends previous communication research on motivation, immediacy, and "power" in the classroom by investigating an alternative theoretical explanation for those phenomena.

Six research questions directed this study. Four of these issues facilitated close understanding of the two classrooms' motivation-related characteristics: (1) To what extent are autonomous learning and task-mastery oriented instructional strategies utilised on a daily basis in these classrooms? (2) What is the extent and nature of any intrinsic motivation to learn reported by these students? (3) To what extent do these students report feeling empowered in these classrooms? Moreover, (4) To what extent do these students report being self-regulated in these classrooms? Two remaining questions guided investigation of these classrooms' face-addressing communication: (5) What are teacher and student perspectives about the face-addressing communication
occurring in their classroom? Moreover, (6) What is the nature of face-addressing teacher-student communication?

Chapter One contextualises the study by defining "communication" in the classroom and describing a task-mastery oriented, self-determined learning state. Intentional/goal self-determination and face management literature are reviewed. The chapter ends with the study rationale and research questions. Chapter Two details the design of the study, discussing research settings and participants, methods for data collection and analysis, and steps taken to ensure reliability and validity. Chapter Three describes the findings of the study. Research Question One was addressed by describing particular instructional strategies present in these classrooms. Data addressing Research Questions Two, Three, and Four largely supported the presence of self-determined learning among these classroom participants. Research Question Five produced a seven-category interpretive typology of the face-addressing communication perceived by participants. Research Question Six was addressed by demonstrating nonverbal communicative differences and similarities between these two instructors' means of accomplishing classroom face-address. Finally, Chapter Four summarises the findings relevant to each research question and discusses their implications in light of research on immediacy, student motivation, face management, and power in the classroom. Findings are compared with a constructivist teaching philosophy. The dissertation concludes by discussing limitations of the study and suggestions for future research.

**Burk (1997)** conducted a study on “**Faculty instructional development and oral communication in freshman seminars at the College of William and Mary.**” This study was an exploratory effort to describe the process and outcomes of a faculty instructional development program designed to promote pedagogical techniques focused on the improvement of oral communication skills in first-semester college students enrolled in a variable-content freshman seminar curriculum. The approach was to examine the participants' responses to the training, identify any instructional strategies adopted by faculty as a result of the training, and to explore the impacts of these strategies on classroom dynamics and perceptions of student oral communication skill development. To this end, multiple data sources were utilised, including historical information, descriptive observations, assessment tools, surveys, interviews, and recordings of actual classroom communication. Two groups of freshman seminar
instructors and their students were examined: a treatment group in which the instructors took part in the instructional development training and a parallel comparative group in which the instructors did not participate in the training. Both faculty and student responses to the freshman seminar curriculum are being positive. Instructional development participants observed that their students overcame communication apprehension and developed an identity, critical thinking skills, and classroom community as a result of interactive teaching techniques. They also recognised the difficulties associated with interactive pedagogy and made a case for more peer and institutional support in this type of instructional development. Students in the treatment group reported higher perceptions of involvement and overall course value than those in the comparative group, despite the fact that actual classroom recordings did not indicate any significant difference in student involvement.

Hughes (1997) conducted a study on “Developing communication skills for leaders: A theory-research-practice approach to curriculum development.” In this doctoral project, the investigator explores leadership and the language, communication skills, and communication patterns associated with leadership. It attempts to identify and validate leadership communication model and proposes an approach to curriculum development for leaders to learn the model and communication skills.

This study sought to answer five questions. First, how does the language of leadership convey meaning to influence and motivate followers? Second, what kinds of actions do leaders perform in language? Third, what patterns of language do they use to reframe a situation or issue? Fourth, how do leaders learn these language skills? Fifth, how should a communication skills course for leadership communication be designed?

The review of the literature focused on: defining leadership from a communication perspective, the language of leadership, communication skills, and several different models of leadership, communication, and action (Bolman & Deal, 1991; Carolselli, 1990; Flood & Jackson, 1991; Ford & Ford, 1995; Lambert et al., 1995; Searle, 1969; Terry, 1993; Winograd & Flores, 1986). Attention was directed to literature which reviewed, analysed, developed, implemented the concepts of transactional and transformational leadership.
A survey was developed from the concepts and models of leadership communication, action, and skills identified in the literature review. Survey candidates were identified using the Snowball technique from institutions and organisations that provide leadership education and training (Freeman, Knott, & Schwartz, 1996; Patton, 1990). The survey was administered using a two-round Delphi process (Delbecq, Van de Ven, & Gustafson, 1975).

**Betke (1997)** conducted a study on “Improved communication skills through customised training programs: An applied study of organisational development.”

As developmental training programs grow in organisation life, customised training programs including observation, collaboration with management, data gathering, research of materials to be used, and evaluation become necessary. Using these, and other methods of research, consultants can develop programs which focus directly on the specific needs of an independent organisation and its employees.

