

UNIVERSITY OF EDUCATION, WINNEBA

**A STUDY OF NON VERBAL COMMUNICATION CUES AND THEIR USES
IN PRE-SCHOOL CLASSROOM INTERACTION: A CASE STUDY OF
NSAKINA KINDERGARTEN**

SUSANNA MAMLE HERVIE

(7161650005)

**A DISSERTATION IN THE DEPARTMENT OF COMMUNICATION AND
MEDIA STUDIES, FACULTY OF FOREIGN LANGUAGES, EDUCATION
AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES, UNIVERSITY OF EDUCATION WINNEBA, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
MASTER OF ARTS DEGREE IN COMMUNICATION AND MEDIA
STUDIES (COMMUNICATION SKILLS).**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, Susanna Mamle Hervie hereby declare that the thesis which is submitted towards the award of Master of Arts in Communication and Media Studies with exception of quotations and references is entirely my own work and no part of it has been submitted for any academic assessment to the University of Education, Winneba or any other tertiary institution in the country for another degree.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of research work laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Mr. Asare Okae-Anti

SIGNATURE:

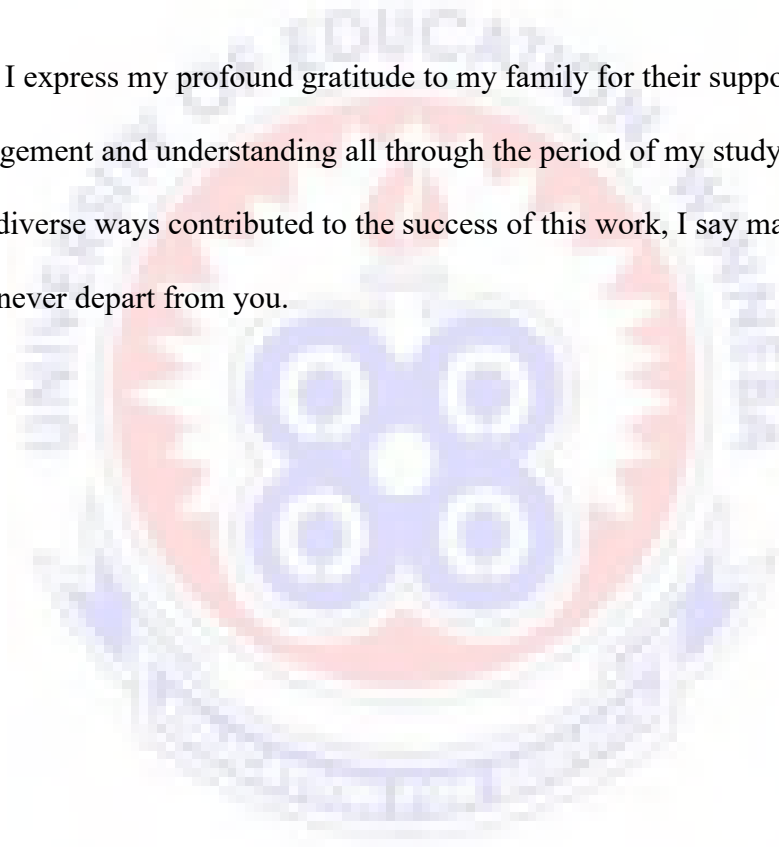
DATE:

ACKNOWLEDGEMENT

I am especially thankful to God for granting me the grace all through this study. My heart felt gratitude and appreciation goes to my supervisor Mr Asare Okae-Anti for his guidance, directions, valuable contributions, suggestions and encouragement all through the research process. I say, God richly bless you beyond measure.

I also extend my sincere thanks to the head teacher, staff and children of Nsakina M/A Kindergarten where I carried out my study.

Finally, I express my profound gratitude to my family for their support, encouragement and understanding all through the period of my study. To my friends who in diverse ways contributed to the success of this work, I say may the blessings of God never depart from you.



DEDICATION

I dedicate this study to my lovely family and wonderful daughter Peggy.



TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
ABBREVIATIONS	ix
ABSTRACT	x
CHAPTER ONE	
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Research Objectives	4
1.4 Research Questions	4
1.5 Significance of Study	4
1.6 Scope/Delimitation	5
1.7 Limitation of the study	6
1.8 Organization of the study	6
CHAPTER TWO	
LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Concepts of Nonverbal Communication	9
2.2 Types of Nonverbal Communication	10
2.2.1 Gestures	11
2.2.2 Facial expression	13
2.2.3 Touch	14
2.2.4 Cry	15
2.3 Uses of nonverbal communication	15
2.3.1 Attention getting	15
2.3.2 Commenting	16
2.3.3 Protesting	16
2.3.4 Joking	16

2.4 Nonverbal and verbal communication in learning	17
2.5 Role of the adult	18
2.5.1 Information gathering	18
2.5.2 Provision of rich environment	20
2.5.3 Teaching nonverbal communication	21
2.6 Challenges of nonverbal communication	22
2.6.1 Misinterpretation	22
2.6.2 Multiple and contradictory nonverbal signals	24
2.6.3 Nonverbal communication and cultural differences	24
2.7 Theoretical Framework	25
CHAPTER THREE	
METHODOLOGY	27
3.0 Introduction	27
3.1 Research Approach	27
3.2 Research Design	28
3.3 Population	28
3.4 Sampling, Sampling size and Technique	29
3.5 Data Collection Instrument	29
3.6 Data Analysis	30
3.7 Ethical considerations	31
CHAPTER FOUR	
DISCUSSIONS OF FINDINGS	32
4.0 Introduction	32
4.1 RQ1. What non-verbal communication cues are used in the class from interaction?	32
4.1.1 NVC with speech	32
4.1.2 NVC in teaching	33
4.1.3 Touch	35
4.1.4 Cries	36
4.2 Nonverbal communication in child–child interactions	37
4.2.1 Protesting	37
4.2.2 Attention Getter	38
4.2.3 Commenting/ Inviting	39

4.2.4 Multiple signals	40
4.3 RQ2. What are the roles of NVC in the preschool classroom in Nsakina M/A kindergarten?	40
4.3.1 Child-child greetings	43
4.4 Challenges in using nonverbal communication	43
4.4.1 Signals with multiple meaning	43
4.4.2 Ambiguous signals	44
4.4.3 Misinterpretation	45
4.5 Nonverbal communication and cultural differences	46
4.6 Summary of chapter	47
CHAPTER 5	
SUMMARY, CONCLUSION AND RECOMMENDATION	49
5.0 Introduction	49
5.1 Summary	49
5.2 Conclusion	51
5.3 Recommendation	51
5.4 Suggestions for Further Research	53
REFERENCE	55
OBSERVATION SHEETS	59

LIST OF TABLES

Table

Table 3.1: Time frame of study

30



ABBREVIATIONS

NVC Non-Verbal Communication

C/C Child to Child interaction

T/C Teacher to Child interaction



ABSTRACT

The ability to identify, understand and interpret non-verbal cues makes communication among people high quality and successful. In this study, special attention is paid to non-verbal communication in the classroom, with emphasis on the non-verbal behaviour of teachers.

The main purpose of the present study was to examine the role of nonverbal communication in preschool classroom interactions with a view to looking at how the adult can develop positive ways of responding to and using nonverbal communication to avoid frustration on the part of the children and to encourage inclusion and consequently a safe environment for learning.

To this end, a naturalistic observation was conducted with a group of pre-schoolers between 2 and 4 years old, and the teachers involved during 6 different classroom activities over a period of two weeks. The participants for that morning's observation therefore included all children in Nsakina M/A kindergarten as well as the teachers who reported for work in the centre within the period of observation. The findings of the study showed that teachers and children used nonverbal communication extensively in their interactions, but there were instances where children's nonverbal signals were either not responded to or misinterpreted, leaving children unfulfilled.

Because this study is qualitative, it should be made quantitative and scale up the number of kindergartens, that way a generalisation can be made on the various nonverbal communication cues that are used in the kindergarten. From the finding of the study, the interaction that took place was between teacher to child and child to child. A future study can focus on parent to teacher interaction, and parent to child interaction on nonverbal communication cues.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Communication plays a key role in our daily lives. We communicate in different ways to express our thoughts, feelings, knowledge, skills and ideas, verbally or nonverbally. According to Negi (2007), communication is an ongoing process of sending and receiving message that leads people to share their ideas, feelings, attitudes and emotions in their daily lives. Communication has an impact on the understanding of children which results in better learning and understanding Negi (2007).

Language is an exclusive tool in communication for human; nonetheless, most of our messages have a source in a communication scheme called body language, or for the purposes of this study, nonverbal communication (NVC) which is beyond the language system (Gitt, 2009). The nonverbal aspects of communication play an extremely important role in human social interaction (Andersen, 2004). In all preschool interactions, language plays a vital role. Conversely, a considerable number of children in kindergarten do not express themselves very well through verbal language, but primarily, through various bodily cues and forms of NVC (Bae, 2005). This implies that children who come to the preschool have not developed spoken language, or usually verbal language is not understood by their peers, as well as by their teachers. Children who have not developed verbal language as well as those who do not speak the language used in the preschool, depend greatly on nonverbal communication in their interaction with peers as well as teachers until they begin to acquire adequate verbal language (Bae, 2005). Buckley (2003) points out that when children find themselves in situations where their home language cannot be used in all settings, such as in bilingual contexts where more than one language is used, they use nonverbal

communication for the purposes of getting objects, getting attention, for protesting and making fun of others, as well as other purposes. Nonverbal communication is learned well before a child begins the process of verbal communication (Miller, 1988). The role of nonverbal actions is to assist in the communication process, primarily, in ways that simple verbalization cannot.

1.2 Statement of the Problem

Human beings communicate with each other by exchanging information. Usually, there are two ways of exchanging information - verbal communication and nonverbal communication. Nonverbal communication is only one facet of the giant field of communication, and yet it has been claimed that 82% of communication techniques employed by teachers in the classroom are nonverbal.

Kruger (2009) have estimated that up to 90% of all communication happens via nonverbal communication. One statement goes like this: we speak with our verbal organs while we converse with our bodies (Qi, 2014). There are many nonverbal cues that are portrayed in the classroom at the preschool, the nursery or the kindergarten levels.

Agbagbla (2012) quoting Bae (2011) stated that “language plays an important part in all preschool interactions. However, a considerable number of children in kindergarten do not express themselves so much in verbal language, but primarily through various bodily cues and forms of nonverbal communication” (p.1). This shows that at this level of education, nonverbal communication cues play a key role in the classroom. Most of these nonverbal communication cues portrayed by these children at the preschool are cues that are natural. Nonverbal messages are considered to be relatively genuine and

free of deception (Miller, 2005; Leathers, 1992). Treholm and Jensen (2008) note that nonverbal actions modify and refine concurrent verbal messages and help to regulate the flow of interaction. As teachers, the aim is to teach students how to use language to communicate more effectively with other people. However, much emphasis on the verbal communications, both in oral and written form were laid, while neglecting that of nonverbal communication to some extent. Many teachers do not pay enough attention to nonverbal communication in class, contributing directly to failure in achieving teaching goals and students' acquisition of knowledge.

Research related to non-verbal communication and classroom interactions has been conducted over the years. For instance, Barmaki (2014) investigated the relationship between nonverbal communication and teaching performance and found out that, majority of the interaction in class, which was a whopping 83%, was non-verbal in nature with the remaining 17% of communication, being spoken words. The concluded that, teachers who performed best were those who used non-verbal communication in teaching and learning in a preschool classroom (Barmaki, 2014).

Barry (2011) focused on identification of skills needed to identify non-verbal communication in classrooms of higher education levels. Barry (2011) found out that some essential skills were necessary for identifying and interpreting students' nonverbal communication in the classroom. According to him, the acquisition of the skills was critical to understanding and better communicating with students at the higher educational level (Barry, 2011).

