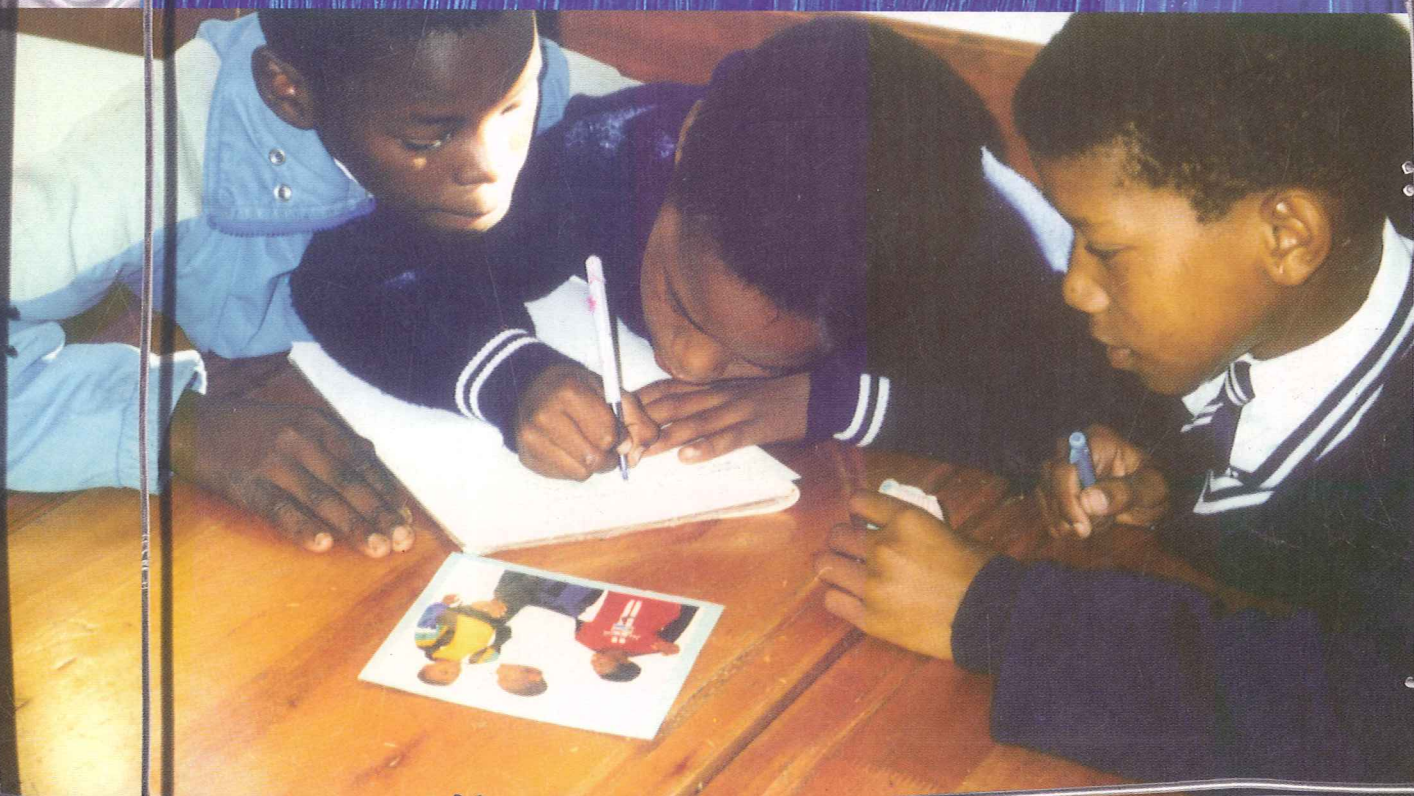


**B.Ed. (Foundation & Intermediate)
Core Learning Areas Course**



UMTHAMO

1

LANGUAGE, LITERACY & COMMUNICATION

**Communicating Without
Words**

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Language, Literacy and Communication

Introduction

In this part of the Learning Areas course, we will be studying how the learning area, Language, Literacy and Communication fits into our daily lives. We will also be finding ways to take what we learn in this course into our classrooms.

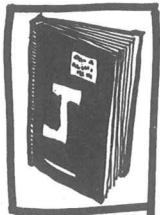
In each year of this course we will look at the different aspects of language: **thinking, talk, reading and writing**. In other words, we will think about the different ways we communicate through language. In this first year we will first look at **communication**. Then we will look at a way of teaching **language** which brings all the different aspects together.

There will be **activities** for you to do in each umthamo in this learning area. Most of these activities you will be able to do on your own, at your school, wherever it is. The activities are 'open-ended'. There is no one right answer, or one right way to carry out the tasks, or even one right result. Each teacher's situation in her or his classroom is unique. So it is very important that you keep a careful record of what *you* have done in your particular classroom with your pupils. Then when you discuss what happened in your classes with other teachers at your **face-to-face sessions**, some things will be similar and others will be quite different.

As explained in the introductory umthamo, you will have to carry out one key activity, as well as smaller, related tasks. Activities have been structured in such a way that they will assist you in understanding the work of the umthamo. You will need to write a report on each key activity that you do.

In some instances we will ask you to discuss something with another person. You could talk to a friend, another teacher at your school, or another teacher in your face-to-face group. You may even wish to discuss something with your Umkhwezeli.

In *this* umthamo the **key activity** is in three parts. For the first two parts, you will need to observe your own teaching, and you will have to record your observations in your **journal**. For the third part of the key activity, we will ask you to **write a report** about your observations of your own teaching. You will present this report to other teachers in your face-to-face group so that they can appraise (assess) your work. Then you will assess your report yourself, and lastly you will hand it in to your umkhwezeli to evaluate.



For one of the activities in this umthamo, you will need to collect lots of pictures from old magazines. You will need pictures of different people, talking.

What we expect of you

As you continue with this course, we will be looking for evidence (proof) that what you have learned in this umthamo 'rubs off' on your day-to-day teaching in all learning areas. This evidence will be short pieces of writing in your that show what you notice about body language and non-verbal communication in your classroom, at different times, throughout the year.

Each time you write about what you observe, write down the date and then reflect on how you think you are changing in the way you communicate non-verbally with your pupils. At the end of this academic year, you might choose to include some of these reflections in the **portfolio** that you put together.



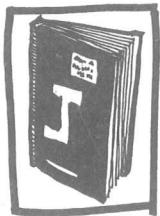
Umthamo 1 - Communicating without Words

Intended Outcomes

- When you have completed lomthamo, you will have a better understanding of what we mean by verbal and non-verbal communication.
- You will see how important an awareness of body language (non-verbal communication) is for teachers in their classrooms.
- If you carry out all the activities in lomthamo, you will be more conscious of the communication strategies we use for different purposes and situations.
- And if you give your pupils opportunities to do similar activities, they will also begin to develop a greater understanding of these different strategies.