This research evaluated internal organisational communication problems "by facilitating discovery and examination of the underlying symbolic structures, constraints, and opportunities of organisational life”(Kreps, 1983; Schein, 1987; 1969). The data gathered was "generated by organisational communication research to provide insight into organisational phenomena and redirect their activities to better accomplish individual and organisational goals” (Kreps, 1989).

This organisational development program was developed to improve organisational communication among employees in a local company. Information gathered from basic skills assessments in the areas of English (reading comprehension and vocabulary) and mathematics, along with the readability level of company literature, were used to enhance employee development through a customised training program.

**Arduini (2000)** conducted a study on “Interpersonal communication motives and channel selection: An investigation of student-to-teacher out-of-class communication. This study tested several variables that influence student-initiated communication with instructors outside of regular class meetings. Students, interpersonal motives for communicating and the physical channels of communication were tested. Channels that were examined included face-to-face, written, telephone, and
electronic mail communication. Also, teacher characteristics, including teacher immediacy were considered, as were student characteristics, including age, gender, semesters in college, and grades. This study used survey and interview methods to test the effect of these variables.

This study found that students often had functional motives (task-oriented) for outside of class communication (OCC). Students also used face-to-face communication more often than other channels.

A variety of teacher and student variables were found to influence OCC, though teacher immediacy was not found to influence it strongly. Rather than immediacy, interview results indicated that if students perceive teachers as serving multiple roles in students’ experience of college, then students communicated more with them. Students’ age also seemed to influence OCC, with older students communicating less than younger students.

Barbee (2001) conducted a study on “Communication skills training and development: What is the state of the art?” This exploratory/descriptive study investigates communication skills training provided by companies between 1998 and 2000 and perceptions of human resource practitioners (managers and trainers) as to the importance of specific communication training items. The communication-specific questionnaire, partially based on frameworks used by the American Society for Training and Development (ASTD) Industry Reports (1996-1999), Bureau of Labor Statistics Reports (BLS), and Human Performance Practices Surveys (HPPS) was developed. Fifteen communication training items were identified regarding training provided (yes/no) and then rated on a Likert scale (1 = "not at all important" to 5 = "extremely important"). Populations targeted were the Fortune 500, Society of Human Resource Managers (SHRM), and companies voted "100 best to work for" (Fortune, 1999, Jan., p. 119). Mixed mode data collection consisted of postal mail, e-mail, and telephone surveys. The results showed that more than 50% of the total training provided by respondents considered communication training.

Significant differences were detected (.05 level) among the 15 items in amount and type of training provided and also on the importance criterion (mean score ratings). Significant differences were reported for gender on the items verbal and nonverbal
communication and for the collapsed categories interpersonal/group skills. Qualitative data (categories/themes), volunteered by respondents, indicated communication training used in practice and not listed on the communication questionnaire. Follow-up studies are recommended.

Hamilton (2003) conducted “A study of the effectiveness of seven selected classroom management discipline systems and sixteen strategies as perceived by new and beginning teachers.”

**Problem.** A concern among teachers, regardless of their years of experience, how to manage student behaviour. First-year teachers are responsible for possessing a full range of competencies necessary to meet the needs of students. The competencies include the ability to manage student behaviour and maximise time-on-task. Among the challenges that teachers encounter to meet the needs of students is the need to establish and maintain safe, orderly learning environments free from unwanted disruptions so that learning can take place.

**Purpose.** The purpose of this study was to describe beginning teachers perception of the effectiveness of selected classroom management discipline systems and the predominant strategies used to eliminate unwanted disruptions in self-contained elementary school classrooms perceived by first-year, second-year, and third-year teachers identified by their principals as teachers who needed to improve their ability to manage student behaviour. The study also attempted to determine if there was a significant difference between the perceptions of primary and upper-grade teachers, and whether teacher perceptions were affected by years of teaching experience. The participants in this study took part in a workshop designed to present the systems and strategies.

**Methodology.** A survey of first, second, and third-year teachers was conducted by questionnaire. The study utilised two types of research methodology; descriptive and ex-post facto. A total of 92 responses from the eligible 114 teachers were received. This study obtained an overall return rate of 80 percent.
**Findings.** This study found the classroom management discipline system and strategies perceived by beginning teachers to be the most effective to eliminate unwanted disruptions in self-contained elementary school classrooms.

**Conclusions and recommendations.** There is evidence that staff development can improve the performance of beginning teachers in the area of classroom management of student behaviour. Therefore, if new and beginning teachers are leaving the teaching profession because they are unable to balance the demands to meet the academic, social, and emotional needs of students and control student behaviour it is recommended that teacher preparation programs, site and district administration should use the findings in this study and provide training to address the need for teachers to be knowledgeable research-based effective strategies.

**Hamelin (2003)** conducted a study on “It goes without saying”: Nonverbal communication signals as a tool for establishing effective classroom management.” This qualitative research project examines the role of nonverbal communication in the classroom as it relates to classroom management. This study was conducted at a junior high. It looks at the role of body language and gestures in maintaining a productive learning environment. The project, which involved a full year commitment to inquiry in the school, explores strategies teachers use to create an environment conducive to learning. The effectiveness of nonverbal signals commonly observed as part of an average student/teacher interaction were analysed to evaluate their usefulness as part of an overall classroom management plan. The methods of data collection include field notes, observation, video, surveys, and interviews. Findings include the effectiveness of such nonverbal signals as wait time, proximity and "the teacher look."