Agbagbla (2012) conducted a study on the role of nonverbal communication in preschool classroom communications in an Early Childhood Centre in Malta. From her research, Agbagbla (2012) indicated that, non-verbal cues used in pre-school

interaction help to firstly, speed up the acquisition of verbal language, and secondly, to enhance lesson delivery.

The study sought to explore what forms of nonverbal communication cues exist in a classroom interaction in an Early Childhood Development Centre at Nsakina in the Ga West District in the Greater Accra Region. The study specifically, seeks to study some nonverbal communication cues used between teacher to child and child to child interaction in the classroom setting.

1.3 Research Objectives

1. To examine the nonverbal communication cues used in preschool classroom interactions at Nsakina M/A kindergarten.
2. To identify the role of nonverbal communication cues in preschool classroom.

1.4 Research Questions

To be able to achieve the set objectives, the study was guided by these research questions:

1. What are the nonverbal communication cues used in preschool classroom interaction at Nsakina M/A kindergarten?
2. What is the role of nonverbal communication cues in a preschool classroom interaction?

1.5 Significance of Study

As reported by Mehrabian (1981: p.39), “teachers who habitually gesture get better emotional and academic results with their students”. Teachers’ use of affirmative and positive gestures help students to gain self-esteem and increase cooperation and

learning. Miller (2005) also added that when teachers are aware of nonverbal communication, they are better receivers of students' messages and can send positive signals to reinforce students' learning to avoid negative signs that obstruct students' learning. Miller further explained that a teacher who is aware of nonverbal cues such as nodding, smiling and frowning, becomes skilled at receiving students' messages (Miller, 2005). As teachers work with students, their use of body movements enhances effective delivery of the lesson. The significance of the study is to examine the role of nonverbal communication cues in preschool classroom interaction. Understanding and knowledge of the role of nonverbal communication in preschool classroom interaction will contribute to creating a good learning atmosphere for both teachers and children.

1.6 Scope/Delimitation

The study covers the area of communication which is of much importance to teachers at the preparatory stage in education. Pupils at this stage, use body language and most often non-understandable sounds to communicate. Teachers' abilities to understand these cues is beneficial since it inform them about the pupils' understanding of a lesson or a particular need. Though this study provides the opportunity for teachers to understand the importance of nonverbal communication and to be able to interpret nonverbal communication gestures, it also comes with some delimitation: the research is limited to a particular Nsakina M/A kindergarten which will render the study unrepresentative of other early childhood centers in Ghana.

1.7 Limitations of the study

This study was faced with a number of limitations. The first limitation was that the study was done in only one school which rendered the study unrepresentative of other early childhood centres in Ghana.

In addition, the fact that the sample size especially for the first week of observation kept changing because the teachers in charge of the class were sometimes not available, making other teacher to take the class, posed a problem. The children were then with a different teacher who was not their regular teacher. Since the relationship and rapport between individuals determine how they communicate, could influence the findings of the study.

A methodological limitation was that, no data been collected on the children's linguistic and cultural background. Since the culture of a people has influence on their nonverbal communication, it could have been better if data was collected on the children's cultural background as it was clear that not all the children have both parents from the same cultural background. This limitation therefore makes it difficult for generalizations to be made.

1.8. Organization of the study

The whole study has five chapters. Chapter one gives an orientation of the study, by presenting an outlook of the background, problem statement, and research questions and significance of the study for better understanding of the subsequent chapters. The chapter two, dealt with the literature review. Issues such as meanings, forms and interpretations of non-verbal communication were reviewed. A brief summary of research on what other scholars or researchers have explored on non-verbal communication and classroom interaction were discussed. Chapter three provides

information on the research methodology such as research design, research approach, population, sampling size and sampling technique, data collection instruments, data analysis and ethical consideration. Chapter four presents the discussion of findings and analysis of the data. Chapter five contains the summary, conclusion and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Language is an exclusive tool of communication for human beings; all the same, most of our messages have a basis in a communication system called body language or, better put, nonverbal communication which is part of the language system. The nonverbal facets of communication play a tremendously important role in human social interaction (Andersen, 2004). McNeill (1992) suggests that gesture and language are one scheme and further adds that the nonverbal and verbal aspects of communication are two concurrent opinions of the same process. He states “gestures are an integral part of language as much as are words, phrases, and sentences - gesture and language are one system” (McNeill, 1992: p.10). This occurrence materializes in the classroom setting all the time, and communicators (the teacher and students) use the power of gestures and other nonverbal behaviors deliberately and unintentionally.

A teacher can raise the attention and curiosity of the children with the support of nonverbal communication. More often, nonverbal communication occurs unconsciously. People are not aware of the fact that besides their verbal communication, the nonverbal gestures also convey a compelling message. The body language, eye contact, physical appearance, and tone of voice provide significant information to the audience. Nonverbal communication is deemed much dependable and effective in comparison to verbal communication as it gives an added support to the verbal communication. For example, a mother asks her child, “Have you taken your meal?” The child answers verbally “Yes” but nods his head and gives a message of “No”. The mother takes the nonverbal message of the child and ignores the verbal message (Muhammad, Muhammad, Abdul & Mudassar, 2014).

In my opinion nonverbal communication is usually noticed by children soon after their birth. A child learns nonverbal expression by observing, imitating, watching, and copying other persons of the family. Children can understand nonverbal gestures more than verbal communication and are more able to understand the nonverbal signals than adults. Agbagbla (2012), citing Tanguay (2001) claims that, as children grow, they integrate nonverbal communication into verbal language. According to her, the ability of a child to integrate the nonverbal components of communication into the system of conversation in interactions is important with regards to enhancing meaning and understanding. These views points to the important role of nonverbal communication in human interactions.

2.1 Concepts of Nonverbal Communication

The communicative behaviors of human beings can be divided into two types: verbal communication and nonverbal communication. When it comes to the nonverbal communication, it has a rich history to some extent. The prime research of nonverbal communication is traced back to Aristotle's research. Nonverbal communication refers to a form of communication without using words to express oneself. However, Nonverbal communication in itself can be divided into many subcategories such as proxemics, kinesics, haptic etc (Samovar, 2000). Therefore, nonverbal communication is one academic research that has rich content and promotes communication.

Proxemics is the study of space and how we use the space around us. Some people like to fill up the space while others like a sparse existence. Proxemics may also be referred to the use of space in a given situation. The use of space varies depending on the situation and the relation of the participants involved (Samovar, 2000). Edward Hall has divided the use of space into 4 categories: intimate, personal, social, and public

(Hall, 1966). An intimate interaction usually requires six to eighteen inches, personal interaction usually requires one and a half to three feet, social interaction requires three to five feet, and public interaction usually requires ten or more feet.

Kinesics refers to the study of hand, arm, body, and face movements. Simply put, it is a term used for bodily movement. Body movement includes the use of eye contact, facial expressions, posture, and gesture. The use of bodily movement helps individuals express an emotional state, as well as the intensity of such a state. The second type of bodily movement is facial expression. An example of this is a smile. A simple smile may carry with it many different meanings (Samovar, 2000).

2.2 Types of Nonverbal Communication

Nonverbal communication has many forms, including gesture, touch, body language, facial expression, eye contact and etc. According to the different standards of classifications, Bi Jiwan (1999) divided nonverbal communication into four types: body language, paralanguage, object communication, and physical environment. Body language refers to designation for instinctive, conscious and conventional expressive movements of the body, including posture, head movements, facial expressions and gesture and so on. Paralanguage, sometimes called vocalic, is the study of nonverbal cues of the voice. It includes voice quality, emotion, and speaking style, as well as prosodic features such as rhythm, intonation, and stress. These paralinguages may change the meaning of the words. Nonverbal communication can also be communicated by object communication. Object communication includes clothing, hairstyle, architecture, symbols and so on. Physical environment also has influence on communication behaviors.

Nonverbal communication comprises sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures and clothing. According to Dileo, (1977) “Language comprises all forms of communication: crying, facial expression, gestures, touching, yelling, and also speech and writing.” Everything speaks in the process of communication including material objects and physical space but only speech sounds or verbal production is observed, non-verbal cannot, which is a valuable component of communication.

2.2.1 Gestures

Gestures are voluntary bodily actions, by hands, head or other parts of the body, which are intended to communicate. Johansson (2002) is of the view that a person’s whole body expresses meaning. Argyle (1975) mentioned three kinds of bodily movement: ‘emblems’, ‘illustrators’ and ‘self-touching’. The difference between emblematic gestures and illustrator gestures according to Argyle is that emblematic gestures are those hand movements which have a direct verbal meaning, usually between one and three words, which meaning is known by all or most members of a group whilst ‘illustrator’ gestures are those body movements which are tied to speech, serving to illustrate what is being said verbally. He explained ‘Self-touching or body-focused movement’ as those gestures which express emotions (Argyle 1975).

Tabors (2008) identified sticking out the tongue, flapping lips, spinning, chasing and wrestling, lifting, handing play objects, tickling, pulling the hood as forms of gestures children use in their interactions. Head nodding, smiling, laughter, crying, slap on the back, embrace, rubbing the back, kissing, sitting on the lap, weeping, hissing, spitting, urination on the other and raising the open right hand to the face with thumb on the bridge of the nose, are some forms of nonverbal communication identified by La Barre

(1972). Children start to use gestures such as showing, giving and pointing at objects, reaching and imitating at a very young age and they increase in the use of complex gestures as they grow (Argyle, 1975).

A number of studies have been carried out to justify the importance of gestures to children. In the United States of America, McNeil, Alibali & Evans (2000) investigated 'the role of gestures in children's comprehension of spoken language' (p.131). In the study they included 15 preschool children and 14 kindergarten children between the ages of 46-57 months and 59-72 months respectively. All the children involved in the study were found to be monolingual English speakers. They wanted to find out if different types of gestures have different effects on comprehension of speech by children of different age groups.

In that experimental study, they hypothesized that reinforcing gestures should facilitate understanding of speech while conflicting gestures should have no influence on speech comprehension among the younger children. On the other hand, they suggested that, among the older children, reinforcing gestures should have no influence on speech comprehension while conflicting gestures should hinder speech comprehension. They concluded that the role of reinforcing gestures in speech comprehension depends on how complex the spoken message is. Their result shows that reinforcing gestures facilitated comprehension of complex spoken messages. It is, however, not clear if this result will repeat itself if the children were from different language backgrounds as the culture of a people influences their nonverbal communication.

Doherty-Sneddon (2003), commenting on the importance of gestures to children's language development, claimed that hand gestures do not only enhance language

acquisition but also help in speech production in terms of the acquisition and use of language. She warns against situations where adults, in their attempt to discourage children from using their hands while counting, ask children to sit on their hands. In her view, gesturing while speaking reduces the demand on the child to express complex information and it always helps in the child's thinking as he or she plans what to say and how to say it. This, in my opinion, implies that any attempt at discouraging children from using gestures especially while speaking is an indirect way of frustrating the children's thinking ability and means of expressing themselves.

2.2.2 Facial expression

The face is particularly vital for the expression of emotions and attitudes (Doherty-Sneddon 2003, Argyle 1975). Argyle (1975) citing Darwin (1872) indicated that young children express their emotions nonverbally in order to seek help from adults. The ability for one to control facial movements and mask true feelings is learned during childhood though many children are not good at concealing their feelings.