You should take about ½ hour to complete this unit



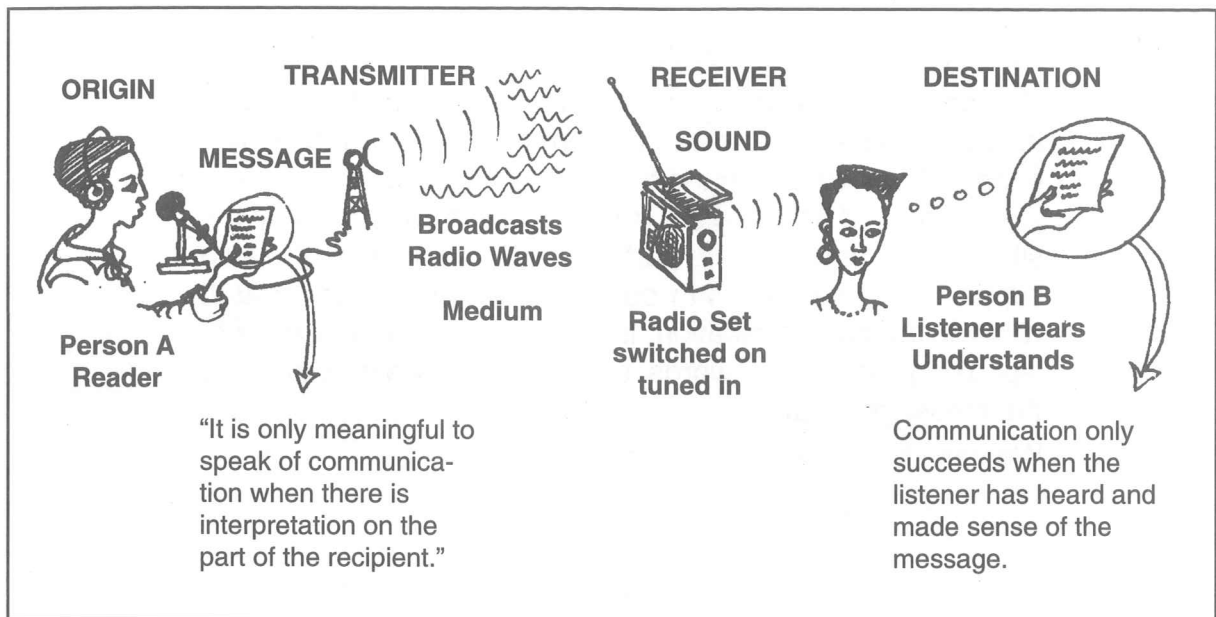
Unit 1

Communication

What is 'communication'? Think about this word for a few minutes, then take out your journal and write the date, and then write down what you think communication is. **Don't** look up the word in the dictionary. Just write whatever *you* think. We are not looking for the '**right**' answer. We really want you to write down what **you** think of when you hear or read the word, 'communication'.

When you have written down what you think communication means, think of two people speaking to each other. If real communication takes place, then the message that one person speaks, or utters, must be understood by the other person. In other words, the ideas that the speaker has in her/his head, that s/he wants to get across to the other person, must match the message that the listener constructs (or makes) in her/his head if successful communication has taken place.

When people discuss communication, they often use a model or diagram based on what happens with the radio. Someone, person A (the radio presenter), has an idea. They want to get their idea across to someone else, person B (the listener). But person B is not with person A, not even within shouting distance. The only way that person A can get the message across to person B is through the radio. The radio waves carry the message from person A to the radio of person B.



But if person B isn't listening, then s/he won't hear person A's message. Person B must switch on her/his radio and 'tune in' to get the message.

In the same way, when we speak to one another, communication will only take place if the message that the person listening gets, actually matches the message that the speaker is sending. It is the listener's responsibility to try to hear the speaker's message, as well as the speaker's responsibility to put her/his message across. The role of the listener is not a passive one.

Fortunately, when we are having a face-to-face conversation with someone, we can answer straight away. And if we are confused or uncertain about something the other person says, we can ask and they can explain. Or, the speaker can see the confusion grow on the listener's face, and can try to repair (or fix) the message.

Unit 2

Non-verbal Communication

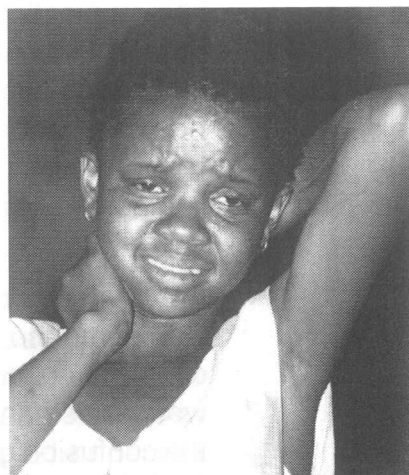
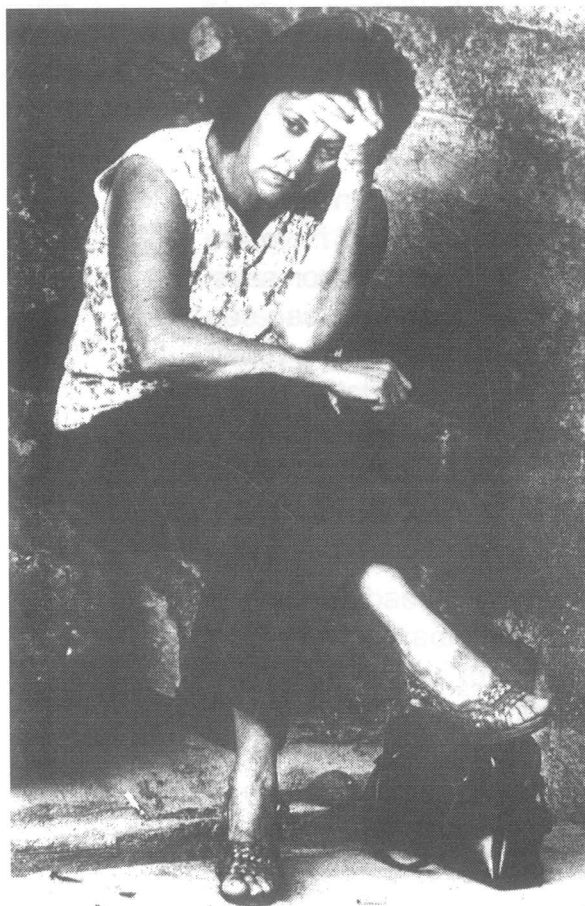


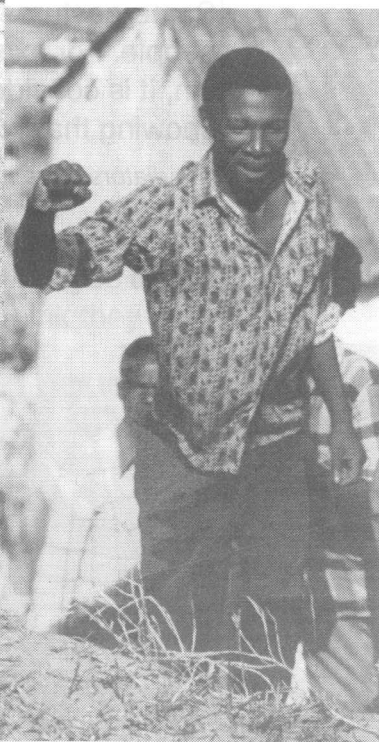
Human beings use language to communicate their thoughts, ideas and feelings. But we can communicate in many ways, even without words. This is because when we communicate, a great deal of what we are trying to say is supported by the situation or context of that particular communication. We also support what we say with our 'body language', or through **non-verbal** communication. In other words, we use ways of 'speaking', other than words, to add to what we say, to make the message clearer.

We can communicate through:

- facial expressions
- gestures
- how close we are to people
- the way we sit or stand
- the clothes we wear
- touch
- taste and smell
- tone of voice, accent and loudness

and also, language (or words).