**Graca (2004)** conducted a study on “Communication apprehension among teacher education students.” The purpose of this study was to explore the phenomenon of communication apprehension among students studying for careers in education. The study compared the level of communication apprehension of the sample of teacher education students with the general undergraduate population. The study also analysed the relationship of communication apprehension with chronological age, grade point average, and self-reported likelihood of pursuing a future career in educational administration. Additionally, the study analysed whether there was a difference in the level of communication apprehension based on the choice of certification level, gender,
ethnicity, and place of residence. Teacher education students reported a significantly lower level of communication apprehension than the general undergraduate population. No other significant differences or significant relationships were discovered.

Ginsberg (2004) conducted a study on “The role of classroom communication in college faculty transparency.” This research attempted to identify faculty characteristics that were associated with the instructional communication characteristics of immediacy and clarity. Specifically, it sought to learn how and why college faculty members develop immediacy and clarity. The nature of the relationship between college teacher classroom communication and teacher reflection was also investigated. This study was qualitative in nature. Data were based on individual interviews with both tenure-track college faculty and their students as well as direct observations of the faculty teaching undergraduate classes. Ethnographic records were created for classroom observations, and interview transcripts were analysed for thematic codes. Themes that emerged from the data indicated that teachers with good immediacy and clarity in the classroom were reflective about their teaching practice. They reflected on their efforts towards improved teaching as well as on their communication behaviours in the classroom. Teachers with high immediacy and clarity also held a humanistic view of their students. They expressed care, empathy, and positive regard for the learners in their classroom. They also attempted to understand their students as whole people with whom they perceived themselves to be engaged in teacher-student relationships. Teacher immediacy and clarity fostered a sense of transparency for their students in that they were able to develop insights into their teachers' natures. The students of the highly immediate and clear teachers were able to identify individual teaching-related characteristics and expressed insights into their teachers' goals and philosophies as articulated by the teachers themselves. Teachers with low immediacy and clarity engaged in limited or no reflection regarding their teaching practices. They held pessimistic views of their students, which were not humanistic, often holding extremely low expectations or opinions of the students in their classroom. They made no effort to share any personal or professional information, resulting in students who found their teachers to be mysterious and unapproachable. These results would suggest that underlying faculty attitudes and reflective practices need to be addressed in conjunction with classroom communication if teaching effectiveness is to be increased.
Martínez (2004) conducted a study on “Respect is active like an organism that is not only cumulative but has a very personal effect”: A grounded theory methodology of a respect communication model in the classroom.” This study examined the notion of respect in the college classroom. While pedagogical investigators had previously studied the phenomenon, each found challenges in defining it. Moreover, communication scholars do not examine respect as a primary pedagogical factor with learning implications. Focus groups provided venues for topic-specific discussion necessary for better understanding the diversity of students' worldviews regarding respect in the college classroom. Grounded theory allowed for the searching theoretical relevance of the phenomenon through constant comparison with categorical identification.

The most practical contributions of this research identify as several major notions including, the importance of relationships within the process, student self-esteem, and global classroom respect. In addition, implications emerged from the data as learning, motivation, and the environment. One other practical contribution exists as respect communication model for the college classroom. Further, examining students' worldviews of respect in the classroom provides benefits for pedagogical scholars, students, and instructors.

McNally (2005) conducted a study on “Teacher-student relationships: The effects of student motives, relationship development, and communication on student learning.” This study tested a relational model, which illustrated the relationships between teacher-student relationship development, in-class teacher communication (immediacy, clarity, and caring), out-of-class communication, in- and out-of-class student motives for communicating, and student affective and cognitive learning.

This study was completed over the course of a summer semester, with students (n = 157) completing survey instruments three times: the beginning, middle, and end of the semester. The surveys at Time 1 and Time 2 measured the progression of the teacher-student relationship and the progression of student cognitive learning. In addition to completing these measures, at Time 3, students also completed measures examining teacher immediacy (verbal and nonverbal), clarity, caring, student motives, out-of-class communication, and student affective learning, and provided demographic information.
Finally, a sample of students (n=40) participated in focus groups at the end of the semester.

Results of this study showed strong support for the relational model of teacher-student communication. In-class communication (immediacy, clarity and caring), out-of-class communication, student motives, teacher-student relationship development, and student learning (cognitive and affective) were all positively related. Also, the teacher-student relationship did progress over the course of a semester, as did cognitive learning. Utilised for the first time in this study were the revised relationship scale (measuring teacher-student relationship development) and a new cognitive learning measure. Based on these findings, there are important implications for both teachers and students. Teachers should learn and utilise in-class behaviours of immediacy, clarity, and care, in addition to being aware of students' motives for communicating both in- and out-of-class. As for students, this study indicates that the more students communicate (in- and out-of-class), the better the relationship and the more that it progresses, ultimately leading to increased learning.