Some facial expressions are linked to speech (Ekman 1979). Tanguay (2001) agrees with this and asserts that it is easy to see how a facial expression may 'control' the verbal message, either by reinforcing what is being said, or contradicting the spoken word. Or, the facial expression may be the message, in which case without the ability to integrate the facial and spoken message, communication breaks down. Some children fail to use or understand facial expressions particularly those for expressing emotions, hence they tend to encounter a lot of problems in their social interactions including rejection from their peers (Doherty-Sneddon, 2003). In her opinion, the rejection suffered by such children is not due to their inability to understand facial expressions but rather not being able to exhibit the appropriate facial expressions in various

instances. In a research study she and her colleagues carried out to investigate the claim that children who show fewer expressions of positive emotions are more likely to be rejected by their friends and are judged to be less socially competent by their teachers, they found out that children who were not popular with their peers were able to accurately understand photographs of facial expressions just as those who were popular. In their conclusion, they suggested that such children be taught about facial information.

2.2.3 Touch

Touch is a very vital aspect of human social interaction. It is the most basic form of social communication and the most important channel of communication for infants. It establishes or offers an interpersonal bond; it indicates 'warmth or dominance' (Argyle 1975). It has welfare benefit for children and it is important in their social, emotional and cognitive development.

Doherty-Sneddon (2003) claims that children who do not receive adequate social and touch contact suffer a great deal of negative effects. She noted that there are cultural rules that guide touch, and the appropriateness of a touch depends on the situation. She, however, commented on the difficulty children confront in determining whether a particular touch is 'good' or 'bad' in terms of sexual abuse. Citing De Young (1988), Doherty-Sneddon (2003) asserts that touches involving sexual abuse pose the greatest challenge to children to understand due to the ambiguity that comes along with it.

Doherty-Sneddon (2003) added that the meaning of a touch changes based on the perceived motive of the one doing the touch. Appropriate physical contact helps in creating and sustaining the trusting relationship that enables children to feel secure and to become more independent. Teachers therefore are not to shy away from appropriately

touching children as to do so would be to ignore a very vital aspect of children's social and emotional development (Mazur & Pekor, 1985).

2.2.4 Cry

Infants use crying as a symbol. They express distress by crying, and how long they remain in this state of arousal depends on the caregiver's response to their cry (Adamson, 1995). In a cross cultural study reported by Adamson (2005), it was revealed that among the Kung San of North-western Botswana, adults attended more quickly to children's signals of distress than Western adults, thereby making the Kung San infant cry less as compared to Western children. The study indicated that the prevalence of a child's cries is dependent on both the caregiver and the child and that, adults in different cultures respond differently to children's cries depending on their cultural understanding of what causes and stops the cry.

Attending to children's requests promptly makes them feel confident about the availability of their caregivers and about their own communication abilities (Doherty–Sneddon 2003).

2.3 Uses of nonverbal communication

2.3.1 Attention getting

When a child brings an object to an adult it is an invitation to communicate (Bruce, 2005). Tabors (1997) stated that children use nonverbal communication in 'making requests, responding to a request and accomplishing tasks'. She added that children hold up or show objects to other people when they want to secure their attention. She, however, lamented that not all attention getting strategies are responded to especially when it was used with other children.

2.3.2 Commenting

Children comment on objects by pointing, showing or giving them to adults. When children point to objects with a long gaze at the adults, they are commenting on the object; on the other hand, if the pointing and the glance are brief, they are indicating their interest to go over to the object or to have the object (Doherty–Sneddon 2003).

Doherty–Sneddon (2003) claims that children using gestures to comment on things show a more advanced form of nonverbal communication than when using it to make a request. This indicates a progression of use of gestures from simple actions to more complex ones.

2.3.3 Protesting

Looking upset, whimpering, shrieking and squeaking are some forms of nonverbal expressions children make to protest against other children or adults (Tabors, 1997). She however admitted that just as with the attention getting and requesting, some protesting techniques are not interpretable, making it difficult for the situation to be changed.

2.3.4 Joking

In her 1997 study of second language learning children, Tabors (1997) observed that children in the process of second language learning communicate nonverbally by doing funny things that other people find amusing. Other children respond by imitating what was started, turning it into play.

2.4 Nonverbal and verbal communication in learning

Doherty–Sneddon (2003) identified two opposing views about the relationship between nonverbal communication and verbal language development. She found that there is a category of scholars who believes that nonverbal communication develops into verbal language and the other group who think that verbal language development is not dependent on nonverbal communication (Doherty-Sneddon, 2003).

Hastle and Samter (1997), in looking at the similarities between nonverbal and verbal communication, stated that both communication modes have cues or units. They both follow a particular sequence or rules and they both depend on the cultural context for their interpretation. They also claimed that both verbal and nonverbal communication can be used to deceive or mislead people. They concluded that both have rules about public display. If these claims hold true, then it can imply that when a child is good at nonverbal communication he or she is likely to be good at verbal communication as children begin communicating nonverbally before they acquire verbal language. It can also be said that since nonverbal communication is an important part of human interaction and hence of communicative competence therefore it should be nurtured and children and adults should be helped to increase their nonverbal competence in order to refine their communicative competence.

When the verbal and gestural channels convey two different pieces of information, a younger child might disregard one channel completely while an older child may try to process both pieces of information (McNeil, Alibali & Evans, 2000). This gives the impression that nonverbal communication serves as scaffolding for young children in their verbal language development and to a large extent cognitive development. This was confirmed by Goodwyn, Acredolo and Brown (2000).

Goodwyn, Acredolo & Brown (2000) carried out a study on the ‘impact of symbolic gestures on early language development’. Their aim for this study was to investigate how decisively encouraging hearing infants to use simple gestures as symbols for objects, requests, and condition, can affect verbal language development. Data was collected by means of an experimental and control group approach.

In this study, 103 infants of 11 months (+/-1week) from largely middle class areas of Northern California were included. They were put into three groups - sign training, non-intervention and a second control group which was the verbal training group. Parents in the sign training group were instructed to model gestures for their children and to encourage the children to use them. At the same time, the language training group was encouraged to interact with their children in only verbal language. They concluded that symbolic gesturing fosters verbal language development instead of hampering it (Goodwyn et al, 2000)

2.5 Role of the Adult

2.5.1 Information gathering

As noted earlier in this study with reference to La Barre’s (1972) argument, one cannot rely on one’s own cultural subjective understandings of emotional expressions in one’s relation with people of other ethnic groups. This is the reason why Tabors (1997) suggested that early childhood educators of second language children need to gather information on the cultural and linguistic background of the children. In her opinion, information on the child’s demographic background should include: the child’s place of birth, date of arrival in the area, the child’s family composition, the child’s religious affiliation and other caregiving arrangements for the child. She also believes that gathering cultural information such as child-rearing beliefs about discipline, toileting

behaviour, and separation problems, food preferences and feeding practices and how children are supposed to behave in a group moves in the right direction towards getting to know the child better.

In my view, getting this background information helps the adult to be aware of the values and beliefs of the child; he or she is then in a better position to understand and appreciate the behaviours the child exhibits in the educational setting including nonverbal behaviours. Accepting the culture of the child is a confirmation of accepting the child since the child's culture is part of his or her identity. It is important therefore that early childhood educators make every child feel that their language and culture is welcomed, cherished, respected and visibly supported (Bruce 2005).

In the words of Galloway (1997:418) "To expect persons to learn accurately the expressions of nonverbal behaviour without other cultural understandings is to either encourage simplistic understanding or to emphasize the values of surface phenomenon at the expense of deeper structures of meaning." In my view, Galloway appears to be saying that, one cannot learn another person's nonverbal behaviour without, first understanding the person's culture and individuality.

Galloway (1997) mentioned that there are cultural differences everywhere, even in classrooms that may on the surface seem homogeneous and thus suggested that, in situations of cultural diversity in classrooms, teachers can either treat all children the same, or treat each one as an individual, bearing their individual cultural background in mind. He, however, warns that the latter approach is quite difficult as the teacher would have to know the culture and individuality of each and every child. The recommendation he made in dealing with such a situation is for the teacher to insist on each child adapting to the common culture of the school, which he believes is the

dominant culture of the society. In my view, adopting the majority culture may seem to be the solution to this problem but it has its own problems of making some children sacrifice their culture and consequently interfering with their identity formation (Galloway, 1997).

2.5.2 Provision of rich environment

Nonverbal communication that is supported develops into multi-layered and sophisticated communication (Bruce 2005). Bruce (2005) citing Crown (2004) reported that children who have pets are more capable of understanding nonverbal communication as they derive signs from an animal's happiness from wagging tail or stiff posture.

Children relate these skills to their interactions with people and become better at working out what people's posture and facial expressions mean. This position gives an indication that adults can create a rich environment for children by allowing them to look after pets in order to enhance their acquisition and use of nonverbal skills, which helps in their understanding of human nonverbal behaviours.

Bruce (2005) advocated for a good relationship between pets and children but she warns against the idea of keeping a pet in the early childhood center as children tend to mishandle these animals, hence defeating the very purpose of forming a strong bond of friendship between children and the pet. It is therefore important for teachers to encourage families of children to provide their children with pets.

It is also important to note that families may have different perceptions and attitudes towards children playing or relating with animals. While some families may not want their children to relate or play with animals for religious or health reasons, others may

have no difficulty encouraging their children to form a bond with their pets and thereby providing the opportunity for them to learn nonverbal skills from this experience (Bruce, 2005).

2.5.3 Teaching nonverbal communication

One can be taught or be trained to read another person like a book (Galloway, 1997, Argyle 1988). La Barre (1972) argues that nonverbal behaviours are non-instinctual and hence can be learned and agreed upon. He is also of the view that nonverbal behaviours are not universal, since what a particular behaviour means in one culture may mean the opposite in another culture. In his attempt to justify his claim, he brought out the difference in meaning (from culture to culture) of gestures that were supposed to be 'universal'. In his view, as indicated earlier, one cannot rely on his/her own cultural subjective understandings of emotional expressions in his relation with people of other ethnic groups. This implies that the issue of correctly understanding the nonverbal behaviours of others demands that one learns the cultural meanings of nonverbal behaviours of the other person (La Barre 1972).

It may not be very common to have preschool classrooms with children and staff from very different ethnic groups. Yet even settings that may seem to be homogeneous still have some cultural differences to contend with. The onus therefore lies on the teacher in such classrooms to find the means of making nonverbal communication useful, taking into consideration the different ethnic representations in his or her class (Agbagbla 2012).

Laver and Hutcheson (1972) suggest that nonverbal behaviours and their meaning need to be taught to children. Doherty–Sneddon (2003) agrees with this stand and adds that

children learn nonverbal behaviours (gestures) just as they learn their mother tongue. She, however, said that gestures are not taught to children intentionally but they pick them up as they are immersed in their culture. It is in this regard that she warns that adults should avoid exposing children to unacceptable gestures. (Doherty-Sneddon).

The adult's response to children's gestures of showing or pointing to objects reinforces the meaning of such gestures (Hasttle & Samter,1997). Tabors (1997) contends that there is the need for a responsive adult to be able to interpret children's nonverbal behaviours.

From the views of the above writers, positive attitudes of teachers serve as a motivation for children in their learning and use of nonverbal communication. It also goes without saying that teachers' negative attitude towards children's nonverbal communication is a morale killer to their learning and use of nonverbal communication and consequently their language acquisition and use.

2.6 Challenges of nonverbal communication

2.6.1 Misinterpretation

Misinterpretation of nonverbal communication can occur as a result of inconsistent and confusing messages that are conveyed through nonverbal means. A situation whereby a single nonverbal behaviour can be interpreted in many ways is yet another cause of misinterpretation of nonverbal communication (Hasttle & Samter1997). There are nonverbal signals that lend themselves to multiple interpretations. For example, La Barre (1972) in discussing gestures with different meanings indicated that laughter or a smile among the Japanese may not necessarily be an expression of amusement but a law of courtesy.

Some gestures may have a common meaning while the meanings of others are culture-bound and depend on what is being said. It is therefore difficult to have a 'dictionary of gestures' (Doherty–Sneddon, 2003). In her view, the meaning of a particular gesture within a particular culture is learned. Children sometimes send ambiguous gestures which they think are correct. They become frustrated when adults do not understand them (Doherty–Sneddon, 2003: Tabors 1997). In such situations, Doherty–Sneddon (2003) advised that adults should explain to children why they cannot understand them. She added that a set of follow-up questions will be a great attempt at getting the information.