Facial Expressions and Gestures

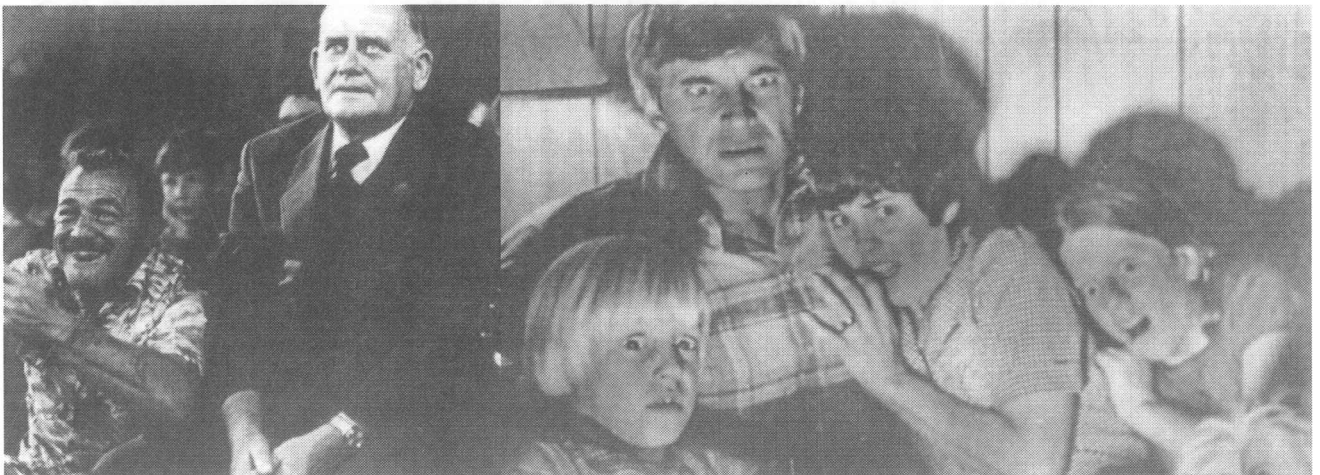
People move their heads and hands when they speak. When we smile, frown, raise our eyebrows, or wink, we show how we feel towards someone or something. We send messages through these actions.

Even the way someone's head is held can show what that person is feeling about her/himself, or whatever is taking place at that moment. If someone holds their head high, that may 'tell' us that that person feels confident or good about themselves. But when someone lowers their head, that may suggest that they don't feel very good about themselves. When someone lowers their head, this can also be a sign of respect in some cultures, and of sullen disrespect in others.

Gestures, too, can mean something. The meanings of some gestures have existed for many years. For example, long ago, in Ancient Rome, when the gladiators* fought, if the crowd watching a fight thought a gladiator should live, they would wave their handkerchiefs. But if they thought the gladiator should die, they would point their thumbs downwards. 'Thumbs down' still means bad today. And when we want to show our approval of something, it is quite usual to give a 'thumbs up' sign.

Some gestures mean different things to different groups of people. For example if a person sticks out his tongue in Britain, it is considered to be rude. But in China this is a way of showing that you have made a mistake (Wilkinson, 1975).

**gladiators were men who were trained to fight at public shows.*





You should take about 3 hours to complete this unit

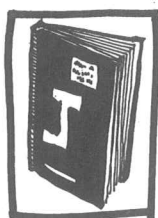


Unit 3

Posture and Proximity

The way we sit or stand (posture), and how close we are (proximity) also communicates important messages. In some societies, it is the custom for people to speak to one another with their faces very close together. But in other communities people feel uncomfortable if they are too close.

People can also show how well they know one another by how close they are when they communicate. If they are very close, it is likely that they know each other very well. But, in an interview situation, the person who is applying for the job (the candidate) will be at a distance from the person or persons interviewing her/him, and there may be a desk or table between them to emphasise this distance.



Activity 1

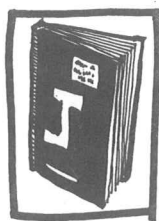
Look at the pictures below. The first picture shows two people speaking with their heads very close together. Sometimes people call this speaking 'tête-à-tête', which is French for head to head.



What do you think they are saying to each other? What is their relationship? Write in your **journal** what you think each one is saying, and explain why you think they are saying these words.

Now look at the second picture. It shows a person being interviewed.





Why do you think there is a table between the candidate and the people interviewing her? How do you think the interviewers want that person to feel? What can you tell from the way each person is sitting? Who has the most status? Write down your thoughts in your journal.



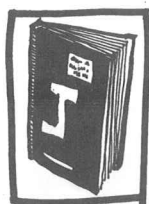
As primary school teachers, or teachers of young children, it is very important for us to think about these things. If we keep too great a *physical distance* between ourselves and our pupils, they will not feel free to express themselves and to ask questions. We can make the children we teach feel **safe**, and **free** to say what they think. Or we can make them feel nervous and stupid. We need to narrow the distance between ourselves and our pupils to show that we care, and to make them feel free enough to voice out their ideas, concerns, thoughts and opinions.

Teachers of young children know that when they want to speak to young children, it is very important to make sure that their eyes are at the same level as those of the children with whom they are speaking. Parents and other members of the family seem to know this, too, without being told. If you watch someone in your community talking to a young child, you will notice that they will often crouch or bend down, or even pick the child up, so that their eyes are at the same level as those of the child.

When one person stands and another sits, this can indicate status. In some societies it is the custom for the one who stands to have lower status than the one who is sitting. But in other societies the heads of people who are less important must be *lower* than the head of someone who is superior, or who has more status.

Another clue is the **way** people sit or stand (in other words, their posture). If people sit or stand in a very relaxed way, that may well suggest that they feel very comfortable with each other. But if they are tense or stiff, that may convey (or tell us) something different.

We hope that when you do the next activity it will help you to understand this better.



Activity 2 - Posture and Proximity

This is the first part of the key activity. You will need to be in your class with your pupils to carry out this activity.

Take your journal with you to make notes about what you find out. We want you to watch yourself, to think about and make notes about the way you sit and stand (your posture), and how close you let your pupils get to you (proximity). We also want you to make notes about your pupils' posture.

It is important that you do this part of the assignment with care. Write detailed observations for 2.1.1 & 2.1.2 and write thoughtfully for 2.3 & 2.4. You will need to use what you have written for your final report. (Activity 5)

It may help to ask another teacher, who is a friend, to sit in your class for a short time to write notes about the way you sit or stand when you are with your pupils. They should also make notes about the way your pupils sit or stand. Keep these notes that your colleague has written, with your own notes. Make sure that your friend's observations are dated, and that you give them the heading, 'Posture and Proximity - An Observer's Notes'. Compare what your colleague had to say with what you noticed yourself. What have you learned from your colleague's notes that you hadn't noticed yourself?

2.1 Choose three very different times during the day to take note of yourself and of your pupils.

Here are some examples of different times and situations during the school day when you could observe yourself and your pupils:

- (i) at assembly
- (ii) when you are telling or reading a story to your pupils
- (iii) when they are involved in a group work activity.

2.1.1 Take note of how you are standing or sitting with your pupils in these three different situations.

Use the following questions to help you:

- How do you stand? Do you stand very straight with your arms folded? Do you lean against your table or the wall?



- Do you ever sit? If so, *how* do you sit? What position do you usually take? Are you relaxed, or stiff?
- What about the expression on your face? Do you think you look friendly, or strict? Do you smile? Do you frown?
- What about your hands? What do you do with your hands? Do you clench your fists, or are your hands open and relaxed?
- How close do you let your pupils get to you? Why?
- If you are moving or doing something, and your pupils speak to you, do you stop what you are doing and listen? Why?

2.1.2 Take note of how your pupils are sitting or standing in these three different situations.

Use the following questions to help you:

- Are your pupils stiff or tense as though they are afraid? Or are they relaxed? Do they stand stiffly and look worried, or do they move easily and look happy?
- Do they sit forward in their desks, as though they are interested in what they are learning? Or do they sit back as though they are bored? Or are they sitting stiffly because they are anxious, or even afraid?
- Where do your pupils put their hands? How do they hold their pencils or pens?
- Do they stand close to you, or do they keep their distance?

