

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

Volume 2, Number 306 (2016), 186 – 189

UDC 73.1.02:372.8

NONVERBAL METHOD OF TEACHING ENGLISH

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Keywords: nonverbal communication, communicative messages, body language, a method, a technique.

Abstract. As we know nonverbal method plays an important role in second language communicative competence, yet little attention has been given to practical teaching techniques that will help English language teachers incorporate this essential element into their classrooms. This article begins by examining the indispensable role of nonverbal communication in the overall communicative process.

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Nonverbal method of teaching English. As we know nonverbal communication plays an important role in second language communicative competence, yet little attention has been given to practical teaching techniques that will help English language teachers incorporate this essential element into their classrooms. This article begins by examining the indispensable role of nonverbal communication in the overall communicative process.

Human society largely depends on communication to share its feelings, needs, demands and interaction; hence communication operates an essential role in our daily life. Communication does not solely rely on sounds and speech but also on non-verbal transmission of information. The use of nonverbal cues in communication is as much as 70-90 percent of the whole.

The technique of non-verbal communication definitely enhances the standard of teaching and ultimately results in the attainment of students' learning outcomes. The awareness of this technique among the teachers is very imperative, as they can utilize this technology, purposefully, in the best interest of students and to improve the standard of teaching.

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The interplay of body language, particularly gesture, facial expression and gaze behavior, among interlocutors gives special consideration to the second language learner. Our aspiration as teachers of foreign or second languages is to challenge our learners to go beyond the grammaticality of being able to put the subject, verb, and object in the correct syntactic order. Communicative competence is the ability to communicate successfully in a wide variety of circumstances. With the emphasis of language instruction moving from grammatical accuracy and phonological correctness to making oneself understood, we need to take a closer look at all of the resources at our disposal that enhance mutual intelligibility.

Thus, we depend heavily on nonverbal communication in our daily lives. Regardless of the exact numbers concerning how much communication can be attributed to either the verbal or nonverbal channels, few would argue against the notion that nonverbal communication is necessary to effective communication.

Messages can be communicated through gestures and touch, by body language or posture, by facial expression and eye contact, which are all considered types of nonverbal communication. Speech contains

nonverbal elements known as paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well prosodic features such as rhythm, intonation, and stress. For example, if a language learner extends his arm above his head in a stretching motion to relieve himself of a muscle cramp, this behavior was not intended as communication; however, if this same motion is done to signal his desire to answer a question in class, the movement symbolizes his willingness to volunteer, and would thus be considered nonverbal communication. That is to say, not all behavior leads to communication.

P. A. Andersen identifies two ways in which nonverbals are involved in language encoding: 1) to mark units in which utterances are produced, and 2) to help the speaker activate and recall words, thoughts, images, and ideas that become part of the utterance [1].

People rely on nonverbals not only to encode language but also to decode or comprehend messages. Nonverbals contribute to the comprehension of messages in three ways: 1) heightening attention, 2) providing additional context, and 3) facilitating recall. Comprehension can occur in either a bottom-up or a top-down fashion. In a bottom-up approach attention is focused on the message itself in an attempt to extract and identify individual features into a pattern. Gestures may contribute in at least three ways to a bottom-up approach in the early stages of information processing by: 1) providing movement, 2) making the message more vivid, and 3) providing imagery value. There is some indication in the literature on foreign language education that nonverbals contribute to greater attention. Green and Saitz suggest that presenting dialogues with appropriate foreign culture gestures heightens students' attention. Nonverbals enhance comprehension by providing additional contextual information.

Nonverbals in the EL classroom can facilitate comprehension by activating concepts already stored as mental representations in the students' memories. Methodologists suggest using gestures to convey the meanings of specific words such as descriptive adjectives, prepositions of place, and action verbs. For example, when students hear large and see the teacher using an accompanying gesture which illustrates the adjective, the gesture may activate the concept of big and students can infer from the gesture that large means very big.

Therefore, language learning is facilitated when students are provided with nonverbals and maintains that teachers should use whatever works-pictures, demonstrations, gestures, enactment, pantomime, or chalkboard drawings-to assist their students to infer what the teacher is saying.

There are four types of gestures important for effective communication: illustrators, regulators, emblems, and affect displays [2]. Those behaviors that complement or accentuate the verbal message are called illustrators. For most individuals, these are the natural hand and body gestures that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point. For an English language learner, these greatly aid in understanding a speaker's message as they supply extra context clues for determining the meaning of an utterance. When asking for directions to a particular location, the speakers will most likely point in the appropriate direction as the verbal message is communicated. Body language cues that serve to control turn-taking and other procedural aspects of interpersonal communication are called regulators.

Finally, *affect displays* are another type of body language necessary for language learners to process. These are behaviors that express emotion. Most commonly, these displays are communicated through facial expression, like smiling, laughing or crying. Posture is also a conduit through which emotion can be communicated. The norms for expressing emotion differ among cultures. For instance, Russian students studying in the U. S. often complain that their professors smile too much, and professors teaching Russian students sometimes believe that their Russian students do not enjoy their classes! Miscommunication of emotional states can result when affect displays are not understood in cross-cultural interactions.

Facial expressions are also a form of kinesics used to nonverbally transmit messages. According to R. L. Birdwhistell, the face is rich in communicative potential [3]. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others.