It is evident from the foregoing discussions that there are occasions when adults find it difficult to interpret children's nonverbal signals due to one reason or the other. This however, does not end it there; adults are expected to try as much as possible to let children know that their efforts at communicating is noticed and appreciated.

In an educational setting, though teachers might not be able to understand some 'wrong' nonverbal signals by children, their response and attitude towards the children's effort will indicate whether they need to put in some more effort at communicating or to throw in the towel for their inability to communicate correctly at all times.

2.6.2 Multiple and contradictory nonverbal signals

Tanguay (2001) asserts that it is easy to see how a facial expression may 'control' the verbal message, either by reinforcing what is being said, or contradicting the spoken word. Or, the facial expression may be the message, in which case without the ability to integrate the facial and spoken message, communication breaks down.

Abercrombie (1972) agrees with this position when he said one makes speech with the vocal organs but communicates with the entire body. There are situations when people send contradictory nonverbal signals. In this situation, one needs to integrate and coordinate what the other person's entire body is 'saying' to be able to get the complete information that is being passed on.

Galloway (1997) claims that surrounding every message and meaning are a number of nonverbal outputs of available information which come together to make a complete communication or to compete with other possible interpretations. When a person is not able to get the meaning from one or two nonverbal cues by the other person, one has to look for other cues to be able to get the meaning. The meaning of nonverbal expressions depends on the context and it is also culture specific (Galloway, 1997).

This implies that in order to correctly interpret a person's nonverbal signals, one needs to relate the cultural and the social context to the signals.

2.6.3 Nonverbal communication and cultural differences

Despite cultural similarities in NVC, the difference is enough to cause a great deal of mix-up, rejection, and even violence (Argyle 1988; La Barre 1972). Argyle (1988) stated that awareness of the difference in nonverbal communication across cultures is a way of enhancing smooth intercultural interactions. He identified six areas of NVC

which can pose a challenge as a result of their meaning in different cultures. The first, for example, people from ‘non-contact’ cultures find those from ‘contact’ cultures to be disturbingly over-close, and vice versa. The second area of NVC which could cause intercultural misunderstanding include degree of expressiveness – while the Japanese, for example, were found to be so inscrutable, they found “blacks” to be expressing negative emotions more readily [Argyle, 1988]. Argyle (1988) indicated that difference in the meaning of gestures, accompaniment of speech, symbolic self-presentation and rituals were the other four areas of NVC that could cause intercultural misunderstanding.

To resolve the issues of misunderstanding other non-verbal communication, Argyle (1988) advocated for training people in the nonverbal communication of other cultures. While this is laudable, the issue of personality arises. Will training people in the nonverbal communication of other cultures have any influence on their personal attitude towards the people? It is therefore important to mention that, just as cultural differences can be a challenge with nonverbal communication, individual attitudes can also pose a challenge (Argyle 1988).

2.7 Theoretical framework

The theoretical framework which underpins this study is Bronfenbrenner’s (1979), sociocultural and ecological theory of development. This theory asserts that the environmental events that affect a person’s development are activities that are engaged in by others with him or her or in the person’s presence (Bronfenbrenner, 1979). Bronfenbrenner (1979) adds that actively engaging the person or merely exposing the person to the activity will inspire him to carry out similar activities. This implies that adults have the responsibility to creatively engage children in their moment by moment

interactions with them. In addition, this theory indicates that all the activities that go on in the presence of children provide learning opportunities for them. This theory emphasises children's ability to learn by observation and imitation within their socio cultural settings.

This framework was chosen for this study because it emphasises the importance of the social and cultural context of the child as important factors in the development of children. It also sees the child as an active and self-motivated learner who can learn by observing what is going on around him or her. It sees the adult as having the responsibility to provide the right environment and the appropriate demonstrations for children's learning in general and nonverbal communication in particular (Agbagbla, 2012).

This framework appears to be the most suitable for this study considering the fact that a great deal of research has shown that children can learn to communicate nonverbally by observing and interacting with others in their culture (Doherty-Sneddon, 2003). Thus, learning through observing and imitating the things they come in contact with in their environment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes how data for the study was gathered. Thus it discusses the research design, the data collection techniques used and the target population. The sample size and sampling techniques as well as the data analysis plan are also captured in this chapter.

3.1 Research Approach

A qualitative research approach was adopted for this study. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural settings (Creswell, 2003). It focuses on the “why” rather than the “what” of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday life (Creswell, 2003). This approach suits the study because it focuses on individuals, societies and cultures, language and communication (Creswell, 1998). Also, since the children come from different societies and cultures but find themselves in a similar language and communication environment, this approach is best suited for the study. The researcher therefore observes the participants in order to understand the meaning of their lives.

The nonverbal behaviours were selected after a study of the relevant literature as seen in the literature review in Chapter Two. Other behaviours which were not on the observation sheets but were depicted were also noted. At the end of each day, the researcher typed out observation notes and made personal interpretation of what had been observed.

3.2. Research Design

The research design employed for this study is the case study. According to Yin (2014), a case study is an in-depth empirical inquiry that investigates a contemporary phenomenon within its real-world context. That is, the case study helps researchers to make sense of situations that take place around them. Creswell (2013) further elaborates that the case study helps researchers to explore a real-life, contemporary bounded system or multiple bounded systems over time through detailed, in-depth data collection which involves multiple sources of information. As stipulated by Yin (2014), a case study intends to assess or delve into cases in a real-life setting. This study, therefore, chose Nsakina M/A kindergarten in the Ga West District in Accra, Ghana to represent the cases to be investigated. A case study was selected as the research design for this study in order to investigate qualitative trends or traits to find out the nonverbal communication cues that are used in the preschool classroom interaction. This was done in order not to make any generalization or quantitative inferences from it.

3.3 Population

A research population is defined as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Black (2009) defines population as the group from which the researcher will select a representative through sampling for his study. The population of this study was extracted from the entire student population of Nsakina Kindergarten School and their teachers. The total population of kindergarten pupils in Nsakina M/A kindergarten is estimated to be 84 with 2 teachers. Therefore the population considered for the study is 84 pupils and 2 teachers.

3.4 Sampling Technique and Sampling size

A sample is the representative part of the total population chosen for analysis during a research (Bryman & Bell, 2007). The importance of the sampling process is crucial. The characteristic of the sample population are the pupils/children and teachers in Nsakina Kindergarten (KG) class.

A purposive sampling technique was used in determining the sampling units for data for the study. This is because the children at Nsakina M/A kindergarten fit the profile of the people that need to be participants of the study. Purposive sampling involves selecting sample members who can provide required information and who are most available to participate in the study. A sample size of 10 pupils and 2 teachers was used for the study.

3.5 Data Collection Instrument

The instrument used to collect the data was a non-participant observation. A non-participant observation is a data collection method used extensively in case study research in which the researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon in its natural setting (Riddall-Leech, 2008). This study was undertaken for a period of two weeks where the researcher observed a total of 6 different activities of classroom interactions among teachers, between teachers and children and between children and their peers. Classroom and other compound activities were also observed closely. Attention was paid to pupil's interaction with each other and with teachers. An observation sheet adopted from Agbagbla (2012) was used for the data collection of the interactions that took place between adult-to-adult and child-to-child.

The table 1 gives an overview of the observation guide for the various sessions out.

Table 1.0: Time frame of study.

Date	ACTIVITY OBSERVED	NUMBER OF CHILDREN	NUMBER OF TEACHERS
30-10-2018	LUNCH TIME	10	2
31-10-2018	PAINTING	10	2
	SNACK TIME	10	2
01-11-2018	FREE PLAY	10	2
	TABLE TOP ACTIVITIES	10	2
02-11-2018	RHYMING	10	2

(Field Data, 2018)

3.6 Data Analysis

Qualitative data analysis is one of the most important steps in the qualitative research process because it assists the researcher to make sense of their qualitative data (Leech & Onwuegbuzie, 2012). According to Flick (2014, p.5), “qualitative data analysis is the classification and interpretation of linguistic or visual material to make statements about implicit and explicit dimensions and what it represented in it”. A nonparticipant observation was carried out and data was gathered during the observation the data was then coded into various themes on the various nonverbal cues observed during the activities. Most qualitative data analysis are based on same fundamental principle; identifying the common themes. The data analyses thus incorporate a process of breaking down all data into their smallest component parts (the codes) and then restructuring and grouping these codes into units or categories known as themes. This

process is known as the thematic approach which usually forms the foundation for most other types of analyses (Borden, 2014). Thematic analysis is “a method of identifying themes and patterns of meaning across a data set in relation to a research question” (Braun & Clarke, 2013:175).

3.7 Ethical considerations

One crucial aspect of any research is ethical issues. To begin with, an application was made to the University Research Ethics Committee through the Faculty Research Ethics Committee for approval to carry out the study. Once permission was given, two letters were issued by the Faculty Research Ethics Committee. The first letter, requested for permission to carry out the research while the second letter gave the details of the study. Both letters were given to the Head of the Centre at Nsakina M/A Basic. This allowed them to make an informed decision about participation.

A request for consent form was given to teachers through the Head of the Centre Nsakina M/A Basic to request their consent for the observation of the children. It was important to get permission and the consent of children as well, so a verbal consent was obtained from the children by the teacher present. They were assured they could opt out of the study at any stage they wished to. Brief visits prior to the observations were a sure way of establishing a relation with participants.

By treating participants with respect and seeing them as ‘collaborators’ allowed the researcher to establish fruitful relations between the researcher and participants. The identities of the participants were concealed by the use of pseudonyms and letter code

CHAPTER FOUR

DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter presents the findings as well as the analysis of the data collected from the observations. It highlights the various nonverbal communication cues from the classroom interactions between child–child and Teacher-child. It also further provides an analysis of the role of non-verbal communication cues in the classroom.

4.1 RQ1. What are the non-verbal communication cues used in the classroom interaction?

From the findings, the following non-verbal communication cues were identified. For those between adult to child, the following came up:

4.1.1 NVC with speech

Activity: Painting / coloring.

Communication cues: hand gestures with speech;

Analysis: In this particular activity, the child observes the teachers' gestures which were accompanied with speech.

The teachers usually communicated with children using speech accompanied with gestures, particularly hand gestures. For instance during a coloring lesson, the teacher asked pupils to color gently with a colour-chalk in her hand, while simultaneously making gentle coloring gestures on the board with her hand while saying 'slowly'. In this situation, the teacher was using gestures to emphasize or illustrate what she said verbally. It was also an indirect way of teaching children how to use gestures and also the meaning of those gestures. This was evident later when a 3-year-old, watching another child who was coloring, resorted to making the hand gesture of coloring, a gesture that the teacher had made a moment before. This indicates how children,

through their own observation, could pick the gestures that are used by adults. Thus, the more adults use gestures or other nonverbal signals in their interactions with children, the more they are likely to pick up these gestures and use them appropriately. This finding agrees with Doherty–Sneddon (2003) view that gestures are not taught to children intentionally but they pick them up as they are immersed in their culture.

Teachers also told stories and sang action songs which were always accompanied by hand gestures and other body movements. This gives children the avenue to learn to use gestures and the meaning of them.

4.1.2 NVC in teaching

Activity: rhyming.

Communication cues: touch, facial expression and hand gestures.

Analysis: Teachers displayed a range of nonverbal signals in their interaction with the children during teacher–led activities. The nonverbal signals teachers used in communicating with children included facial expression, touch and hand gestures. Feel and touch were other nonverbal signals adults used during a shape recognition lesson for example. In this lesson, the teacher passed round all the shapes to children asking them to touch, and feel them after she had done so. Training children’s senses in this way is helping them develop their abstract thinking and their perceptual abilities.