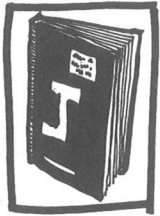
2.2 At the end of the day, read your notes and write them out in greater detail. Try to give some specific examples that illustrate your observations.

2.2.1 Think about the following :

Who has the most status? Who is the most important (who is at the centre of the learning) in your classroom? (You will think more about making our classrooms **learner-centred** in the Core Education Studies Course.) Is this clear from the way you and your pupils sit or stand? Do you always sit or stand in the same manner (ie relaxed or tense)? If not, why do you think sometimes you are more relaxed and sometimes you are tense?



What about your pupils? Do they always sit or stand in your class in the same way? Why do you think this is? Which way do you think your pupils are most comfortable? Why? What are your feelings about your pupils' different postures and how close they get to you?

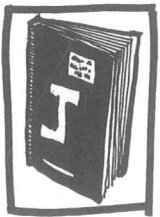


- 2.3 Write the date in your journal, and the heading, 'Posture and Proximity'. Then write down your thoughts and responses to the above questions. Also consider what you have learned so far? How did you feel when you did this activity ?



When you meet with your umkhwezeli and your face-to-face group you may have an opportunity to discuss with one another what you have found in your class. Are your experiences the same, or are they different? Why? What explanations do you have for what you have found?

- You should also observe how you sit when you meet with your umKwezeli, and discuss this in your group. Then write what you have observed in your journal. Compare what you have written.



- 2.4 In your journal, write the date and then write the heading, 'Face-to-face session Discussion on Posture and Proximity' and write down what you discovered at your face-to-face session group.



Learners listening attentively



Mosquito

At the end of 1996, I was working for the Primary Science Programme (PSP) in the Central Region of the Eastern Cape. Alan and I were asked to organise and run the National Primary Science Olympiad camp which was held at Golden Gate in the Free State.

There were ten children from each of the seven provinces that the PSP was working in. There was one child from Mpumalanga, a skinny boy with very bright eyes. He stood out because he was the first child to get a nick-name from the other children. They called him Mosquito. He was quite proud of this nick-name.

The nick-name that he had been given was very apt because he found it very difficult to sit still and to be calm and quiet when it was necessary. He was constantly looking for attention and affection from both the other children and the adults. So he hung around everybody, trying to get close, and he got in the way. He could be infuriating.

At one stage he made a number of people quite angry. But an extremely skilled and patient teacher from KwaZulu-Natal, Bongani Ngobese, spent some time with this child. He talked to Mosquito and got him to see the effect that he was having on the other children and the camp generally. Mosquito really tried hard to co-operate and we quickly realised that he was a very 'sharp' child.

On the last night of the camp, Mosquito showed the rest of the children the shoe-polish that he had invented and made, which was the reason that he had been selected to attend the camp.

Later we learned that Mosquito had had a rather unsettled home background. All he needed to 'blossom' was some time, some care and some understanding attention.



You should take about 6½ hours to complete this unit

Unit 4

Appearance

The clothes we wear and our hairstyles can also say something about us. They can indicate which group we belong to, how we see ourselves, and also how we feel about ourselves. In the past young African girls kept their hair very short. Traditionally, they only braided their hair when they were of a marriageable age. Married women also braided their hair, but their braids were much longer. In this way, the style of a person's hair could communicate important information.

Certain activities and jobs need specific types of clothing. For example, we need to wear loose, comfortable clothing for sport. But if we have to attend an official ceremony, sports clothes would be quite out of place. We would need to wear smart, formal clothing.

Sometimes printed invitations to certain functions say how people should dress. For example, for some dances people who wish to attend may be required to wear 'semi-formal', or 'smart casual' clothes. If they don't, they may not be allowed in. Some night clubs and restaurants also have certain dress codes (or rules about the clothing people should wear).

Our clothes can also reflect our individuality and our personality. But some people have to wear a uniform to emphasise similarities and to hide their individual characteristics. What do you think about uniform? Why? In some countries, primary school children don't have to wear school uniform. Uniform is only introduced when they go to high school. Do you think this gives a message about the priorities (what is considered to be of most importance) in these schools?

Does what we wear affect our behaviour? When a young man comes from initiation he only wears new clothes. His old clothes are thrown away, as a sign that he has given up the ways of his youth, and he is now a man. He is expected to behave like a man.

We tend to make judgements about people from their appearance. But how reliable is this as a way of judging others? One of our friends tells for instance of how he could not get a job for a long time, simply because he wore his hair in dreadlocks (like Samson in the Bible). Try the next activity with your pupils. It is about making judgments about people from their appearance.



Activity 3

You may choose to do this activity for an Intermediate Phase class (Option A) or for a Foundation Phase class (Option B). For both these options you will have to collect some pictures from newspapers and/or magazines of small groups of people in different situations. The people in the pictures need to be communicating with each other. Make sure that in some pictures the communicators are close together, and in others the communicators are far apart.

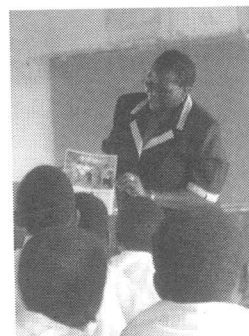
Read through the rest of the assignment instructions before you start collecting pictures. Your umkhwezeli will also give you some advice about the kind of pictures you should look for. You will need quite a lot of pictures and will need to spend some time looking for suitable pictures.

Cut out the pictures carefully and stick them neatly onto card so that they will last longer. You will need to cover these cards with plastic if you want to use them again and again. Write a number on the back of each picture. If you are doing this activity for an Intermediate Phase class of about 50 pupils, you will need 25+ different pictures. If you are teaching a Foundation Phase class, you will need between 5 and 10 pictures. Make sure that your pictures are quite big, (at least a full page), and that they are clear.

Option A - For an Intermediate Phase Class

Part 1

1. Gather your class around you, choose one picture and hold it up so that everyone can see quite clearly. Tell your pupils to look carefully at the people in the picture. Tell them to look at the people's faces, to look at the hands of the people in the picture. Ask your pupils what this tells them about the people. Tell them to look at what the people are wearing. What can they guess from the people's clothes? Then tell them to notice how the people are sitting or standing, or whatever the people are doing.



What can they tell from this? Ask them to tell you what they think the people in the picture are talking about. In this way you will be modelling what you are going to ask them to do in pairs.

As they answer, write their ideas up on a large sheet of newsprint so that everyone can easily read what their peers think. It is also very important for children to see their thoughts being recorded in print. By doing this, you will make your pupils feel valued.

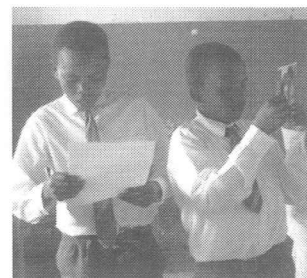
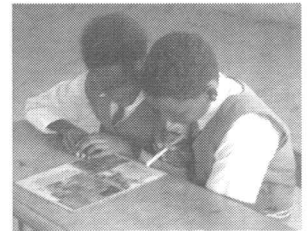
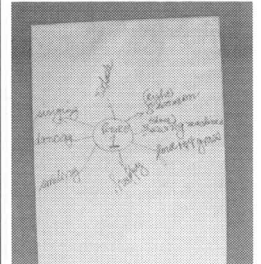
When your pupils answer, encourage some of your more quiet students to respond and share their ideas with the class. Don't just rely on the children who are confident and who are always keen to answer.

2. Hand out the pictures, one picture to each pair. *Don't* hand out the picture that you have been demonstrating the task with. You will need it for Part 2.

If you teach a multi-grade class, put a child who can write easily next to one who struggles. Tell the children to study their picture carefully, and to discuss each person that they see. They will have to look at the people's faces, hands, their clothes, and the way that they are sitting or standing.