Bennett (2005) conducted a study on “The relationships of trait learning relevance with teacher communication behaviours and learning outcomes.”

This investigation explored the relationship of trait learning relevance to teacher communication behaviours and student outcomes. The operationalized student outcomes were student affect for the teacher, student affect for course content, and student motivation. The operationalized teacher communication behaviours were teacher clarity, teacher immediacy, and teacher socio-communicative style (assertiveness and responsiveness). Learning relevance was operationalized through the use of questions based on Herzberg's Motivator-Hygiene Theory, five educational relevance questions scaled using the generalised belief scale, and a modified organisational orientation scale. Previous research has yielded inconsistent results about the nature of students' perceptions of state learning relevance and learning outcomes. This study sought to clarify the concept of student perceptions of trait learning relevance and its position as a moderating variable on student outcomes.

Analyses revealed a strong correlation between teacher behaviours and student outcomes. A post hoc analysis revealed a moderate to strong correlations among the
college learning relevance instrument, the educational relevance questions, and the modified organisational orientation scale. The results of the present research did not support any link between trait learning relevance and either student outcomes or teacher behaviours.

**Goodboy (2007)** conducted a study on “The Effect of Teacher confirmation on student communication and learning outcomes.” Teacher confirmation research has suggested that students form positive perceptions of confirming instructors and report increases in learning (Ellis, 2000, 2004). However, actual student communication behaviours resulting from teacher confirmation in the college classroom has received little attention. The purpose of this dissertation was to examine the effects of teacher confirmation on both student communication behaviour and learning outcomes in the college classroom. A live lecture experiment was conducted where teacher confirmation was manipulated (i.e., not confirming, somewhat confirming, confirming) across three college courses. After the live lecture, students completed a post-test assessing both positive (i.e., student communication motives, student participation) and negative (i.e., challenge behaviours) communication behaviours they might engage in while taking a course with this instructor. Additionally, students reported on traditional learning outcomes (i.e., cognitive learning, affective learning, state motivation, student satisfaction) resulting from the lecture manipulation. Collectively, results indicated that teacher confirmation (versus the absence of confirmation) lead to (a) more student communication for the relational, functional, and participatory motives and less communication for the excuse-making motive, (b) more student participation, (c) less challenge behaviour, and (d) greater cognitive learning, affective learning, state motivation, and student satisfaction. Teacher confirmation appears to be a salient behaviour for effective instruction.

**Boyanton (2007)** conducted a study on “Creating powerful interpersonal communication in the college classroom.” The purpose of this study is to understand the interpersonal communication patterns in the college classroom, discover the type of communication which most benefits are learning, and develop a theory to explain how to create this type of interpersonal communication.
Data collection and analysis followed Glaser & Strauss' grounded theory approach. It involved participant observation, individual interviews with both teachers and students, and journals and assignments from the students. Two professors and four courses (two graduate courses and two undergraduate courses) were observed for three semesters from summer 2005 to spring 2006 (3 hours a week, 14-15 weeks a semester for each course). In addition to these classroom observations, individual interviews with both participant teachers and students were also conducted at the end of each semester. Teachers were asked about their teaching philosophy, teaching goals, preparation, classroom instruction methods, interaction with the students, and also their interpretation of those interactions. Students were asked their purpose of taking this course, expectations for the course, perception of the teacher and classmates, interaction and relationship with the teacher and classmates, and their interpretation of those interpersonal behaviours.

This research discovered the type of interpersonal communication which most benefits learning--powerful interpersonal communication. The definition of powerful interpersonal communication requires four basic criteria: (1) communicators can communicate freely; (2) communicators are motivated to communicate; (3) communicators are fully engaged and use higher-order thinking skills during the communication process, and (4) communicators develop new or different understandings as a product of the communication.

This research also discovered a theory about how to create powerful interpersonal communication--the mutual value theory. Mutual value theory states that to create powerful interpersonal communication, four types of values have to be created. Specifically, communicators must have high value in themselves (self-value), perceive high value for themselves from others (perceived self-value), have high value for others (other value), and also have high value for the course including course materials, activities, and assignments (course-value). The first three types of values are categorised as authenticity (or emotional/psychological readiness), and the fourth value is called powerfulness (or cognitive intensity).

Walton (2008) conducted a study on “Exploring a critical and connected approach to communication pedagogy: A teacher-research investigation.” The goal of this critical teacher-research investigation was to examine students' responses to my efforts
to teach a college communications course utilising critical and systemic pedagogical framework. A qualitative methodology and interpretive framework were used to study the experiences and perspectives of 28 college students enrolled in an introductory small group communication course. Primary methods of data collection involved in-depth interviews, ethnographic observations, and student assignments. The findings suggested that although many students (a) misunderstood my instructional aims and expectations, and (b) resisted my communication pedagogy, several (c)experienced meaningful personal growth and critical consciousness as a result of the approach. In light of these findings, it is recommended that communication teachers concerned with critical and systemic purposes of education (a) continually emphasize and integrate themes of relationship into classroom learning experiences,(b) explicate and negotiate dissonance as a means of promoting complex understandings, and (c) sustain opportunities for critical holistic consciousness and growth through substantive class interactions and critical dialogue.I conclude that it is important to critique mechanistic approaches to both communication education and life to prepare citizens for more connected ways of communicating, learning, and relating within an increasingly diverse and interrelated world.