Through facial expression, we can open and close channels of communication. For example, in turn-taking, interlocutors will open their mouths in anticipation of their words, signaling readiness. Smiles and flashes of the brow are used in greetings, and although the smile is usually perceived in the communi-

cation of happiness, it is also associated with signaling attentiveness and involvement in the conversation, similar to the head nod, facilitating and encouraging the interlocutor to continue.

“Eyes are the window to the soul.” This may be one of the reasons why interlocutors focus so much of their attention on the eyes during interaction. Another reason may lie in the highly expressive nature of the eyes, which send and receive a plethora of message during a face to face conversation. Eye behavior has a higher probability of being noticed than any other bodily movements. Eye contact is a tool of teaching, which a teacher can use very efficiently and effectively for the enhancement and achievement of students’ learning outcomes.

Eye contact can have a very significant influence when you are interacting with them.

- It can play a key role in helping to establishing rapport and failing to make eye contact in many cultures is associated with being dishonest or having something to hide.

- Eye contact also plays an important role in turn taking during conversation. Among a group of people, a speaker will often make eye contact with the person he or she wants a response from. Someone who wants to enter or interject in a conversation will catch the eye of the person speaking to indicate that they want to interrupt, and equally someone who no longer wants to listen will avoid eye contact.

- People who know each other well can communicate mutual understanding with a single look.

- Eye contact is also a way of communicating attraction.

So how can we deal with body language and help our students to interpret it. For me one of the most useful mediums for this has been video and particularly video without the sound. Using video clips in class with students you should play them through at least once without the sound on first. There are a number of different tasks that we can use depending on the type of clip being shown.

It's often interesting to play the clip through and get students to speculate about the relationships of the people in the scene.

Who is emotionally closest or involved with which other characters?

What's the relationship between characters?

Who is feeling angry?

What is each person feeling or thinking?

You can also try to get students to predict what they think characters are talking about or even what they are saying. If their level is low then they can predict what kinds of things they would be saying in their mother tongue.

If you have access to, or can transcribe the script for the clips you use, you can get your students to try to act out the scene using the script before they hear it. Just let them watch first and think about what the character they have to play is likely to be thinking or feeling. This gets the students attempting to interpret their body language and express it through the way they read the script

It is interesting to do cultural comparisons using a scene from the target culture with a similar scene on a video from their own culture. Just choose something fairly straightforward, like a group of friends in a café or restaurant and ask students to look for differences in the way they interact.

Do they touch when they meet?

How close do they sit when they talk?

Do they touch whilst talking?

Do they make eye contact?

Do they openly express any emotions?

If you can't find parallel clips, then you could just watch a clip from the target culture and ask your students to think about how the scene would be different if it were in their country.

Getting students to view silently before they listen to a scene or video clip can also help them to look for 'subtext'. It is often the case that things are being implied which aren't stated in words. Getting students to focus on these factors can help to raise their awareness of the non-verbal communication, which is happening.

If you can't get access to video from the target culture then you can still use clips from the students' mother culture. Things like politicians speaking or televised debates where there are a number of people round a table discussing something can be really useful. You can pause and get students to predict who will be speaking next, or who is making a point.

I believe that whatever kind of silent viewing you do and whatever you choose to focus on will ultimately help your students to understand when it comes to listening. They will at least have developed a conceptual framework for what they need to understand and will have built up some expectations of what they will hear [4].

Conclusion. While only a few of many teaching ideas stimulating nonverbal awareness were presented here, the purpose was to spark the creativity of other language teachers to create and incorporate activities that do not artificially segregate the auditory and visual channels of the communicative process. By using methods and techniques that raise learners' consciousness about the integral role of body language in speaking and listening in a second or foreign language, we have taken the first step in helping students to become bilingual.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ВЕРБАЛЬДЫ ЕМЕС ӘДІС

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Түйін сөздер: вербальды емес қарым-қатынас, коммуникативті хабар, ым-ишара, әдіс, техника.

Аннотация. Коммуникативтік құзыретте вербальды емес әдіс маңызды рөл атқаратынын біз білеміз, бірақ оны практикалық түрде қолдануға аз назар аударылды, алайда бұл маңызды элементті ағылшын тілінің оқытушылары оқыту процесінде, сабақта қолдануға болады. Мақала вербальды емес қарым-қатынастың жалпы коммуникативтік процестегі таптырмайтын рөлін қарастырудан басталады.

Оқытушылар студенттердің ұғымды дұрыс түсінуі үшін дене қимылын, күлкі, ашу-ыза т.б. им, ишара қолдануына болады.

Хабарлар қимылмен және жанасу, тіл ымы, мимика сияқты вербальды емес коммуникация түрлерімен берілуі мүмкін.

НЕВЕРБАЛЬНЫЙ МЕТОД ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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Ключевые слова: невербальное общение, коммуникативное сообщение, язык жестов, методика, техника.

Аннотация. Как известно, невербальный метод играет важную роль в коммуникативной компетенции, но в то же время недостаточно внимания уделяется практическим методам обучения, которые преподаватели английского языка могли бы использовать в своей практике. В статье рассматривается роль невербальной коммуникации в процессе общения.

Язык жестов, зрительный контакт, мимика, улыбка, гнев, хмурый взгляд, тон голоса используются для взаимопонимания между преподавателем и студентами.

Сообщения, переданные таким образом, являются видами невербальной коммуникации.

Поступила 17.03.2016 г.