Another nonverbal skill that was exhibited during this lesson was ‘turn taking’. Children had to wait for their turn to come to the board to color a piece of art. Turn taking is a very important social behaviour in group interactions. Children learn to be patient and to tolerate one another. On one occasion when a 3-year-old boy wanted to overtake another child (3-year-old girl), by asking that the chalk be passed on to him,

the girl who was already holding the chalk held it firmly while saying ‘no, it is me’ (it is my turn). As much as it was expected that children waited for their turn, there were times others had to defend their turn (right) as demonstrated by this girl. These acts of nonverbal communication that go on sometimes unnoticed during lessons, enhance the socio-emotional development of the children, consequently making them better prepared to take their place in the larger society.

Another form of nonverbal communication that was displayed during the rhyming lesson was that children “imitated” the gestures that teachers made. A child who was watching the teacher keenly began performing the same movement of the body gestures of showing a thumb up for a correct response. It was not long when a child was seen doing same to another child that gave correct answer to a question. This was a clear illustration of a child imitating the teacher. This gives the impression that, though the teacher did not intentionally teach the gesture, the child learnt it. It is therefore important for teachers to be mindful of the kind of gestures they use as children may imitate not only the positive ones but also the negative. This conforms with Bronfenbrenner’s sociocultural and ecological theory of development where he plays emphasis on children ability to learn by observation and imitation within their social settings.

4.1.3 Touch

Activity: table top

Communication cues: touch

Analysis: during this activity, the teacher used the NVC touch to show affection and satisfaction toward the child. As indicated in the literature review, Doherty–Sneddon

(2000) mentioned that teachers use touch to comfort, congratulate, show affection and to punish children. This is confirmed by the findings of this study. The forms of touch that teachers used in this study included rubbing their hands through children's hair, patting them on the back, hugging, holding and kissing.

In one instance, during a table top activity one morning, it was observed that a 3 year old girl kept crying; she cried, stopped briefly and resumed crying. This was ignored initially by the teacher. She later came around and squatted by her, she rubbed her hands in her hair, holding her in her arms. This was very comforting for this child who had a reassuring touch of the teacher in a way that made her feel there were others who cared about her.

In another instance a child brought counters to show to the teacher what she was able to count the number during a counting activity. The adult collected the counters and patted the child on the back and said 'good'. At this point, touch was being used together with verbal language to congratulate a child for good behaviour.

It is evident from the above scenarios that teachers use touch in responding to children's needs either to reward. When a child was in pain she received a positive touch (comfort and affection) and when another one performed a good task she too received a positive touch (compliment), when another child's behaviour is not acceptable, here again touch is used but this time to reprimand him/her. It could be said that teachers used touch depending on the child's behavior.

There is no doubt that touch is necessary for children's emotional development and hence there is the need for teachers to pay particular attention on how touch is used to help children in their emotional development (Mazur & Pekor 1985).

4.1.4 Cries

Activity: Lunch time

Communication cues: cry

Analysis; As mentioned in section 2.2 children use cry communicatively and this they do differently depending on whether they are communicating with teachers or with another child. It was found in this study that, in adult-child interactions, children used cries to seek attention, express discomfort or pain. For example, a 3-year-old girl expressed her emotional pain by crying most of the day because she was missing her friend. Another 2 years old girl cried when was dropped off at the school one morning. . She cried louder and more intensely as she was left in the classroom with her colleagues, she stopped crying shortly after.

This is in agreement with Argyle's (1975) claim that young children express their emotions in order to receive help from adults. One other way in which children used cries was to secure the attention of the adult. In an example, one afternoon during lunch, a girl threw her friend's bag on the floor. The girl whose bag was thrown away began crying loudly looking in the direction of the teacher. The teacher quickly intervened and asked the other child to pick the bag up and put it in the right place.

In the first instance the child did not cry loudly but she cried for a long time, stopping from time to time, so adult intervention was not immediate and prompt as it was in the third incident where the child's bag had been thrown on the floor (refer to observation sheet 1.1). It is evident that teachers respond differently to children's cries depending on what they think was at stake. Teachers may intentionally ignore a child's cry if they think the child was crying for no 'serious' reason.

This finding is in line with Adamson's (1995) claim that adults respond differently to children's crying. One factor that influences adults' response to children's cries according to Adamson is their cultural understanding of what causes and stops crying.

4.2 Nonverbal communication in child–child interactions

4.2.1 Protesting

From the findings, the following nonverbal communication cues between child to child was observed.

Activity: free play

Communication cues: cry,

Analysis: As reviewed in the literature, Tabors (1997) indicated that children use nonverbal communication to express their protests. One way in which children communicate their protest to one another nonverbally was through crying. On one occasion during a free play session, a 3-year-old girl took a car toy from another 3-year-old boy and began running away with it. Then the boy started crying and ran after her. The girl did not give the car back until the teacher intervened and asked her to give back the car to the boy. In a related case, another boy took a car toy from a boy and started running away with it. He gave the car back to the friend as soon as he began to cry. In both cases children protested by crying but the responses to the two cases were different. Why did the girl in the first case not give back the car to her friend though he cried and ran after her but the boy in the second scenario gave the car back to his friend as soon as he began to cry? Was it that the girl did not interpret the boy's cry to mean that he wanted his car back or was she just being insensitive towards her friend? This could be what Argyle (1975) asserted when he claimed that people vary a lot in their NVC due to their personality. It is a fact that not all nonverbal communication receives

responses, as Tabors (1978) asserts. One reason may be that the person trying to communicate the information does not do it right or is not forceful enough. In the case involving the boy and the girl, it may not be because the boy did not communicate his intention clearly as he went to the extent of running after her and never stopped until the teacher intervened and got his car back for him. One possible explanation to this could be that though the girl understood what the boy wanted, she chose to ignore his protest, implying she could have done the same even if the boy had used verbal language.

4.2.2 Attention Getter

Activity: snack time

Communication cues: pointing, showing of objects, touching and crying

Analysis: Some of the attention getting strategies children used included showing of objects, and pointing at objects (confirming Tabors' 1997 claim) and crying, all of which cut across other means of nonverbal communication. In one instance a 2-year-old girl picked a bowl containing pieces of paper for the friend. She stood behind the friend who was busy with other things and so did not see her immediately. She waited till the friend noticed her and took the bowl from her. There was another instance where a 2-year-old child wanting the attention of her friend who was looking somewhere else, touched another child (3-year-old girl) sitting by her and pointed to the friend. The child, who did not immediately understand what the friend was trying to communicate, later called the friend who was looking somewhere saying 'she says you should come'. Though pointing and showing of objects were a means by which children communicated among themselves, it does not get a response if the person whose

attention is being sought is engaged with other things or is not looking in the direction of the one passing on the information.

Crying, was also noted to be used as an attention-getter strategy by the children. Children usually directed their cry to each other for their mediation, attention or comfort. Crying was one attention getting strategy that almost always received a response.

4.2.3 Commenting/ inviting

Activity: free play

Communication cues: head nodding, holding, and showing.

Analysis: It was found that children used nonverbal signals to comment or invite comments from their peer. One morning for example, a girl came running to the friends. She was full of joy, jumping while holding the hem of her dress and showing it to the friends; the friends nodded their heads in response. It was easy for the friends to interpret the child's nonverbal signals appropriately probably because they knew that was the first time she wore that dress to school.

This finding confirms Galloway (1997)'s assertion. This gives the indication of how important it is to take the total context into consideration in trying to understand children's nonverbal communication. It would have been painful to the child if her expectation had not been met, considering how happily she approached the friends. Probably the child had planned from home how she was going to show her new dress to her friends as soon as she got to the school.

4.2.4 Multiple signals

It was not uncommon to see the children combining two or more nonverbal signals in communicating with each other and with their teachers. In one instance, during lunch, a 3-year-old girl turned to me and showed me the bread that she had taken a bite from, nodding her head while smiling. I interpreted the child's signals as an invitation to join her – either to share in her meal or to bring my own out and join them. It could also be interpreted as telling me how much she was enjoying her meal. Either way, it was enough to use one or two signals to communicate the same idea. The child using a number of consistent signals shows a high level use and understanding of nonverbal communication. It refutes the practice whereby adults try to use very simple forms of nonverbal signals with children thinking they could not understand complex nonverbal signals. This suits the theory where the child is seen as an active and self-motivated learner who can learn by observing what is going on around him or her. Children have the capacity of not just combining signals but also of using signals that are consistent with their intended meaning.

4.3 RQ2. What is the role of NVC in the preschool classroom in Nsakina M/A kindergarten?

The role of nonverbal communication in the classroom is to assist in the communication process in ways that simple verbalization cannot. Leather (1992), notes that nonverbal actions are more efficient and more accurate than verbalization. Nonverbal signals according to Miller (2005) can also be used to express feelings that are too disturbing to state otherwise. In the classroom it is a two way interaction; teacher to child, and child to child interaction where communication occurs in a face to face context.

In the context of classroom instruction, a relatively small percentage of communication that occurs verbally will primarily stimulate cognitive meanings for the children, while

the more pervasive nonverbal communication stimulates the children feelings and attitudes about material (McCroskey, Richmond & McCroskey, 2006). Therefore, given the potential impact on children NVC has it would seem important that all teachers be mindful of their outward nonverbal projection as well as observation of children nonverbal cues. According to Suinn (2006), communication is a two way interactional process when done properly. There are so many nonverbal cues that are portrayed in the kindergarten classroom which aids in better understanding of the lesson. Mehrabian (1971) agree that teachers who use many gestures during classroom presentation will foster positive children attitude. Nonverbal communication cues play a major role in enhancing effective teaching and learning in the preschool classroom since the child expresses him or herself nonverbally to indicate satisfaction or not. Webb, Diana et al. (1997, p.89) states that, “from observation and interpretation of children body language and facial expressions, the perceptive teacher can decide whether there is a need to check for comprehension, provide more or different kind of instruction, or assign more practice”.

As indicated in the literature review, Doherty-Sneddon (2003) argued that teachers being able to understand what a child is trying to communicate and responding appropriately, are key in the acquisition and development of nonverbal communication skills in particular, and communication in general. The teacher’s ability to know what a child is trying to communicate is as important as responding appropriately to the needs of the child. When the child’s effort to communicate is either not responded to or is inappropriately responded to, it could impact badly on further efforts to communicate. In situations where teachers looked away from children or were engaged with other teachers or other things while trying to communicate with children, it was clear that

they missed out on a lot of signals and were not able to respond appropriately to the children.

In an a class, a child built a triangle and went to show it to the teacher, the response the child got was inappropriate because the teacher missed out on the complete context within which the child brought her the triangle. It is vital to mention here that teachers may not be paying attention the whole time they are with the children. But it is important that if a teacher does not seem to get what the child is trying to communicate, he or she could ask some questions that will bring out the information the child is trying to communicate, so she can respond appropriately.

Another role of nonverbal communication cues observed is that it assisted in self-presentation. Both children and teachers were able to present themselves nonverbally even without the use of verbal language. Especially children who are not able to speak the verbal language used the nonverbal cues to present and express themselves without any frustration of not being able to speak the verbal language. The roles that are assumed by both teachers and children are largely communicated nonverbally.

Again nonverbal cues in the preschool classroom enhanced the meaning and understanding of words. Children were able to understand the meaning of words easily when it's been used nonverbally. They observed the nonverbal cues the teachers portrayed in the classroom alongside with the verbal words. For instance, the teacher used hand gestures with the word 'come', to call a child to come to the front. Though the child did not understand what the teacher meant, with the help of the hand gestures moved to the front. Also, nonverbal communication cues played an important role in the feedback and reinforcement processes in the classroom. While verbal reward and

punishment is significant, nonverbal feedback and reinforcement served an important role in shaping classroom behavior in the preschool.

