Shiraz Teachers' Use of Voice, Tone and Body States in The Persian Alphabet Training

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Abstract: This research examines the feasibility of training nonverbal communication by Shiraz teachers teaching Persian alphabet and the main problem of this study is that how much education authorities such as teachers have direct relationship with students, how much they have knowledge on no-verbal communication and how much they use it. Method of this study was content analysis and its population included first-grade elementary teachers of Shiraz that 40 of them were selected purposefully by elementary education experts. In this study, the required information was collected by trained people and under the supervision of a researcher by attending in the classroom in uncontrolled observation way. Then, they were analyzed using SPSS software. In this study, nonverbal behavior of teachers in the classroom, such as the type of role, the type of emotional movement, distance from student, facial expression, head and hands movements, looking, funny movements, blinking, eye state, type of hands and feet movement, physical state, the state of the fingers, eye contact effectiveness, expression of emotions, and intervention of teachers in the student speech were examined and analyzed. This study indicates that the first-grade elementary teachers of Shiraz have less skill in the use of nonverbal behavior, and the role of teacher is more formal and in expressing their emotions, they use more combination of face and hands and the distance between teacher and student is more public than social type, and face expression of teachers shows interest and passion for education and most of teachers have no reliance state in teaching. In addition, head of teachers is on the state toward students and use of eye contact is high and emotional state of teachers is learning type, tone of teachers is interrogative, and clothing of teachers is more formal.

Keywords: teacher, school, classroom, nonverbal communication.

INTRODUCTION

There is much criticism about public education and its ability in helping student to achieve desired objectives. Sometimes we perform works that are not effective and we should set them aside (White Robert. Lee in book entitled the success of the first year of teaching). Knowing facilitates the way to use some things, while lack of understanding and negligence expands fear and superstition and makes us more sensitive to others. Similarly, the acquisition of knowledge and skills on nonverbal communication puts every person in an exciting experience (Alan Piez- author of book entitled Body Language). Good teachers capable of engaging learning experiences for their students the day. Good teachers are able to provide interesting educational experiences for their students. They coordinate their teaching with talented students and students with special needs. Poor teaching is ignoring the needs of individual students, and therefore the possibility of the emergence of talents will not be provided in poor teaching. Good teachers take into account the special needs of each student including talented and disable student (Maryampour Soltani and Malihe Rahmani in guideline book of first-grade Persian teacher)

Review of literature

Jalilian (2006) in his dissertation entitled "investigating communication skills of news network speakers during the three-month summer of 2015", supervised by Mohammad Dadgran and advised by Sadighe Babran in Islamic Azad University of Central studied the verbal skills (such as fluency of speech), and nonverbal skills (such as the way to use the tools in running the news, they look of speaker to camera, and appearance) in male and female speakers. Research method in this study was content analysis and researcher generally concluded that male and female speakers of news network are in same situation in terms of verbal and nonverbal skills. Professor Sherry (2015) considers the nonverbal communication an integral part of the teaching and learning examining the difference between the two groups of students in terms of direct communication and non-direct and nonverbal communication. He concluded that nonverbal communication plays a major role in the learning process and always people who know nonverbal communication skill are more successful. Barmak (2014) in his study entitled "The impact of cognitive skills training on self-efficiency of high school students" concluded that there was no significant difference between the control and experimental groups.

Research questions
1- to what extent do educators use of voice and tone in teaching the alphabet?
2- To what extent do educators use body states in teaching the alphabet?

Methodology
This study is applied in terms of objectives and content analysis in terms of method.
Research tool
In this study, field method was used to collect main information and to collect other information such research review and background, library method was used. It also used questionnaire and non-controlled observation. In this study, after filling the code of sheets and transferring them to SPSS software, we analyzed raw information and data.
Research validity and reliability
After coding stage, in order to observe the principle of objectivity, coefficient of reliability was calculated. Using Scott formal and re-coding (20% of samples), reliability coefficient was obtained 0.83.
Procedure

1- Coding the categories according to guideline
2- Using frequency distribution table in which percentage of each category is determined
3- Recoding 20% of total sample using random sampling
4- Calculating the agreement between the first and the second coding

5- Percentage of expected agreement Pe considering the $P_e = \sum_{i=1}^{k} P_i^2$ in which, K: the number of sub-categories and pi: the ratio in total sample

6-The result $\pi = \dfrac{P_. - P_e}{1 - P_e}$ in which π : reliability coefficient , p0: percentage of agreement observed and Pe: percentage of expected agreement

Table 1- Research validity and reliability

First and second observation	Second observation	First observation	Selecting using regular sampling
+	Repeated exactly	First observation	2
+	Repeated exactly	First observation	7
+	Repeated exactly	First observation	12
+	Repeated exactly	First observation	17
-	Different from first observation	First observation	22
+	Repeated exactly	First observation	27
+	Repeated exactly	First observation	32
+	Repeated exactly	First observation	37

$$P_e = \sum_{i=1}^{k} P_i^2 \quad \Rightarrow \quad P_e = 0.25 \ , \ P_0 = 87.5\%$$

$$\pi = \frac{P_0 - P_e}{1 - P_e} = \frac{0.875 - 0.25}{1 - 0.25} = \frac{0.625}{0.75} = 0.83 \ Ok$$