3. Next, give each pair a piece of paper and tell them to write their names at the top of the page, and the number that is on the back of the picture. Then tell them that you want them to write down anything that they can guess about the people in the picture.

4. Stop your children after about 10 minutes. Ask some of your pupils to read out what they have written. Again, don't just ask the children who always do well. Ask some of your quieter pupils. This will mean that all the children will realise that they need to concentrate and they will all need to carry out the task because they won't know whether you are going to ask them. When a child volunteers to share what s/he has written, go and stand near to that child so that you give her/him support as s/he speaks to the class.





Part 2

1. Gather your children around you again. This time hold up the picture that you held up in Part 1, and make sure that everybody can see it clearly. Point to one of the people in the picture and ask your pupils what they think that person might be saying. There won't be a 'right answer', so accept two or three suggestions.
2. Ask your class which suggestion they think they like the most and write that up on your sheet of news print.
3. Now ask the children to give their suggestions of what the other person might be likely to reply. Again accept two or three suggestions.
4. Write up the popular choice. Carry on in this way until you have written a dialogue in which each person speaks at least twice. In doing this you will have modelled for your class what you want them to do next.
5. Now tell your class to look at their pictures again. Tell them that you want them to guess what they think the people in their picture might be saying, and to write their own dialogue. Their dialogues must have each person speaking at least twice. They can write in isiXhosa or English. (When we trialled this activity, the children really enjoyed this part of the lesson because they were able to come up with their own ideas. They weren't expected to repeat the ideas that their teacher had given them.)

Tell them that you are not looking for the *correct* answer, or what exactly the people in the pictures are saying. But what your pupils suggest should make sense. Encourage them not to worry about their spellings at first. Tell them you just want them to get their ideas down. Later they can write the conversations neatly, and make sure that their spellings are correct.

- 6 Stop your pupils after 15 minutes. Then ask some of your children to read out their dialogues. Tell them to hold up their picture so that everyone can see it, and then to read aloud the dialogue that they have written.

Again, go and stand close to the children and give them support as they stand up to share their dialogues with the rest of the class.

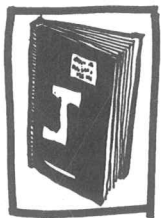
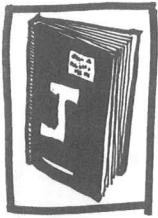
7. When several pairs have shared their writing with the rest of the class, discuss with your pupils how much they think we can tell from the way someone looks. Make notes of what they say so that later you can write down these comments in your **journal**.

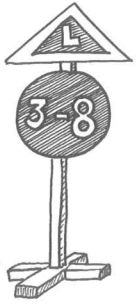
Keeping a record of what you did

1. Collect what your pupils have written about the people in their pictures, and their dialogues and store this writing with the large sheet of newsprint, in your concertina file. Label this work, 'Language, Literacy and Communication - Umthamo 1 - Activity 3 - Option A', and add your name and the date.
2. After school, take your journal and describe what happened in your class when you did this activity. Write down your pupils' comments from the discussion, too. What have you learned so far? How did you feel when you were doing this activity? How do you think your pupils felt? Why?

If the children have really enjoyed doing this task, they may be keen to repeat it on another day. Do this, but this time make sure that you give each pair a **different** picture to work with. It will be interesting for both you and your pupils to compare the responses of different pairs of children.

Keep the pictures that you gave your pupils for this activity safely. It is a good idea to store them in a big used envelope. Label the envelope, 'Pictures of People Communicating'. At the end of the year we would be interested to see the pictures some of you were able to find and use, and which you have included in your portfolios.





Activity 3

Option B - For a Foundation Phase Class

1. Gather your class around you. Choose one picture and hold it up so that everyone can see it quite clearly. Tell your pupils to look carefully at the people in the picture. Tell them to look at the people's faces, to look at the hands of the people in the picture. Ask your pupils what this tells them about the people. Tell them to look at what the people are wearing. What can they guess from the people's clothes? Then tell them to notice how the people are sitting or standing, or whatever the people are doing. What can they guess from this? Ask them to tell you what they think the people in the picture are talking about.

As they answer and share their ideas, write down what they tell you on a large sheet of newsprint. Make sure that you write clearly so that they can see what you are writing. It is very important for them to see their ideas being turned into writing. They will learn important lessons about the process of writing and something of what it is to be a writer.

2. Now set your class a task which they can get on with on their own, without your close attention.
3. Then sit with one group of children, and let them choose a picture to talk about as a group. Ask them to tell you about the people in the picture. Tell them to look at the people's faces, hands, clothes, and the way they are sitting or standing. Encourage everyone to participate, even the shy ones.
4. Ask them to tell you what they think the people are talking about, and why. As they give you their ideas, write down what they say on a large piece of paper, just as you did when you were working with the whole class.

You may even want to get them to dictate the conversation that they think the people in the picture are having, and what they are saying. You can write this like a dialogue. In this way you will be introducing them to the conventions (the way we usually do things) of writing a dialogue or a play.

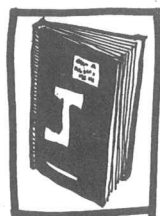


You will probably need to allow two or three days to be able to get around to all the groups in your class. But when you work with a group, you will find that even your shy pupils will be willing to share their ideas.

Keeping a record of what you did

1. When you have worked with all your groups in this way, take your journal and describe what happened when you did this activity with your class. Write down any interesting comments that your children made about the pictures. How did you feel when you did this activity? How do you think your children felt? Why? What have you learned so far? Write about this in your journal.
2. Collect what your pupils have dictated about the people in their pictures, and their dialogues and store this writing with the large sheet of newsprint, in your concertina file. Label this work, 'Language, Literacy and Communication - Umthamo 1 - Activity 3 - Option B', and add your name and the date.

Keep the pictures that you gave your pupils for this activity safely. It is a good idea to store them in a big used envelope. Label the envelope, *Pictures of People Communicating*. At the end of the year we would be interested to see the pictures some of you were able to find and use, and which you have included in your portfolios.



When this activity was trialled with a Grade 4 class the children really seemed to enjoy what they were doing. First the whole class discussed a picture that the teacher showed them. Almost everybody was able to say something because the teacher kept asking questions. She got a good response because she did not simply ask them to tell her about the picture. She kept drawing their attention to specific things in the picture, such as what the people are wearing, their hair, their faces, their hands, how they were standing, etc. The children made up an interesting 'story' about what was happening in the picture and about what they thought the people were saying.

The children were then grouped in two's and threes and each group was given a different picture.

Quite a few of the groups then wrote a description of what they saw in the picture, eg. "I see a father and mother and a child.", "We see two ladies. They are wearing fashion clothes." But some of the groups made **inferences** (guesses) about what they saw, eg. "I see lovers people. Man and woman. They are happy." They were 'reading' the pictures even though there were no words, because they looked at non-verbal signs.

When the children had to write the dialogue, again, some of the groups wrote a description of what they saw and not of what they thought the people were saying

However some groups wrote very imaginative dialogues.

What we learned from trialling this activity.

It is important to choose the pictures with great care. Pictures that show facial expressions, e.g. smiling, angry, sad faces, or gestures, stimulate the childrens' imaginations.

If your learners are just describing what they see, try to encourage them to think about what the people could be feeling or saying.

Not all the children will understand and carry out the activity as you would like them too, the first time that you do this. You may get an even better response if the children are speaking and writing in their first language. However, it is a good activity to use for encouraging children to speak and write in English too.



You should take about ½ hour to complete this unit



Unit 5

Touch, Taste and Smell

The way we touch another person can show how we feel towards that person. Young human beings need a great deal of contact with at least one other person in order to feel loved and secure. This is usually the person who cares for them. Psychologists have found that if young children don't have this kind of contact, they don't know how to care for others when they are older.