4.3.1 Child-child greetings

Greetings were not explicitly displayed among children. They, however, indicated to their friends that they were happy to see them in other ways. Children greet each through hugging, smiling and even occasionally shake hands with their friends. These are some nonverbal cues children portray at that stage not because they are thought, but rather with what they observe in their environment. In one instance, a 3 year old boy who was already in the school ran to another 3 year old boy who had just arrived and hugged him.

4.4 Challenges in using nonverbal communication

4.4.1 Signals with multiple meaning

There were instances where children used nonverbal signals which were open to multiple interpretations. This finding is in line with La Barre's claim as discussed in 2.6.1. For example a 3-year-old boy lifted his banana to his teacher during snack time. She moved over to him and peeled it for him. It was not clear if he actually wanted the teacher to peel it for him or whether he was commenting on his banana – saying for example 'see I have a big banana today'. It is suggested in situations as this to look for other signals to help get the information being communicated. The teacher might be aware the child never peels his banana by himself and so decided he needed help to peel it. It is however interesting to mention that the child peeled his banana the following day after which he showed it to the teacher again. The question here is what should the teacher do the next time the child shows his unpeeled banana to her? Will he be saying

‘see I am about to peel this banana’ or ‘help me peel it’? In another example during free play, a boy brought a car toy to show to me. Recollecting a similar scenario from the previous day’s observation, I only smiled and said, ‘it is nice’. The previous day a boy brought a car toy to show me and as I stretched my hand to take it he withdrew and left immediately. In this instance I could be wrong again because what if he wanted me to have it, touch it and if possible join him to play with it? Was he just showing it to me just to look at it, like the other child did the previous day?

This conforms with Bronfenbrenner’s theory which indicates that all activities that go on in the presence of children provide learning opportunities for them.

4.4.2 Ambiguous signals

There were occasions where the children’s nonverbal signals looked ambiguous. For instance, the signals a 2-year-old girl made prior to vomiting could not be interpreted to mean anything meaningful. During snack time one day, while all the children were eating their food and the teachers also took the chance to eat theirs and have some brief chat, a 2-year-old girl stood up briefly, pointing her hand to no one in particular. She sat down and frowned as if to cry. She quickly grabbed a cup of water and began to drink and she threw up immediately. The teachers quickly changed her clothes and she started to eat again. Soon she repeated those gestures and facial expression then grabbed her water to drink and vomited again. Though I had watched her the first time it happened, I could still not think she was trying to communicate a stomach upset through those gestures. When she got up and pointed to someone, I could see she was trying to communicate something to someone but the question is what was it? And what is the teacher supposed to do in such a situation? Galloway’s (1997) advice to the teacher in such a situation is to consider the entire context and look for other nonverbal signals in

order to get the information that is being communicated. In this instance, for example, the total context could still not offer additional information. During meal times such as this, it was common to see children get up, talk, touch or point at each other or at food. They drank their water and there were times some children even cried because they did not want to eat their food. All signals the girl exhibited were usual at meal time. This, therefore, was a case where no amount of nonverbal signals the child exhibited could be interpreted by the teacher. It was difficult if not impossible for anyone to interpret those gestures by the child to mean she was experiencing a stomach upset.

4.4.3 Misinterpretation

According to Doherty–Sneddon (2003), apart from teachers missing out completely on nonverbal communication, they also misinterpret it. There were many occasions where adults misinterpreted children’s nonverbal signals. In one instance, a 3-year-old boy eating his food suddenly shouted. The teacher who was chatting with another teacher walked to him and scooped some yoghurt into his mouth. The boy could not eat because he already had some pieces of apple in his mouth. The adult misinterpreted his shout to mean he needed help with his food which was not the case. That shout was certainly not directed at anyone, a possible indication that he was enjoying his food and having fun. In another instance, a boy brought a small red toy car to show me, as shown in 4.5.1 above. I reached out my hand to take it; he withdrew it and left immediately to continue his play. This boy might only be commenting on the car, probably saying ‘look at my beautiful car’. Sadly, I misinterpreted it to mean he was giving it to me to hold. His immediate reaction to my stretched hand made it clear I got him wrong.

4.5 Nonverbal communication and cultural differences

As mentioned in the literature review, Argyle (1988) and La Barre (1972) contend that there are cultural differences in the interpretation of NVC. They indicated that this cultural difference is one source of misunderstanding of NVC across cultures. It was found that though some nonverbal communication that children used in this 'Ga' setting would have been used by children elsewhere in the world in similar contexts, there were still some cultural differences identified in relation to the adult's attitude towards children's use of gestures in particular and nonverbal communication in general in this context and in the Ghanaian context for example.

Gesturing in children is discouraged in many Ghanaian homes as they are regarded as acts of disrespectfulness especially, when children are talking to adults. Children are expected to put their hands behind their backs while talking with adults especially teachers as a sign of respect. Older children who flout such a rule could be punished or reprimanded for disrespectful behaviour. This confirms Hastle and Samter's (1997) claim that NVC differs from language to language, from dialect and dialect and even from one social group to the other. Commenting on differences within cultures, La Barre (1972) indicated that the laughter of an adolescent girl could be different in function from that of a president of an organisation.

It was clear from the findings of this study that, as noted earlier in 4.1.5, different adults responded differently to children's crying. It could be assumed that since both adults under discussion were the users of Ga language their response should be the same. But this was not the case. This goes to show that cultural differences in terms of the adult's attitude towards children's use of NVC are not only about a group of people but individuals could have their own 'personal cultures'. It was a rather different experience one afternoon during break time when all adults were talking rather loudly because the

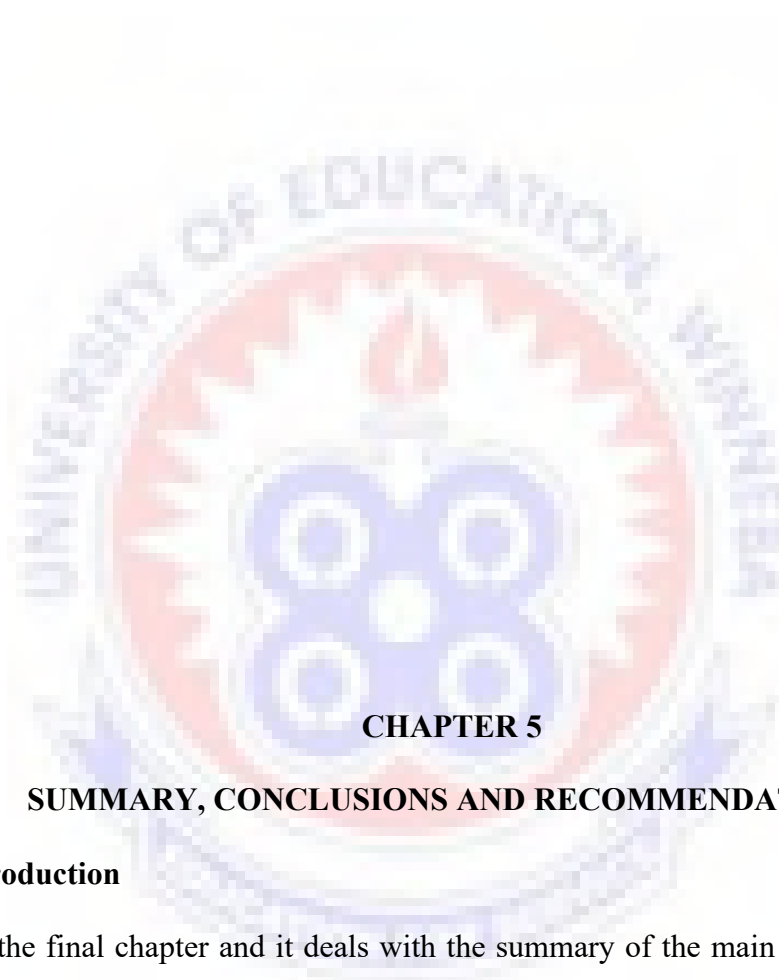
room was quite noisy. All the children in my group where two of the teachers were standing followed the teachers' conversation with their gaze, moving their eyes from one speaker to the other for as long as the teachers conversed. This behaviour of the children following the adults with their gaze is very much frowned upon in most Ghanaian homes. It is a common perception that a child who looks at the faces of adults or who listens to adult's conversation becomes a gossip. If this were to happen in a Ghanaian classroom, it would not be surprising if one of the adults were to ask the children to look away.

4.6 Summary of chapter

It is clear that nonverbal communication constitutes a great part of all teacher-child interactions in the preschool classroom (Bruce, 2005). Tanguay (2001) claims that NVC forms a greater percentage of all human communication. Children, as much as teachers, demonstrated varied ways and forms of communicating nonverbally. Though teachers were on most occasions sensitive to children's communication, they were not always responsive, confirming Tabor's 1997 claims. It is also important to indicate that there were occasions when teachers could just not interpret children's nonverbal signals due to their lack of context.

Moreover, different cultures have their own perceptions and attitudes towards nonverbal communication which either affect children negatively or positively. If Doherty-Sneddon's (2003) assertion that NVC in children is a means by which they express their knowledge and also enhance their social and emotional development is true, then any culture or attitude by teachers that does not encourage children's acquisition and use of NVC is a culture that does not encourage children's learning in particular and development as a whole.

Doherty-Sneddon suggested that due to differences in cultural meaning of different gestures, children need to learn gestures just as they learn their mother tongue. So, too, teachers probably need to learn the NVC of the children's cultures to be able to interpret them appropriately.



CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the final chapter and it deals with the summary of the main findings study, it also presents conclusions made from the study as well as recommendation. Suggestions for further studies are also presented in this chapter.

5.1 Summary

It is common knowledge that many adults discourage children from using nonverbal communication because they think that it could hamper or delay the development of verbal language. In so doing, they are overlooking the important role nonverbal

communication plays, not only as a means of communication but also in contributing to the development of verbal language.

Consequently, this current study, among other things, explored the forms of nonverbal communication that children and teachers use in their classroom interactions, how these forms of nonverbal communication are used, the link between verbal and nonverbal communication and its place in learning. As already stated, verbal and nonverbal NVC go hand in hand in everyday conversation but the aspects verbal normally dominate. Young children may interact by means of verbal and NVC but the NVC often dominates. This study looked at the constraints that emerge as children and adults communicate nonverbally.

The study suggests on creating awareness among teachers of the need to encourage children in their use of nonverbal communication. This would enable children who have not fully developed verbal language and those who do not know the language of the preschool to find a means of expressing themselves, thereby reducing the frustrations children go through when they come to realize they cannot make themselves understood.

A literature review was undertaken in order to examine the works of different writers and researchers, providing various lenses through which the concept of nonverbal communication has been viewed. This review is an integral part of the study. It brings out how this concept is explored by different authors from different cultural and social contexts.

A nonparticipant observation in Nsakina M/A kindergarten provides a frame for discussing claims made in the literature that has been reviewed. Reddy (1992 cited in Buckley 2003) states that children use nonverbal communication to get their intention,

interest and thoughts across to others. Tabors (2008:45) also identified four areas for which children learning a second language use nonverbal communication: to get attention, for requesting, objecting and joking. Tabors however, observed some difficulties in the use of nonverbal communication. She mentions that when there are no responsible adults to interpret the nonverbal cues children give, the intended message would not be put across. It is evident from the point of view of the above authors that nonverbal communication is an essential tool for communication in classroom interactions in the preschool. Ødegård (2006) identified gestures and gazes as forms of nonverbal communication that teachers and children use during their interactions in preschool classrooms. Johansson (2002) agrees with this stand, but goes further to add that a person's whole body expresses meaning. These writers have pointed out various forms of nonverbal communication that pre-school children use.

