

Correlation of Communication Theories and Nonverbal Communication in Language Teaching

Dr.Malathi.P¹, Mrs.B.Porselvi²

^{1,2}*Assistant Professor, Department of English, J.J. College of engineering and Technology, Ammapettai, Tiruchirappalli, Tamil Nādu, India*

Abstract-The most important thing in communication is to understand what isn't being said. Good communication skill is not only speaking effectively but also hearing and watching the message conveyed by the physic of the speaker. Many researchers concentrate on communication and traditionally emphasized the study of language and verbal messages; however, scholars today are showing more interest to do research on nonverbal communication. The nonverbal communication emerges to complement language, expanding the efficiency and effectiveness of human communication. Moreover, the communication styles and the level of expression of communication are purely dependent on nonverbal communication. Words just talk about the message but the meaning and the expression are delivered by the nonverbal communication of a person who sends/passes the message. Hence the effectiveness of the communication depends on excellent knowledge of nonverbal communication. The major role of the language teacher in the classroom is to initiate the students to learn the process of language acquisition. Hence the English teacher who teach the foreign language has to be the best communicator with teaching technologies. The teacher is not only teaching through verbal messages but also use the body language to teach the words and expressions of the English language. The significant task of the teacher is to teach the English language through language itself. In addition to that teacher has to train the students to learn all the skills of communication like Listening, Speaking, Reading, Writing. This research article depicts the correlation between communication theories and nonverbal communication in language teaching.

Key Words: Nonverbal Communication, Communication Theory, Language Teaching.

INTRODUCTION

Communication is the process by which people interactively create, sustain and manage meaning. As

such, communication both reflects the world and simultaneously helps to create it. Communication is not simply one more thing that happens in personal and professional life; it is the very means by which one produces personal relationship and professional experiences. It is how one plans, controls, manages, persuades, understands, leads, and so on. DeVito (1986) said that communication is the “process or act of transmitting a message from a sender to a receiver through a channel and with the interference of noise the actual message or messages sent and receive; the studying of process involved in the sending and receiving messages” (p.61).

COMMUNICATION THEORY

Communication theory is a systematic summary about the nature of the communication process. Erving Goffman (1981) sees the performance of self as the most important frame to understand communication. He highlights the significance of expression as “What does seem to be required of the individual is that he learn enough pieces of expression to be able to ‘fill in’ and manage, more or less, any part that he is likely to be given” (p.12). The truth in both cases is the articulation of the message and the package as one. Therefore, any look into communication theory should include the possibilities drafted by the great scholar Erving Goffman. Griffin’s, (1997) ‘A First Look at Communication Theory’ summarizes the communication theories, and every theory has its own experience and named by its nature.

CONSTRUCTIVISM

Jean Piaget’s theory of constructivist learning has had wide ranging impact on learning theories and teaching

methods in education and is an underlying theme of many education reform movements. Constructivism is a theory of knowledge that argues that human generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it is an interaction between their experiences and their reflexes or behavior-patterns.

Matured learn in fundamentally different ways than children. There are several processes that are important for working with matured person learners: mechanisms for mutual planning, diagnosis of learner needs and interests, cooperative learning climate, sequential activities for achieving the objectives, formulation of learning objectives based on the diagnosed needs and interests, selection of methods, materials, and resources, and evaluation of learning. Matured person learners should be informed why something is important to learn and be shown how to direct themselves through information. Most approaches that have grown from constructivism suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen. The action and action scheme are naturally oriented with nonverbal communication. Hence the language teacher has to create a performative and constitutive learning process which necessarily accomplishes with the multi aspects of nonverbal communication.

COGNITIVE APPRAISAL THEORIES OF EMOTION

This is also called Lazarus (1991) Theory. In the absence of physiological arousal, people decide what to feel after interpreting or explaining what has just happened. Two things are important in this: whether people interpret the event as good or bad for them, and what people believe is the cause of the event. This challenges the two-factor separation of arousal and emotion. Primary appraisal, consider how the situation affects personal well-being. Secondary appraisal consider how might cope with the situation. When a colleague gets promoted, one might feel resentful if one thinks he deserves the promotion more than they do. It is very well suited in the classroom behaviour. If a teacher gives a reward to one of the close competitors, the other person will feel resentment. Hence teacher should know how to handle the

situation and eradicate the resentment among the students. Students are highly emotional and expressive characters which make them sensitive even for plain comments. In this juncture the teacher must behave like a mentor.