In soccer matches, it is quite usual for the soccer players to hug each other when a goal is scored. But in some societies, touch is considered to be a very intimate and private kind of behaviour, and people do not touch one another in public. In Japan, in the past, kissing scenes in American films were censored (or cut out) because kissing was considered to be a very private matter.

Taste and smell are very closely related. There are four basic flavours: sweet, sour, salt, and bitter. We call the various degrees and combinations of these flavours, tastes. Chemists are able to identify a substance from its taste. In a way, the substance communicates something to the chemist. If it has a sharp, sour taste, it is likely to be an acid.

When we smell certain substances or foods, the smells have different effects. Some smells make our mouths water. Others make us feel hungry. In the story of Demane and Demazane, Demane tells Demazane not to cook meat while he is out hunting during the day. Demane knows that the smell of the meat cooking, will go out through the hole in the roof of the cave and waft towards the forest where the Zim live. The smell of food cooking would give a message that the Zim would be very interested in. Then the two children would be in danger.

We all know how appetising it is to come home at the end of a busy day and to smell the aroma of a delicious supper cooking! How do you feel when you break open a loaf of freshly baked or 'steamed' bread? What smells really make you rala?

Homes can have distinctive smells, too. Years ago when we were living at Lovedale, near Alice, we lived in an old house with two fire-places. One day a teacher who had taught at Lovedale some years before, came to look at the house we were living in. When he had taught at Lovedale, he had lived

in that very same house. When he came into one of the rooms with a fire-place, he exclaimed because it smelled exactly the same as it had when he had lived there! We realised it was because we burned the same kind of wood that he had burned when he made fires. We used to collect the fallen branches from the trees nearby, for fire-wood as he had done.

A traditional home made with mud bricks, a thatch roof and a smeared floor also has a distinctive warm smell.

Smell is very important to animals and some dogs can trace other creatures simply by following the 'smell' the other animal leaves behind. Some people say that animals can also 'smell fear'. Doctors, too, learn to recognise the smell of different diseases.

In many countries a natural human body smell is thought to be unpleasant. As a result, many manufacturers have made a great deal of money selling soaps, deodorants and perfumes that hide our natural smells.

In this unit we haven't set you an activity. But if you are ever planning work around a Programme Organiser such as, 'The Five Senses', then you will be able to include investigations and activities that deal with communication, touch, taste, and smell.



You should take about 1½ hour to complete this unit



Unit 6

Accent, Tone and Loudness

Activity 4 - Tone and Loudness of Voice

The next activity is the **second part of the key activity**. You will need to listen to yourself while you are with your pupils in order to carry out this activity.

In Activity 2 we suggested that you could ask a colleague to sit in your class and make some notes about your body language when you are teaching. You may find it helpful to do this again. Ask this teacher to sit in your class for a short time to write notes about the way you *speak* to your pupils, and the way your pupils respond. Ask this person to notice in particular the *tone of voice* that you use. Do you always use the same tone? If you vary your tone, when do you do this? Why do you vary your tone? And



what effect does it seem to have on your pupils? Do you always speak with the same volume? Why?

You will need to take your **journal** to your class for this activity. During the day **we want you to listen to yourself in three different situations**, and to try to notice the tone of voice that you use and how loudly you speak in various situations.

4.1. In your class with your pupils, listen to your voice when you give your pupils instructions to carry out a particular task or activity. What sort of tone do you use? How loudly do you speak? Why? How do your pupils respond? Why do you think this is?

➤ Write short notes in your journal about what you observe

4.2. Then listen to yourself when you are helping your pupils with group work and you are moving from one group to another. Do you speak loudly or softly? Why? What tone of voice do you use? Why? What tone of voice do your pupils use and how loudly do they respond? Why?

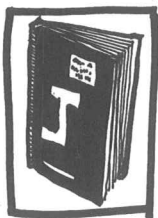
➤ Write short notes about what you have noticed in your journal.

4.3. For a third example, watch your pupils speaking to one another. Do they use the same tone and speak with the same volume all the time? Why? What can you guess from the different tones that they are using?

➤ Write short notes about what you observe in your journal.

If you managed to get a colleague to sit in your class and make some notes about the way you speak and the tone of voice you use while you are teaching, ask him/her for her/his notes, and paste them into your journal. Label these notes, 'Activity 4 - Tone and Loudness of Voice - An Observer's Notes' and write the date.

4.4 After school, take your **journal**, write the date and the heading, 'Activity 4 - Tone and Loudness of Voice'. Re-read the notes that you made while you were





teaching your pupils. What did you notice? How did you feel when you were listening to your voice? Why? How do you feel now? Why? What have you learned?

When you meet with your umkhwezeli and your face-to-face group, you may have an opportunity to discuss with one another what you have found in your class. Make sure that you have your journal with you. Compare what you have observed about yourself with what other students have written. What is similar? What is different? Why? What explanations do you have?

Accent, tone and how loud we speak are all non-verbal ways of communicating. They tell us something about the speaker as well as the words that the speaker uses.

A speaker's accent can tell us which country or region a speaker comes from. In England, when someone speaks English you can tell whether they come from the north, the south, or even the west of the country. Some time ago, people in England could tell whether an English speaker was from the ruling class or the working class.

Often, you can also tell if someone speaking English has come from America, Australia, Nigeria, Kenya, or South Africa just from their accent, that is, the way they pronounce certain words. Amongst Xhosa speakers the same thing is true. A Xhosa speaker will be able to tell if another speaker of isiXhosa comes from a rural area or an urban area. They will also recognise if someone is from Pondoland.

A person's tone of voice can also tell us something about how they are feeling and their attitudes. 'It's not **what** you say, but the **way** that you say it.' When we speak with our friends we have a certain way of speaking. This is usually quite different from the way we speak to someone who is an authority figure, someone with status in our community. And when we speak to children we may use another tone.

In some societies, people raise their voices when they are angry. In other communities, speaking loudly is a way one person expresses their pleasure at seeing another person. When adults speak to a young baby, they usually speak softly. We also whisper when we tell someone a secret.

In appendix A we have included some ideas and activities that relate some of the things that have been discussed in Unit 2 to 6. You could try some of these activities with your pupils.



You should take about 5 hours to complete this unit



Unit 7

The importance of non-verbal communication

After thinking about how much we can communicate **without** words, we can see that when we speak there is much more to our communication than just the words themselves. Think about your own teaching.

When you teach your pupils, what messages do they get from your face and your gestures? What messages do they get from the way you sit or stand? What do your clothes tell the children? What does the way you touch the children tell them about how you feel about them? And what about your accent and tone of voice?

These aspects of non-verbal communication are part of what is known as the 'hidden curriculum'. (You will read more about this later on in the Core Education Studies course.) They tell your pupils what you think is really important, whether you mean to communicate this or not. These aspects show what you value and respect.

As teachers, we have considerable influence over our pupils, their attitudes, and what they think. We can help them develop healthy open attitudes of tolerance, or we can make them anxious with closed minds. It won't just be our words that affect them. It will also be through our body language, our non-verbal communication.



Activity 5 – Writing a Reflective Report

This is the last activity of this umthamo. It is the **third part of the key activity**.

Read through all the instructions for this activity and take note of the different sections before you start. We will guide you by giving clear instructions and by telling you what your umkhwezeli will expect to find when he/she assesses your report.

- In the first two parts of this key activity, we asked you to watch and listen to yourself when you were teaching. You have made notes and written some observations in your journal.