5.2 Conclusions

The main findings of the current study indicate that both children and teachers depend greatly on different forms of nonverbal communication in their day to day classroom interactions. It is also evident that teachers and children combine gestures and speech simultaneously in communicating with each other.

It was also found that there were occasions where children's nonverbal signals were not responded to especially when used with other children. More so, teachers misinterpreted children's nonverbal signals probably because sometimes children sent out ambiguous signals that were difficult for the teachers to interpret correctly. Another probable reason for which sometimes children did not receive responses to their nonverbal signals could be because teachers were not attentive to whole context of

child's interaction or experience. As argued by Tabors (1997), in the absence of a responsive teacher, the message that is being communicated does not get a response.

The findings further indicated that children imitated gestures teachers used without being intentionally 'taught'. Not only did children use complex gestures but they employed a combination of two or more consistent gestures when trying to communicate the same idea, illustrating their understanding of the gestures they used

5.3 Recommendations

Since children learn partly by imitation, teachers need to provide maximum opportunity for them to learn and use nonverbal communication by exhibiting different forms of nonverbal communication throughout the day. As indicated by Galloway (1997) and Argyle (1988), people can be trained to read nonverbal communication used by others. It is therefore important for teachers to be aware of the nonverbal communication they display during their interactions with each other and with children. It is also important for adults to be aware that children observe them and so should be mindful not to demonstrate that they are ignoring the children or excluding them from their conversations. Children need to be taught the meaning of gestures as they occur.

Activities such as 'people reading' and watching videos are two ways by which adults can help children learn the meaning and use of gestures and other nonverbal signals (Tanguay, 2003). Tanguay suggested that in order to teach children to read the facial expressions of others, adults could take children to shopping centers and ask children to observe people and discuss with the children what they make of the expressions on the faces of people, asking children if they think particular facial expressions depict sadness, happiness and so on. This strategy can be applied by adults in order to expose children to different nonverbal communication forms. It also has the added advantage

of encouraging children to be observant in their day to day interactions, consequently becoming better communicators as they are able to best interpret other people's feelings without having to ask them. This will also make children more subtle to their peers and hence show empathy to others.

It is, however, important for adults to caution children during this exercise to avoid gazing at people in public as this may be considered unacceptable in many cultures. Children must be made to understand the purpose of such an activity so as not to pick up such an antisocial behaviour of gazing at people in public all in the name of trying to read people's facial expressions.

Teachers can also watch videos without sound with children and ask them to tell what they think might be going on. This can be done as part of a regular routine that is carried out in the classroom. In this way children see nonverbal communication as pleasurable and fun to learn and use.

All children are different and develop at different rates (Riddall-Leech, 2008). In this regard, teachers need to pay particular attention to each child as an individual in order to know each child's language developmental needs. Just as children develop verbal language at different rates and at different stages, so it is when it comes to nonverbal communication development. Teachers need to provide support for children in accordance with their individual needs and should not expect all children to exhibit the same level of nonverbal communication skills at any particular time.

Sound background knowledge of children's home culture is a step towards understanding children's nonverbal communication. As Argyle 1988 mentioned, being aware of the cultural difference in the meaning of nonverbal signals is a way of ensuring good intercultural communication. Members of the community represented in the

school who have good knowledge of the language, such as linguists, can be invited to give in-service training to teachers. In this way children are able to see the link between what they found and use in the school and extend it to the home and the community at large.

5.4 Suggestions for Further Research

Though this study may seem small and unrepresentative of other early childhood centres, it still sheds light on the role of nonverbal communication in teacher-child interactions in the preschool.

A future study in line with this one could be expanded to include parents of the children and the views of teachers. The need to add parents and teachers is to get data on the cultural background of the adults. The researcher, in addition to carrying out naturalistic observations of teachers-child and child-child interactions in the centre could also carry out observations of interactions between parents and children at home and between parent and teacher. In this way, the researcher can look for consistency between the nonverbal communication children use at home with adults and the ones they use with adults in the preschool.

In conclusion, it is evident that nonverbal communication presents enormous opportunities for both children and adults to teach and learn. In the words of Adamson (1995:21), “all behavior can have a message value to a social partner, and so any behavior – even that produced to indicate a lack of desire to communicate, constitutes communication”. It implies that every interaction swims in an ocean of communication and as such it is important for the adult to be aware of the many ways that these messages are carried along during their interactions with each other and with children to enable them make the most of them. If children are communicating even when it

seems they are not, then there has to be an attentive and responsive adult present who will always respond appropriately to children's communication.



REFERENCES

- Abercrombie, D. (1972) Paralanguage. In Laver, J. & Hutcheson, S. (...). *Communication in face to face interaction*. London: Hazell Watson & Viney Ltd.
- Agbagbla, F. (2012). *The role of nonverbal communication in preschool classroom interactions*, 3, 16 – 29.
- Andersen, P. A . (2004). *The complete idiots guide to body language*. Indianapolis IN: Alpha Books.
- Andersen, P. & Andersen, J. (1982). *Non-verbal immediacy instructions*. In *Communications in the classroom* (ED) .L.BARKER), Englewood Cliffs, NJ: Prentice-Hall.
- Angelo, T. A. & Cross, K. P. . (1993). *Classroom assessment techniques: A handbook for college teachers (2nd ed.)*. San Francisco: Jossey-Bass Publishers.
- Argyle, M. (1988) *Bodily communication*. 2nd edition. New York: Methuen, Inc.
- Bae, B. (2005). Troubling the identity of a researcher: methodological and ethical questions in cooperating with teacher-carers in Norway. *Contemporary Issues in Early Childhood*, 6(3)
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544–559.
- Bi Jiwan. (1995). *Noverbal Communication In A Dictionary of British and American Culture* edited by Hu Wenzhong. Beijing: Foreign Language Teaching and Research Press.
- Borden, R. J. (2014). *Ecology and Experience: Reflections from a Human Ecological Perspective*. Berkeley: North Atlantic Books.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3, 77–101.
- Bruce, T. (2005), *Early childhood education.3rd edition*. London: Hodder Headline Group.
- Brunfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge: Harvard University Press.
- Bryman, A. and Bell, E. (2007) *Business research methods*. Oxford; Oxford University Press.
- Buckley, B. (2003). *Children's communication skills from birth to five years*. Milton Park: Routledge.
- Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.
- Creswell,]. W., & Brown, M. L. (1992). *How chairpersons enhance faculty research: A grounded theory study*. *Review of Higher Education*, 16(1),41-62

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage.
- Creswell, J. W., (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage Publications, Inc.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage. Retrieved from <http://www.ryerson.ca/~mjoppe/rp.htm>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage
- Davis, B. G. (2009). *Tools for teaching (2nd ed.)*. San Francisco: CA: Jossey-Bass.
- Dileo, D. H. (1977). *Child development: Analysis and synthesis*. New York: Brunner/Mazel.
- Doherty-Sneddon, G. (2003) *Children's unspoken language*. London and New York: Jessica Kingsley Publishers.
- Flick, Uwe (2014) *An Introduction to Qualitative Research, 5th edition*. London: Sage.
- Galloway, M., C. (1997), *Nonverbal and teacher-student relationships: An intercultural Perspective*. In Wolfgang, A. Nonverbal behaviour: perspectives, applications and intercultural insights. 411- 430. Toronto: Hogrefe and Huber publishers.
- Goodwyn, S. W., Acredolo, L. P., & Brown, C. (2000). *Impact of symbolic gesturing of early language development*. *Journal of nonverbal behaviour*, 24, 81-103
- Hall, E. T. (1966). *The Hidden Dimension*. Garden city, NY: Doubleday.
- Hall, J.B., Oyer, J. Herbert and Hass, H.W. (2001) *Speech, language and hearing disorders* .3rd edition: A guide for the teacher. Boston: Alyn and Bacon.
- Hastle, B., B. & Samter, W.(1997), *Children's communication: The first 5 year*. New Jersey: Lawrence Erlbaum Associates, Inc. Publishers
- Johansson, E. (2002). *Morality in preschool interaction: Teacher's Strategies for working with children's morality, early childhood development care*, 172:2,203-221.
- Kruger, F. (2009). *The use of nonverbal communication in the foreign language Class-room interaction: 11-15* .Great Britain: Hazell Watson & Viney Ltd: A pilot study.
- La Barre, W. (1978) The cultural basis of emotions and. In Laver, J. & Hutcheson, S. (eds.) *Communication in face to face interaction* 207-224 .Great Britain: Hazell Watson & Viney Ltd.
- Leathers, D. G. (1992). *Successful nonverbal communication : principles and applications* (2nd ed.). New York: Macmillan.

- Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using Nvivo. *School Psychology Quarterly*, 26, 70-84. doi:10.1037/a0022711.
- Mazur, S. & Pekor, C. (1985) Can teachers touch children anymore? Physical contact and its value in child development. *Young Children* 40, 10-12.
- McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (2006). *Nonverbal communication in instructional contexts*. In V. L. Manusov & M. L. Patterson (Eds.), *The SAGE Handbook of Nonverbal Communication* (pp. 421-436). Thousand Oaks, Calif.: Sage Publications.
- McCroskey, J. C., Richmond, V. P. & McCroskey, L. L. . (2006). *Nonverbal communication in instructional contexts*. In Manusov, V. L, & Patterson, M. L. (Eds.), *The SAGE Handbook of Nonverbal Communication*. Thousand Oaks, Calif: Sage Publications.
- McCroskey, J. C., Richmond, V. P. & McCroskey, L. L. (2006). *An introduction to communication in the classroom. The role of communication in teaching and training*. USA: Pearson, Allyn & Bacon.
- McNeill, D. (1992). *Hand and mind: what gestures reveal about thought*. Chicago: University of Chicago Press.
- McNeil, M., N., Alibali, W., M., & Evans, L., J. (2000). *The role of gesture in children's comprehension of spoken language: Now they need it, now they don't*. *Journal of nonverbal behaviour* 24 (2).
- Mehrabian, A. (1981). *Silent messages: Implicit communication of emotions and attitudes* (2nd ed.). Belmont, CA: Wadsworth. Miller, P. W. (2005). *Body language in the classroom*. *Techniques*, 80(8), 28-30.
- Miller, P. W. (1988). *Nonverbal communication (3rd ed.)*. West Haven: NEA Professional Library.
- Muhammad, H, Muhammad, A. F, Abdul, K. A. & Mudassar Z. (2014). *The Role of Non-Verbal Communication in Teaching Practice*. *Pakistan: Academic Journal*, vol. 26 Issue 1, p513.
- Neill, S. R. & Caswell, C. (1993). *Body language for competent teachers*. New York: Routledge.
- Nesbitt, E., (2000) Researching 8 to 13-year-Old's perspectives on their experience of Religion. In Lewis, A. & Lindsay, G., *Researching children's perspective*. 135-149. Philadelphia: Open University Press
- Ødegård, E. (2006). *What's worth talking about? Meaning making in toddler – initiated narratives in preschools*. *Early Years*, vol.26, No 1, March 2006, pp. 79-92
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2012). *Qualitative analysis techniques for the review of the literature*. *The Qualitative Report*, 17(Art. 56), 1- 28. Retrieved from <http://www.nova.edu/ssss/QR/QR17/onwuegbuzie.pdf>