Koshland-Crane (2008) conducted a study on “The effect of the professional development of nonverbal communication behaviours of participants' recognition and understanding of these behaviours.” Nonverbal communication behaviours play a substantial role in the interaction between teachers and students. These behaviours such as body language and facial expressions complement verbal messages and are relevant to managing students successfully. There exists a lack of training and professional development for participants to recognise and understand the meanings of nonverbal communication behaviours regarding regular education and special education students and students from culturally diverse backgrounds. The California Commission on Teacher Credentialing includes in its profession teaching preparation standards that teachers are competent in establishing a positive rapport with students in a variety of ways. This consists of nonverbal communication of students with cultural differences, students in regular and special education programs. This study investigated the effect of training in nonverbal communication behaviours on participants' self-assessment of nonverbal communication behaviours. Six hours was allocated for the training over four sessions and were interactive with the participants performing tasks
related to nonverbal communication behaviours. The training included the following dimensions: (a) earliest forms of communication, (b) Ekman's research on facial expressions (Ekman, 2003), (c) Hall and proxemics (Hall, 1969; Jordon, 2001), (d) students with special needs, (e) vocal phenomena (Mehrabian, 1981), and (f) body language specific to certain cultures (Mehrabian, 1981; Miller, 2005; Nowicki & Duke, 1992, 1996; Sielski, 1979).

Quantitative data analysis and qualitative data provided information about participants' recognition and understanding of these behaviours before and after training. Participants self-reported knowledge, attitude, and behaviours regarding nonverbal communication behaviours about children in an academic setting. Participants from three classes at a private 4-year university completed a pre-survey, received training in nonverbal communication behaviours, followed by completing a post-survey, qualitative survey, and discussion groups. The results from the quantitative survey indicated that participants' knowledge of nonverbal communication behaviours increased. The qualitative survey and the focus group discussions revealed that the majority of participants also believed that the training enhanced their recognition and understanding of nonverbal communication behaviours. The results indicated evidence that participants benefited from nonverbal communication behaviours training. The participants were in favour of more training for themselves as well as the whole community. The educational community will benefit by teacher credential programs and school settings providing training, research, and on-going support in nonverbal communication behaviours.

Amos (2008) conducted a study on “Exploring communication between paraprofessional and teacher.” This study utilised a basic qualitative approach to exploring communication between paraprofessional and teacher. The goals of this study were to (a) explore communication between a paraprofessional and supervising teacher; (b) reflect on the experiences and perceptions of teacher and paraprofessional teams implementing an ongoing, structured communication process; and (c) generate insights about paraprofessional and supervising teacher communication. Research results reflect the input from 24 participants, 12 paraprofessionals, and 12 supervising teachers, determined by purposeful sampling, located in central Kansas. These 12 teams provided input into how, when, where, and why they communicated. Additionally, these teams...
shared information on the outcomes from communication and effects of their experiences from implementing a structured communication process involving (a) progress monitoring daily of a students’ academic skill or behaviour, (b) meeting at a predetermined time, and (3) completing a communication form. Results of the study highlighted positive and proactive effects of communication.

Wright (2008) conducted a study on “Nonverbal learning disability in the classroom: An assessment of teachers' knowledge.” This research study examined whether teachers in one school district in Delaware are knowledgeable of the disorder known as Nonverbal Learning Disability. This study included 116 teachers from three elementary schools. Surveys and pre and post-tests were administered to the teachers during staff meetings at each of the three schools. The surveys assessed the teachers’ self-reported knowledge of the term Nonverbal Learning Disability, the signs of Nonverbal Learning Disability, and the teachers’ comfort in recognising a child with Nonverbal Learning Disability. The pre and post-tests assessed their actual knowledge of Nonverbal Learning Disability (NLD). A fact sheet was provided as the intervention variable between pre and post-test to ascertain whether a short instructional sheet could impart the teachers with a basic understanding of NLD.

The survey and pre and post-test results were analysed using descriptive statistics. Results indicated that teachers are not knowledgeable of Nonverbal Learning Disabilities. Some differences were seen among subgroups of teachers; however, these differences were not significant. The research results also indicated that significant gains could be made in the knowledge of NLD with a short fact sheet.