- Now we want you to **write a report** that shows your thoughts and feelings about these experiences. We want you to write a detailed report. You will need to write enough so that we can build up **a clear and accurate picture of your interactions with your pupils**. We also want to see that you have spent some time thinking about **(reflecting on) your own non-verbal communication in your class**.
 - Teacher-learners have in the past wanted to know how much they need to write. We cannot strictly stipulate how many sides, or pages, you should write as we all write differently. Some of us have large handwriting and others write very small. But some teacher-learners have in the past written **quality reports** of three to five sides of foolscap paper. The most important thing is the **quality (not the quantity)** of what you write. You will need to spend some time writing this report.
- 5.1 First of all read what you wrote after you had been watching how you stand and sit in your class, and how close you get to your pupils. (Activity 2 – Posture and Proximity). We asked you to write down how you felt about that experience and what you had learned from it.
 - 5.2 Then turn to what you wrote after you listened to yourself as you taught your pupils. Again read carefully what you wrote after you had spent a day doing that.
 - 5.3 Now take a piece of paper. Put your name at the top, and write the date. Then write the title, 'Language, Literacy and Communication – Umthamo 1 – Activity 5 – Non-verbal Communication in my Classroom'. Now write about what you have discovered from these experiences.
- We suggest that you divide your report into three parts with a sub-heading for each part:
 - i) **Posture and Proximity – The way I usually sit or stand in my class, and how close I get to pupils.**

ii) The way I use my voice in class

Under these headings, describe what you *found* when you watched or listened to yourself. Then tell us **how you felt** when you were doing that, and why. Tell us, too, **how you feel now** when you read your notes and comments in your journal, and **why you feel that way**. You may want to include examples of **what you noticed** about your pupils (their reactions to your voice) and how that made you feel.

iii) What I have learned and how I think this will affect my teaching in the future.

Under this heading tell us what you think you have learned from these experiences. Have you found them interesting and useful? Why? Do you think that these experiences will affect your teaching in the future? Why? (If yes, in what ways? What will you do differently?)

- Write a first draft of your report, and then leave it for a little while. When you come back to your report and you re-read it, you will probably wish to make some changes. Make sure that it truly reflects your experiences; think about the way you have phrased these experiences – ask yourself if you want to rephrase any parts. After that check your spelling.

When you meet with your face-to face group, you will present this report to a small group of the other teacher-learners so that they can appraise it. Then as a group you can rank the reports that the members of your group have presented. As a group you will need to decide which report was the best, which was the weakest, and which came in between. You will need to hand in a brief, written note which justifies and gives reasons for your group's decisions to your umkhwezeli.

Lastly you will evaluate your own report. Ask yourself, Did I do my best? Does this describe what I observed in my class? Is it a true reflection? Then hand in this brief evaluation together with your report for your umkhwezeli to evaluate formally.

What your umkhwezeli will expect to find when he/she reads through your report.

- Under the first two sub-headings, each report should describe what the teacher learner found when s/he watched or listened to her/himself. Then the writer should tell you how s/he felt when s/he was watching or listening to her/himself, and WHY. S/he should also write about how s/he feels reading her/his notes and comments in her/his journal.
- Under the third sub-heading, each teacher-learner should write what s/he thinks s/he has learned from these experiences. S/he needs to comment on whether s/he thinks that watching and listening to her/himself will affect her/his teaching in the future and WHY.



You should take about 1 hour to complete this unit



Conclusion

The different aspects of non-verbal communication which we have thought about in this umthamo can work together or separately to send messages. Usually we can see the other speaker, and her/his facial expressions. We can also see the way s/he is sitting or standing. But, when we speak to someone on the telephone, we can only *hear* the other speaker's accent, tone of voice and the degree of loudness of her/his speech. Maybe this is why people sometimes have misunderstandings on the telephone.

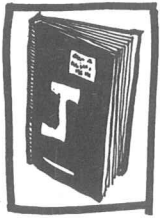
When we write, we don't even have the support of accent, tone of voice and loudness. We have to rely on the words themselves. There are certain ways in which we can emphasise certain things. For example, we can underline important words. Or we can write important words in capitals. We can also use certain kinds of punctuation to try to convey more clearly how we want something to 'sound' or be read.

Words on their own are not enough. And, we cannot rely on non-verbal signs alone if we want to be certain that we have got the 'correct' message across. It's like the communication model we talked about at the beginning of this umthamo. We said that communication is rather like messages coming through the radio. If we want to hear a programme on the radio *clearly*, we have to tune in. When we communicate, if we have just the words, or just the non-verbal signs, it's rather like not being properly tuned to a programme. We have to 'tune-in' to both the verbal *and* non-verbal signals to get a clear message.

Communication is much more than a group of words being spoken and heard, or written and read. The Concise Oxford Dictionary gives this definition:

“Communication - the act of imparting (especially news); information given”.

Look back at what you wrote in your journal at the beginning of this umthamo. Compare your own explanation or definition with this dictionary definition.



In your journal write the date, and then write down which explanation you think is clearer, your own definition, or the one from the dictionary. Which one do you prefer and why?

Then write down how you would explain what *communication* is to a young child now that you have completed this umthamo.

When you meet with your face-to-face group, compare what you wrote with what the others have written, and look for what is similar in your explanations.

Now you have completed this umthamo, you should be much more conscious of the manner in which we say something, and of our ‘body language’. After carrying out the classroom based activities, your pupils will also be more aware of the significance or importance of non-verbal communication.

Appendix A

Additional Ideas and Activities

We have included some extra ideas and activities that relate to some of the things that we have been thinking about. We have found Primary School children really enjoy them. You may like to try one or more of these activities with your pupils.

- There are many styles for braiding hair, some of which are very complicated. Get your children to collect pictures of different hairstyles, choose their favourite hairstyles and say why. They could also do an analysis of different hair and different hairstyles eg ginger hair, rasta hair, straight hair, young, old, middle-aged, different clans, etc. While some children focus on hairstyles, others could focus on clothes. This could link with the school learning area Human and Social Sciences.
- You could plan some activities with a Grade 1 or 2 class based on the 5 senses. You could deal individually with the sense of sight, what we see, and what it must be like to be blind. Then you could focus on hearing. You could deal with smell and taste together and then look at touch with your pupils.
- All primary school children will enjoy lessons which involve mime (acting without words - in other words *just using actions*) in the classroom to illustrate the use of gesture and facial expressions.
- Whatever grade you teach, you will find that your children will enjoy acting out and developing the dialogues that they write or dictate for the people in the pictures in Activity 3. They will need to think of what happened before the picture was taken. They will also need to think about what could have happened afterwards.
- It would also be a good idea to introduce your children to the eleventh official language in South Africa, *signing or sign language*. In other words, communicating the way people who have a hearing disability do. They talk with their hands and fingers. If there is someone in your community who is able to communicate in this way, it would be a good idea to invite them into your class to demonstrate this way of communicating with your children. They may even want to teach them how to 'sign' a specific message.
- In Activity 3, we suggested that you should give each pair of children a different picture. But you could also make photocopies of one picture. Then when you are with your class, you could give all the pairs a copy of the same picture to look at. It would be interesting for both you as the teacher, and the children to compare what each pair has written down for the possible conversation taking place in the picture.

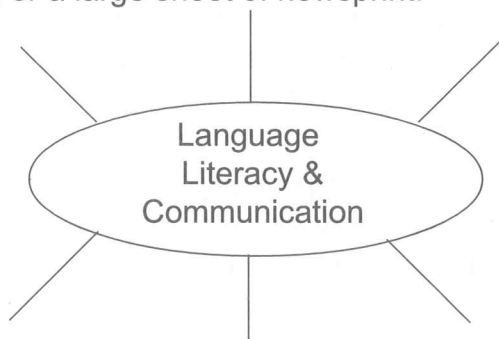
RUNNING NOTES

INTRODUCING UMTHAMO 1 - COMMUNICATION

Discussion (about 20 mins)

Begin by asking your teacher-learners to take their copies of the umthamo. Ask them to look at the photos on the cover, and to tell you what they think is happening in those photos. What are the children doing?