- Qi, P. (2014). *Nonverbal teacher-student communication in the foreign language classroom*. Theory and Practice in Language Studies. Finland: Academy Publisher.
- Radford, K. W. (1990). *Observing the class*. Education Canada, 30, 36-39.
- Riddall–Leech, S. (2008) *How to observe children*. Edinburgh: Heinemann
- Samovar, (2000). *Communication between cultures*. Beijing: Foreign Language Teaching and Research Press.
- Samovar. L & Porter, R. (2000). *Communication Between Cultures*. Beijing: Foreign Language Teaching and Research Press.
- Suinn, R. M. (2006). *Teaching culturally diverse students*. In W. J. McKeachie, M. D. Svinicki & B. K. Hofer (Eds.), *McKeachie's Teaching Tips : Strategies, Research, and Theory for College and University Teachers*. Boston: Houghton Mifflin.
- Suinn, R. M. (2006). *Teaching culturally diverse students*. In W. J. McKeachie, M. D. Svinicki & B. K. Hofer(Eds.), *McKeachie's Teaching Tips : Strategies, Research, and Theory for College and University Teachers* (12th ed., pp. xxii, 407 p.). Boston: Houghton Mifflin.
- Tabors, O.P (1997) *One child, two languages: A guide for preschool educators of children learning English as second languages*. Maryland: Paul HS. Brookes Publ. Co., Inc.
- Tanguay, B.P. (2001) *Nonverbal learning disabilities at home: A Parent's Guide*. London: Jessica Kingsley Publishers
- Trenholm, S., & Jensen, A. (2008). *Interpersonal communication (6th ed.)*. New York: Oxford University Press.
- Webb, J. M., Diana, E. M., Luft, P., Brooks, E. W., & Brennan, E. L. (1997). *Influence of pedagogical expertise and feedback on assessing student comprehension from nonverbal behavior*. Journal of Educational Research, 91(2), 89-97.
- Yin, R. (2003). *Case Study Research: Design and Methods*. Thousand Oaks, California: Sage.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

APPENDIX A**OBSERVATION GUIDE****LUNCH TIME**

DAY ONE: TUESDAY, 30 th October, 2018				
C/C =child to child interaction				
T/C= teacher to child interaction				
NO OF ADULTS: 2				
NVC =Nonverbal communication				
The (√) indicates the occurrence of the				
non-verbal item (e.g. gesture, eye-contact, gaze etc.)				
NO.OF CHILDREN: 10				
TIME OF OBSERVATION:12:15 PM-12:45PM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION
TOUCH		√	Teacher rubs her hands on child B's head while telling him to eat his food which refuses to eat. Teacher holds child C's chin and caresses her hair to ask her to sit down and eat her food.	
GESTURE		√	1. Adults use hand gestures while talking to each other 2. Teacher using hand gestures while talking with children	Using hand gestures to emphasis what was been verbally said.
EYECONTACT/ GAZE	√		Child A looks into the face of the child B as she cries. Child A's face looks like she wants to join in the cry.	Child A was showing empathy to child B by the look on her face.
CRY	√	√	Child A cries while looking at the teacher when his bag was thrown away by child B. Teacher intervenes by asking child B to pick the bag and	Child A used cry protesting and complain to teacher adult about the behaviour of child B

		place it back. Child C, cries on two different occasions but teachers seemed to ignore her. She stops after shortly.	It wasn't clear why teacher ignored child C's cry. Did it seem she was crying for crying sake? And so teacher was trying to discourage a negative nonverbal behaviour?
HEAD SHAKING	√	Child D starts to shake his head. Child E sitting direct opposite him watches for a while and starts shaking his head as well.	Though the head shaking was not directed at no one, it was able to get the invitation of another child.

OBSERVATION GUIDE

PAINTING

DAY ONE: WEDNESDAY, 31 th October, 2018				
<p style="text-align: right;">C/C =child to child interaction T/C= teacher to child interaction NVC =Nonverbal communication</p> <p style="text-align: center;">The (√) indicates the occurrence of the non-verbal item (e.g. gesture, eye-contact, gaze etc.)</p>				
NO OF ADULTS: 2				
NO.OF CHILDREN: 10				
TIME OF OBSERVATION:10:15 PM-12:15PM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION

GESTURES			Adult using hand gestures while talking to child A	Adults use gestures to accompany speech while talking with children
HITTING			Child A, 3 years old starts to hit the table with his painting brush. Soon more children join in. it turns to a drumming activity.	A clear demonstration of children entertaining themselves without language. The teacher who was all along going round from child to child trying to trace each child's hands on their drawing papers, comes interrupted the 'fun', raising a song for them to sing instead. (What if the teacher had allowed them to continue with what they have creatively started?)
SHOWING OBJECTS		√	The teacher shows three bottles of paints to child B 2-year-old girl, she ask her to choose one for her painting. The child points to the pink bottle	Teacher and child using nonverbal signals to negotiate for the child's preferred colour; giving the child the opportunity to make a decision regarding her own learning even at age two.
POINTING		√	Teacher points to the kitchen as she asks child F, 2 years to go and wash her hands. She did the pointing simultaneously saying 'go and wash your hands'. She as well demonstrates the hand washing gesture for the child	The teacher added the gesture when she realized the child did not understand her when she asked her to go the kitchen by saying it and pointing to the kitchen. There are times that a number of nonverbal signals

				must be combined to go simultaneously with the verbal language in order to make the meaning clear to children.
TOUCH		√	A 2-year-old child brings a painting brush to the teacher after a painting activity. The teacher takes the brushes and patted the child on the back and said 'good'	Teacher using touch simultaneously with verbal language to praise a child
CRY	√		Child D, 3 years old hits child E, 3 years old. They both begin to cry.	Children using cry to express pain, fear and sadness. Child D who hit the other also began crying probably because of fear of what the teacher might do or say. She might be feeling sorry for making her friend cry or she might even have felt embarrassed.

OBSERVATION GUIDE 2.2: SNACK TIME

TIME: 9:45 – 10:10

DAY ONE: WEDNESDAY, 31 th October, 2018	
	C/C =child to child interaction
	T/C= teacher to child interaction
NO OF ADULTS: 2	NVC =Nonverbal communication
	The (√) indicates the occurrence of the non-verbal item (e.g. gesture, eye-contact, gaze etc.)

NO.OF CHILDREN: 10				
TIME OF OBSERVATION:10:15 PM-12:15PM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION
WAVING		√	Child G, 3 years old (from a different group) passes by and waves teacher 1 while saying 'bye' madam 1 bye. But the teacher does not respond because she is engage with other children	It was not all the time that children's attempt at communicating with teacher get responds. Not only when it comes to nonverbal but also verbal.
MUITLPLE SIGNALS		√	Child G, 3 year old girl turns to look at me, smiles, nodding her head simultaneously and showing the bread she was eating to me I return the smile and the nod.	This child might be telling me how much she was enjoying her meal or inviting me to join her either to bring me lunch to come and dine with them or to come and share hers. In either case it is a culturally socially accepted behaviour in some cultures to invite their guest to join them eat or (at least to say you are 'invited' as it is in the Ghanaian culture). It could also be realized how the child combines a number of NS to put her message across.
SPACE		√	Child I, 3 years old separates herself from the group and begins removing her pants. One adult sees her and tries to	It is a common practice for adults in similar situations to isolate or give some distance to others in order to attend to themselves. It

			pull it up for her but she pulls it down. The adult then checks and realizes she has messed herself and needs to be changed	is however not clear if it was the same thing the child was putting up by distancing herself from the group upon messing herself. Could this behaviour of people to be distance from others in such situations be innate for which reason a child of that age could do that?
POINTING		√	Teacher ask the child H, 2 years old to put her apron into her back while pointing to the apron and the bag	Teachers usually combine gestures with verbal language when addressing the 2 year olds, though they did that with the 3 year olds at times

OBSERVATION GUIDE 3.1

FREE PLAY

DAY ONE: THURSDAY, 1 ST November, 2018				
<p style="text-align: right;">C/C =child to child interaction T/C= teacher to child interaction NVC =Nonverbal communication</p> <p style="text-align: center;">The (√) indicates the occurrence of the non-verbal item (e.g. gesture, eye-contact, gaze etc.)</p>				
NO OF ADULTS: 2				
NO.OF CHILDREN: 10				
TIME OF OBSERVATION:9:30 AM-9:45AM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION

SHOUT/ SCREAM			Child A shouts at child F, 3-year-old boy when his toy was taken from him by child F.	Shouts to protest at the other child's behaviour.
GAZE		√	Child D, 2 year old girl keeps her gaze on me for a while, takes her eyes off when our eyes meet and I do not take mine off. This continues a few more times.	Did she take her eyes off because she felt embarrassed as it is with adults in such situations?
NODDING	√	√	Child A, 3-year-old boy cries. Teacher tries to calm him. Amidst sobs he said 'I want to go home'. Teacher repeats 'you want to go' and he nods while still crying.	Child using a nod to mean 'yes' when asked if he wanted to go.
FROWNING	√		Child B, 3 years old girl, frowns when child C, 3 years old boy grabs a toy from her hands.	Child frowning to show disapproval of the other's behaviour.
MUITLPLE SIGNALS	√		Child E, 3 years old boy finishes building a tower; he raises his hands up and with a smile of his face as if to say 'I made'.	Some nonverbal signals are self-directed. The child used that express his joy over his achievement, just as an adult will do when overwhelmed with joy.

OBSERVATION GUIDE 3.2**TABLE TOP ACTIVITIES**

DAY ONE: THURSDAY, 1 ST November, 2018				
C/C =child to child interaction				
T/C= teacher to child interaction				
NVC =Nonverbal communication				
The (√) indicates the occurrence of the non-verbal item (e.g. gesture, eye-contact, gaze etc.)				
NO OF ADULTS: 2				
NO.OF CHILDREN: 10				
TIME OF OBSERVATION:9:45 AM-10:15AM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION
SHOWING OF OJECTS		√	Child D, 3-year-old girl brings a triangle she constructed to show the adult. The adult looking away from the child, talking with other adults and cutting some papers, takes the triangle but does not look at it. The child takes her triangle back.	The child went them to nonverbally 'tell' the adult what she has been able to do and to receive some congratulations but because the adult was engaged with other things she did not 'hear' the child and she had to go back unfulfilled. If repeated for some time could frustrate the child.
CRYING (Multiple signals)	√	√	Child A, 3 year old girl cries, she cleans her face with hands. She stops briefly and continues again. She was not loud though. Child B, 3-year-old shows her a toy, in an attempt to make her stop	The fact that, the crying was not loud but protracted gives the indication that she was not in physical pain. It was known that she was missing a friend of hers who has been out of school due to ill -health. This child was

			crying. She continues crying adults comes to take her, cuddles her, give her a kiss on the forehead.	expressing an emotional pain by crying for several minutes. The teachers were sure she was missing her friend because they knew she usually does not cry.
--	--	--	--	---

OBSERVATION GUIDE 3.3

RHYMING

DAY ONE: FRIDAY, 2nd November, 2018				
interaction				C/C =child to child
interaction				T/C= teacher to child
NO OF ADULTS: 2				NVC =Nonverbal
communication				
of the				The (√) indicates the occurrence
gaze etc.)				non-verbal item (e.g. gesture, eye-contact,
NO.OF CHILDREN: 10				
TIME OF OBSERVATION:7:30 AM-8:30AM				
NVC	C/C	T/C	CONTEXT	INTERPRETATION

GESTURES		√	Teacher used hand gestures to teach the rhyme “A Lion” touching the various parts of the body to match the words in the rhyme.	Children were excited observing and imitating the teacher.
FACIAL EXPRESSIONS		√	Children used facial expressions such as smiling and laughing when teacher demonstrated the actions of the rhyme especially when the teacher held the waist and the head.	The smiles and laughter of the children indicated their excitement about the rhyme.
PATS AT THE BACK (TOUCH)		√	Teacher called child “A” to recite and perform rhyme and patted the back to encourage him. Teacher patted child “B” to console him when he cried for not	The touch from the teacher symbolized encouragement, motivation and affection.

			being able to recite and perform the rhyme.	
HUG	√		Child “A” a 3 year old boy after reciting and performing the actions of the rhyme got a hug from child “B” and child “C” for being able to recite the rhyme and perform the actions correctly.	Children used hug to congratulate each other.