Research findings
In response to the first question, these results were obtained:
Table 2- teacher emotions' distribution in teaching classroom

	Helpful emotional	Infatuation emotional	Farseeing emotional	Deliberate emotional	All states	Total
f	19	1	9	10	1	40
%	47.5	2.5	22.5	25	2.5	100

Table 3- distribution of teacher tone in teaching classroom

	monotonous	childish	Poetic	Exclamatory	Interrogative	Combined	Total
f	16	0	0	0	20	4	40
%	40	0	0	0	50	10	100

Table 4- Distribution of verbal intervention if teacher in teaching classroom

	due intervention	Undue intervention	Silence	Total
f	25	5	10	40
%	62.5	12.5	25	100

In response to second question, the following results were obtained:

Table 5- distribution of teachers' role type in teaching classroom

	Formal	Informal	Lively	Silent	Comic	Serious	Total
f	14	6	6	6	2	6	40
%	35	15	15	15	5	15	100

Table 6- Distribution of emotional movement type of teachers in teaching classroom

	Face to face	Hands	feet	Combination of hand and face	Altogether	No emotional state	Total
f	1	1	0	24	8	6	40
%	2.5	2.5	0	60	20	15	100

Table 7- distribution of teacher distance from student in teaching classroom

	Friendly	Personal	Social	Public	Total
f	7	7	5	21	40
%	17.5	17.5	12.5	52.5	100

Table 8- distribution of comic behavior and movements of teacher in teaching classroom

	Aggressive	Challenging	Peaceful	Inhibiting	Felonious	Show-off	Mobile	Other behaviors	Total
f	10	77	5	3	2	1	8	4	40
%	25	17.5	12.5	7.5	5	2.5	20	10	100

Table 9- Distribution of teacher movement signs and symbols in teaching classroom

	With cane	Standing	Jewelry	With glasses	With hat	Other signs	Total
f	0	4	0	8	0	28	40
%	0	10	0	20	0	70	100

Table 10- distribution of teacher state compared to student in teaching classroom

	Confront	side	L shaped	Back	Diverse	Total
f	16	0	7	2	15	40
%	40	0	17.5	5	37.5	100

Table 11- distribution of teacher reliance in teaching classroom

	Forward	Backward	to the side	Sitting	No reliance	Total
f	4	2	0	0	34	40
%	10	5	0	0	85	100

Table 12- distribution of teacher feet states in teaching classroom

	Stretched	open	On each other	paired	All states	Total
f	2	10	7	13	8	40
%	5	25	17.5	32.5	20	100

Table 13- distribution of teacher body state in teaching classroom

	Eager	Interested	Weary	autistic	Standing	جمع
f	10	11	1	6	12	40
%	25	27.5	2.5	15	30	100

Table 14- distribution of teacher clothing in teaching classroom

	Local	Childish	Conventional	Formal	جمع
f	0	0	10	30	40
%	0	0	25	75	100

Discussion and conclusion

In response to the question that how much educators use voice and tone in teaching the alphabet, we found the following results:
1) Emotion of teacher in classroom is more helpful emotional.
2) The tone of the teacher in the classroom is more interrogative tone.
3) Intervention of teacher in the classroom is more due intervention.

In response to the question that how much educators use body movements in teaching the alphabet, we found the following results:
1) Type of teachers' role in teaching classroom is more formal.
2) Type of motional movement of teachers in the teaching classroom is more in the form of combination of hand and face.
3) The teacher distance from student in the teaching classroom is more public
4) Comic behavior and movements of teacher in the teaching classroom are usually followed by aggressive behavior and movements with levels of agility.
5) Movement signs of teacher in classroom are usually in the form of observed signs.
6) Teacher state in the classroom is more in the form of face to face.
7) Most of teachers in the teaching classroom have no reliance
8) Feet of most of teachers in the teaching classroom is usually paired
9) The body state of teacher in the teaching classroom is more standing state.
10) Teacher clothing in the teaching classroom is more formal

Recommendations

1- In-service teaching with a focus on nonverbal communication teaching
2- Forming and using specialized committees and multiple thinking rooms in organization to investigate the performance of teachers in nonverbal communication area

3- Training the teachers, principals and moderators of schools on using nonverbal signs.
4- Development of courses in university with subjects of verbal and non-verbal communications, body language for educational science and psychology students to make this critical area in the country more academic.
5- Development and changes in selection of teachers and paying attention to communicative ability of person.
6- As this study examined the first-grade elementary school teachers in Shiraz, it is recommended that future studies to investigate ore teachers in this regard.
7- It is recommended for researchers to refer to Education Department to examine the ruling nonverbal communication beside ruling verbal communication in the teaching.
8- As this study related to first-grade elementary teachers, it is suggested that teachers of other grades to be examined.

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