COMMUNICATION ACCOMMODATION THEORY

The Communication Accommodation Theory was developed in 1971 by Howard Giles. This theory explains some of the cognitive reasons for code-switching and other changes in speech as individuals seek to emphasize or minimize the social differences between themselves and their interlocutors.

When a person talks with other people, they will tend to subconsciously change style of speech (accent, rate, types of words, etc.) towards the style used by the listener, and tend to match the listener nonverbal behaviors. This signals agreement and liking. It should create greater rapport between them so that they approve of us more. This can be unwelcomed, especially if it is perceived as imitating or being overly familiar. The reverse also happens: people deliberately assert their identity by speaking and acting differently from the other person. According to this theory, teacher as the powerful sender can easily influence the students and the students will try to accommodate or adjust their style of speaking to their teacher. This is one of the best methods to teach the students to learn perfect and appreciable nonverbal communication pertinent to the situation.

EXPECTANCY VIOLATIONS THEORY

Expectancy Violations Theory formulated by Burgoon J.K. (1978) sees communication as the exchange of information that is high in relational content and can be used to violate the expectations of another, who will perceive the exchange either positively or negatively depending on the liking between the two people (pars.129-148). People develop expectations about verbal and nonverbal communication behavior from other people. Violations of these expectations cause arousal and distraction, further leading the receiver to shift his or her attention to the other, the relationship, and meaning of the violation. This theory provides the valuable guidance that the teacher has to produce the positive violation when the behavior is more favorable

than the expectation. And can produce negative violation when the behavior is less favorable. But one thing has to be kept in mind that positive violations produce more favorable outcomes than behavior that matches expectations, and negative violations produce more unfavorable outcomes than behavior that matches expectations in the classroom teaching.

POLITENESS THEORY

Developed by Brown and Levinson (1987: p.61), politeness theory clarifies how to manage identities through interaction, in particular, through the use of politeness strategies. This theory assumes that all individuals are concerned with maintaining face. Here, the face refers to the desired self-image that wishes to present to others; face also includes the recognition that interactional partners have face needs or are threatening of their own. The assumptions of this theory explain and predict how, when, and where Face-threatening acts occur, as well as what individuals can do to restore face once endangered. Thus, a teacher must carefully weigh each decision to commit a face-threatening act, considering the anticipated payoff in relation to the context, culture, and individual communicator characteristics of a potential face-threatening acts of students. In brief, in an embarrassing situation, teachers can balance their own positive and negative face while attending to the other's face needs. When deliberately committing a face-threatening act, teachers should know how to save face using a variety of balancing strategies by nonverbal communication.

CONCLUSION

All the communication theories correlate with the expressions and human responses which are richly related to the nonverbal communication. The language teacher who teaches not the facts but the language which needs all the aspects of nonverbal communication. They need nonverbal expression to present the word meaning with action for most of the verbs, and to enact some of content meaning. The nonverbal expression often helps the teacher to manage the classroom activities effectively and save their energy for future teaching. This article gives the emphasis to language teachers to know the value and

implication of the nonverbal communication while teaching the language.

WORK CITED

- [1] Brown, Penelope and Stephen C. Levinson. *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press. 1987
- [2] Burgoon, J. K. *A communication model of personal space violations: Explication and an initial test*. *Communication Research*, 4, 129-142. 1978.
- [3] DeVito, J. A. *The communication handbook: A dictionary*. New York: Harper & Row. 1986
- Giles, Howard, Donald m. Taylor and Richard Bourhis, "Towards a theory of Interpersonal Accommodation through Language. Some Canadian Data." *Language in Society*. 1973: 2(2), 177-192.
- [4] Griffin, E.A first look at communication theory (3rd ed.). New York: McGraw-Hill. 1997 p. 230 &337.
- [5] Lazarus, R. S Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, 1991. 46(8), 819-834