McFarlane (2010) conducted a study on “Teacher-student communication: Inclusion and exclusion in the diverse classroom.” Past research has revealed a documented trend that in America, people, believing in an egalitarian code of ethics, are impelled by the desire to appear unbiased and would prefer to see themselves as less prejudiced than their actions betray (Devine et al., 2002). When confronted with the discrepancy between their beliefs and their actions during the interracial interaction, they manifest attempts at reparation in subsequent encounters (Monteith, 1993). Developing the theme of attempting reparation after failed interracial encounters, we sought first to create in our subjects’ feelings of dissatisfaction at the lack of diversity in their personal relations, then presented them with the opportunity for reparation. In
the current study, we investigated the effect of priming with diversity NYC public school teachers, who were shown a videotape depicting an example of one teacher's bias in the classroom. The investigator hypothesised that participants who were reminded of their encounters with diversity would be more sensitive, and identify more inequities than their control counterparts. The hypothesis was supported, and our study further suggested that awakened awareness of diversity in life experiences tended to assist in fostering the detection of discriminatory treatment in the classroom.

**Van Allan (2011)** conducted a study on “Improving college professors' communication skills inside the classroom: An exploratory study.” The study examines how college professors can improve their communication skills inside the classroom by testing pedagogical issues identified in previous scholarship against current teaching practices. This thesis addresses four main areas related to classroom communication skills that reflect how to build a classroom into a community of equality, open dialogue, and deep learning. The importance of classroom communities and professors developing engaging deliveries to create compelling oral performances is described as well as issues of active listening and various models and techniques to help facilitate communication better in the classroom. A qualitative study analysing written interviews completed by 19 college professors in Florida is conducted. Interview responses are then compared to pedagogical issues identified in the previous literature to determine if there are similarities or gaps in current research. The interview determined that an interactive classroom with a professor who is consciously aware of their communication skills can help foster deeper learning with students. This research can help to develop best teaching practices for college professors.

**Pope (2012)** conducted a project on “A practical guide for pastors in the nonverbal communication process.” The purpose of this project is to offer pastors a practical guide in understanding the nonverbal communication process within the ministry setting. The project will bridge research in secular nonverbal communication and integrate the requirements of scripture as they apply to the pastor's interaction with his people. For this to be accomplished the process must recognise how scripture applies to how the pastor is to interact in his daily life as well as his calling. To do so, the project will integrate secular nonverbal communication studies; questionnaires received by pastors of the topic, and biblical requirements from 1 Timothy 3. The project will then
provide the pastor with a process on how to interact in this method which will help him to interact effectively within the Christian environment.

Chaudhry & Arif (2012) conducted a study to explore the relationship between teachers’ nonverbal behaviour and students’ academic achievement in Pakistan. The design of the research was descriptive cum observational. A sample of 90 science teachers’ (45 male and 45 female) out of 450 science teachers were chosen from 30 secondary schools by cluster sampling. An observation form with a seven-point rating scale based on Galloway’s categories of nonverbal communication was developed, supplemented by video recording, to measure the non-verbal communication of the teachers. The statistical techniques of frequency distribution, mean, standard deviation, correlation, ANOVA, and t-test were used for analysis. One of the major findings of the study was that there exists a linear relationship between the variable of academic achievement of the students and the non-verbal communication of teachers. The investigation also observed that more insightful results could have been achieved through a supplementary focused verbal behaviour study.

York (2013) conducted a study on “Investigating relationship between nonverbal communication and student learning.” Clear and effective communication is essential in today's society (Smith & Cotten, 1980; Smith & Land, 1981). Nonverbal communication specifically has a vital role in communication. There is inconsistent data on the effect of nonverbal communication used by instructors and the impact on student learning within the higher education environment. This research study sought to find distinct correlations between instructors' nonverbal communication and a variety of elements related to student learning.

This study examined (1) the relationship between standardized measurements of student learning and instructors' nonverbal communication, (2) the relationship between students' perceptions of their learning instructors' nonverbal communication, (3) the relationship between students' perceptions of instructor credibility based on the instructors' nonverbal communication, and (4) the relationship between students' gender and instructors' nonverbal communication.

Based on quantitative and qualitative data, college students (N=85) from a midsize Midwestern university reported distinct findings that progressed the study of nonverbal
communication. Students attended class with one of two variable instructor lecturing types: utilizing effective nonverbal communication (good eye contact, arm movement, facial expression, voice fluctuation, and position in the classroom), or poor nonverbal communication (poor eye contact, arm movement, facial expression, voice fluctuation, and position in the classroom). The instructors lectured the same material from a script. Students provided data through tests, surveys, and focus groups that delivered substantial evidence of the relationship between instructors' nonverbal communication and student learning.

Findings in the research study suggest that instructors' nonverbal communication is beneficial to students' academic success. This study outlined which elements of nonverbal communication an instructor could use to benefit student learning. Using the results of this study, university administrators, faculty, and professional development officials could find beneficial information for the success of higher education instruction.

2.3 STUDIES ON CLASSROOM COMMUNICATION (VERBAL AND NON-VERBAL) CONDUCTED IN INDIA

Buch & Santhanam (1970) conducted an exploratory study with the two-fold purpose of exploring the possibility of using Flander’s Analysis Category System (FIACS) for classroom interaction analysis in Indian schools and studying the classroom verbal behaviour of selected teachers of English in the English medium secondary schools of Baroda. The study covers a sample of 11 teachers serving in 4 different schools of Baroda. The FIACS, which measures only the verbal behaviour of teachers, was the tool used in the study. Each teacher was observed for two periods by trained observers. Some of the important findings stemming from the analysis of observations, using matrix tabulation were as follow: 1) Teachers talked 69% while students talked 21%, 2) Only one-fifth of teachers were indirect, 3) One-tenth of time was spent on silence/confusion, 4) 4% of all teachers talk as in the form of praise/encouragement, 5) There was poor flexibility among teachers in shifting between the different categories.

Lulla (1974) undertook an investigation into the effect of teachers classroom behaviour on pupil’s achievement. The study was a field experimented where the teacher was trained to acquire indirect influence patterns of classroom behaviour. 48 teachers
teaching class VII were randomly selected the Municipal Corporation Schools of Baroda city. The tools used were the Flander’s Interaction Analysis Category System and the Desai-Bhatt Group Test for Intelligence for the age group 12-18. The study revealed that pupils taught by teachers trained in using indirect behaviour scored higher, as compared to their counterpart studying under teachers who were not provided with any training. It was also implied that indirect teacher behaviour might raise the interaction potential of the classroom climate resulting in free communication and open interaction between teachers and pupils.

Debey (1979) studied the relationship between pupil characteristics and classroom behaviour of teachers. One of the objectives of the study was to interpret the pupil characteristics and the classroom behaviour of their teachers. The single group experimental design was used. In all, 1000 students of Class X studying mathematics in different colleges of Jaunpur and 100 teachers teaching these students were selected for his study. The findings of the study were: 1) Classroom verbal behaviour of teachers had a positive relation with pupil characteristics, 2) Classroom verbal behaviour had no relation with the attitude of the pupils, 3) Classroom verbal behaviour of teachers had a positive relation with pupil achievement, 4) Classroom verbal behaviour of teacher had a positive relation with the interest of pupils.

Jain (1983) conducted a study to compare the non-verbal classroom interaction patterns of language, social science, and science teachers. Another objective of the study was to compare the nonverbal interaction patterns of male and female teachers. The cluster sampling technique was employed and 299 student teachers belonging to 6 training colleges of Rajasthan University constituted the sample. The observation tool used as Galloway’s adaptation of the Flanders Interaction Analysis Category system called Indirect-Direct Encouraging-Restricting (IDER), which considered both the verbal and non-verbal dimensions of classroom interaction. The data was analysed by computing percentages, correlation, t-value and chi-square. Some of the major findings of the study were: 1) Female language teachers were more encouraging nonverbally than male language teachers. 2) Science teachers were more encouraging non-verbally.

Yadav (1987) conducted a study with the objective of computing the classroom behaviour pattern of effective and non-effective Biology teachers, and to find out the relationship between indirectness in teacher behaviour with pupil attitudes. The
investigation was carried out on an Ex Post Facto basis. The stratified sampling techniques was used to select a sample of 100 high school Biology teachers and their 1000 Biology students taken from 4 districts of eastern U. P. The tools used were the Flanders’ Interaction Analysis Category System, an Achievement test in Biology and a Student Attitude Scale, Separate 10X10 matrices, combined matrices and master matrix were prepared for the study of teacher behaviour. Coefficients of correlations were computed between indirectness in teacher behaviour and pupil achievement and attitudes. Some of the significant findings were: 1) There was a significant difference between classroom behaviour patterns of effective and non-effective Biology teachers at high school level. Highly effective Biology teachers talked about 73% during classroom communication. 2) Indirectness in teacher behaviour was positively related to pupil achievement and attitude towards their teachers at high school level.

Suri (2007) studied the effect of practice teaching programme on the non-verbal communicative behaviour of pupil teachers. The objectives of the study were to study the non-verbal communication of pupil teachers at the onset of the practice teaching programme and the time of its completion and to prepare the non-verbal classroom communicative behaviour profile of pupil teachers during the practice teaching programme. The descriptive survey method was used for the study with a sample of 50 pupil teachers of the Faculty of Education; DEI selected randomly by quota sampling technique from 5 practice teaching centres. A self-constructed observation schedule of nonverbal classroom behaviour was used to collect data. The pre-test and post-test scores were compared to interpret the data. The results revealed that pupil-teacher did not significantly improve on all aspects of non-verbal communication, i.e. artefacts, postures, kinesics, gestures, paralanguage, proxemics, haptics, and chronemics. The result also indicated that non-verbal communicative behaviour of pupil teachers was of average level (as cited in Ahuja (2009)).

Ahuja (2009) studied the impact of non-verbal communication of B.Ed. student-teachers on their classroom transaction. The study aimed at developing a programme on the skills of nonverbal communication for classroom transaction and studying its impact on the nonverbal communication used by B.Ed. student-teachers. The quasi-experimental research design was used in the study and descriptive observation method was employed. The Faculty of Education, DEI University, Agra was selected
purposively, and 20 student-teachers were selected randomly from here. Some of the tools constructed by the investigator were Observation schedule to identify the components of non-verbal communication used by secondary school teachers and a Scale to observe Non-verbal communication behaviour. The data was analysed qualitatively where intensity index and graphical representation were used. Some of the major findings of the study were: 1) The use of non-verbal communication for classroom transaction by experimental group was better in comparison to control group for all the components of nonverbal communication.2) Classroom transaction of the experimental group was significantly better in comparison to the control group regarding maintenance of discipline, interest and attention of students, classroom interaction and classroom environment.

2.4 IMPLICATIONS OF THE REVIEWED STUDIES FOR THE PRESENT INVESTIGATION

The investigator has intentionally presented all the studies he came across in chronological order, in order to emphasise the point that, on the whole, very few studies conducted in India on classroom communication skills for teachers. Though there are plenty of studies abroad on classroom communication, in India, the subject area was only scratched, not much explored.

The present study focused on the development of classroom communication for pre-service teachers. Through all the studies were related to classroom communication directly and indirectly, only a few studies covers all the components of the present study- classroom communication – both verbal and nonverbal and pre-service teachers.

The review of related literature helped the investigator to understand the various aspects of classroom communication (both verbal and nonverbal), interdependency of both verbal and nonverbal communication for better classroom management, the tools used for measuring classroom communication competence and different ways and means to develop classroom communication.

Arif (2012) and York (2013) pointed out there was direct/indirect relationship between communication—both verbal and nonverbal—and students’ achievement. These studies explored the ways and means in which communication affected learning outcomes. Finding of this studies gave scope for teacher educators and educational policy makers to re-evaluate teacher education curriculum regarding classroom communication training.

Studies conducted by Young (1979), Jain (1983), Simmons (1992), Richter (1992), Hamelin (2003), Ginsberg (2004), Bennett (2005), Suri (2007), Koshland-Crane (2008), Wright (2008), Ahuja (2009), Pope (2012), Chaudhary & Arif (2012) and York (2013) focused on nonverbal communication and its utility. All the quoted studies provided positive reviews that nonverbal communication awareness/training added learning outcome/students’ achievement/smooth organisational functioning. These studies highlighted the worth of nonverbal communication skills in academic as well as professional settings.


These studies [Slay (1980), Merrill (1992), Fleming (1996), Fenstermacher-Ross (1997), Burk (1997), Betke (1997), Barbee (2001), Hamilton (2003), Bennett (2005), Wright (2008), Ahuja (2009), Pope (2012), Chaudhary & Arif (2012) and York (2013)] emphasized directly or indirectly on awareness or training of communication skills (both verbal and nonverbal). These studies provided positive outcomes of communication awareness and thereby they advocated consciousness of communication in the classroom.

The studies conducted by Fleming (1996) and Hughes (1997) focus on the use of language and its impact on leadership. Leadership provides a forum for good communication practices, while good communication fosters good leadership.
The studies reviewed on classroom communication (verbal and/or nonverbal communication) have great implications on the research on hand. Graca (2004) found out that teacher education students reported a significantly lower level of communication apprehension than the general undergraduate students. This indicates that communication development can be done lucidly as teacher education students have less communication apprehension. Betke (1997) concluded that customised training enhanced the efficiency of the employees at the organisational structure. Slay (1980) found out that student teachers who received communication skills training increased their positive verbal behaviours and decreased their negative verbal behaviours after the training. Siler (1980) pointed out that teachers who used apt verbal communication in the classroom were rated high by their students. Clarity of speech was regarded as a pre-requisite of teacher clarity Fendick (1990). Fleming (1996) noted that teacher empowerment could be increased by self-representation, clarification, negotiation along with good communication skills. Fenstermacher-Ross (1997) found out that increased knowledge and utilisation of the communication skills, which resulted in reduced stress for the patients, families, and caregivers. The study indicated that training in communication developed relationships and thereby reduced the stress of distress people. Bennett (2005) revealed that there is a strong correlation between teacher behaviours and students’ outcomes. Van Allan (2011) noted that an interactive classroom with a professor who is consciously aware of their communication skills could help foster deeper learning among students.

The review of the related studies helped the investigator a lot to understand the different methodologies employed for studying classroom (verbal and/or nonverbal) communication; the tools used for collecting data and the different statistical techniques used for analysis. Based on reviewed studies, the rationale of the present study got further strengthened.

The reviews have given benefits of communication for learning outcomes and advocated training, but the investigator found that there is much theoretical input rather than practical training was the emphasis. It indicated that there was a scope of the new tool to develop classroom communication skills for pre-service teachers. To mend, this gap between teaching training theories on classroom communication and actual training in classroom communication, the investigator forwarded humbly with some small steps.
The next chapter presents the strategies developed for the implementation of the development programme and the methodologies to be employed for the data collection from different tools employed to study the effectiveness of the implemented programme.