As they give you their thoughts, make a mind-map on the chalkboard, or a large sheet of newsprint.



Then ask your teacher-learners to open their umthamo to the Contents page. Tell them to scan (look quickly over) it. Ask them, what they expect to find in the umthamo. Make a list of their comments on the chalkboard. Don't spend too long on this activity. If nobody mentions the **Key Activity** draw their attention to this. Explain that this is the main activity in the umthamo. Tell them that they will have to do it in their classrooms. And tell them that they will have to write a report on this to hand in at the face-to-face session where this umthamo is concluded.

- Next, tell your teacher-learners to look quickly through the whole umthamo, looking for headings, pictures, photos or diagrams. Make another list of all the items they find.
- Now ask if they can predict what this umthamo is all about. We are sure that somebody will tell you. Communication, or Non-verbal Communication

Journal write (about 10 mins)

- Ask your teacher-learners to turn to page 11. Tell them to open their journals and to write the date and time. Then ask them to do the first journal write. Don't give them more than 5 minutes to write.
- Then get them to swap their writing with a partner, and to write a comment under their partner's work (see p5 of Guide).

Activities (about 1 hr 30 mins – see Abakhwezeli Guide page 6 for details)

- Charades
- “There’s something on your cheek”
- Finding pictures, cutting them out, and mounting them (pages 21 and 22 of umthamo) **This takes a long, long time!!!** They will have to complete this activity at home.

Conclusion (about 15 mins)

- Tell your teacher-learners that they need to begin straight away working on this umthamo. At the next face-to-face session you will introduce another umthamo. They should complete Activity 2 and Activity 4 before the next face-to-face session.
- They will have to observe themselves. They will have to notice the way they sit and stand, the expressions on their faces, the way they use their hands, and the way they use their voices when they are with their learners. Tell them that they will need to report on this at the next face-to-face session.

MONITORING UMTAMO 1

Journal Write (10 mins)

- Write the date and time.
- What have you enjoyed to far?
- What have you learned?

Swap journals, and comment on:

- What you found interesting about what your partner has written.
- What you want to know more about.

Discussion (40 - 45 mins)

In pairs, discuss

What I have noticed/observed about my own body language (non-verbal communication), and the body language of my pupils. (10-15 mins).

Share with another pair. What experiences are similar? What experiences are different? (5 mins).

Discuss this as a whole class. (15 mins).

Reminder

Remind your teacher-learners that they need to write a Reflective Report before they come to the next face-to-face session.

Draw their attention to the instructions on pages 27-28.

Point out that when they write their reports, they will need to read what they wrote in their Journals when they observed themselves (see Activity 2 on page 11)

They will also need to read what they wrote in their Journals after listening to themselves (see Activity 4 on pages 24-25). Then they will have to use this information to write their first draft of their Report (see page 28). Tell them to follow the guidelines.

At the next face-to-face session, they will be expected to bring a draft of their reports and to share these in small groups. Then they will have to assess their own reports. They may then hand them in to you to assess or they may take them home to rework and hand in at the next face-to-face session.

CONCLUDING UMTAHMO 1

Sharing Reports (45 – 45 mins)

- Teacher-learners sit in groups of 4 or 5. They take turns to share their reports.

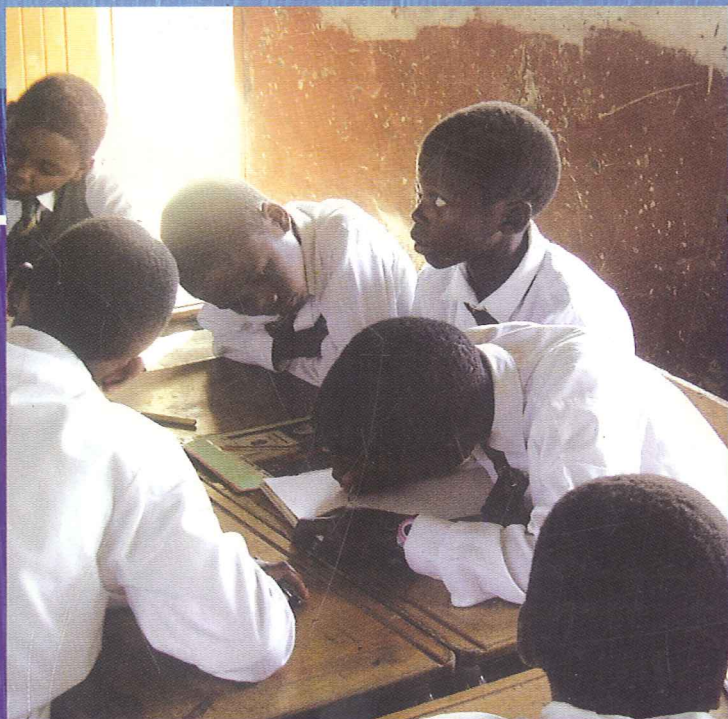
Appraisal (15 – 20 mins)

- Write up assessment table from Guide (p11) on board or newsprint
- Each group must appraise each report in their group. (Point out that this is a special word for assessment. It has the word 'praise' in it.)
- They must **rank** the reports, from the weakest to the strongest. They will have to discuss each one. They must be able to give reasons for the way they rank the reports. (They will probably find this uncomfortable. But in this way they can help and encourage one another.)
- Give out assessment slips or strips of paper for each teacher-learner to write down her/his own assessment of her/himself.
- Then each group must record the way they have ranked the reports in their group.
- Each teacher-learner must then attach his/her assessment slip to his/her report and either hand it in or take it home to rewrite/rework and hand in at the next face-to-face session. **They must hand in the assessment slips with their assignments/reports.**

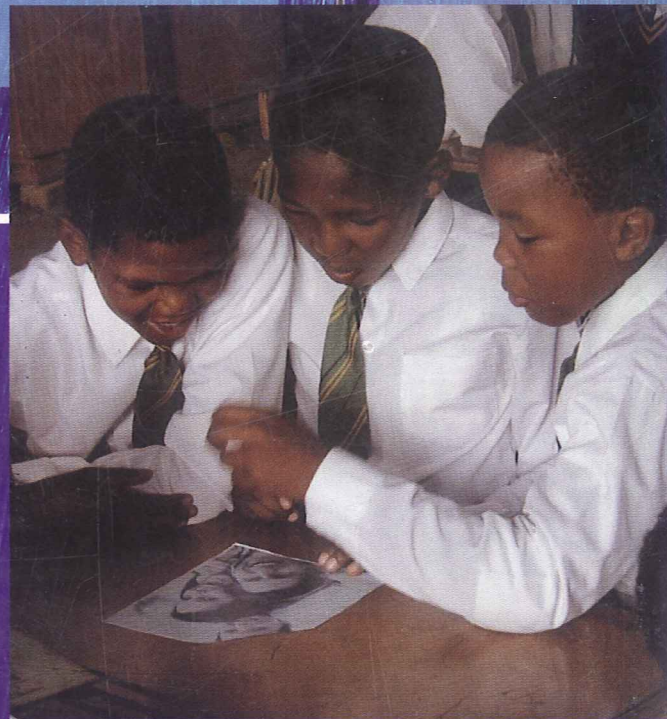
NOTES

'As a teacher, the non-verbal component of your communication should complement and reinforce the verbal component. Only in this way can you send out helpful and positive messages which complement rather than interfere with the verbal component. The non-verbal component of communication is very powerful. If there is an incongruity between the non-verbal and verbal message, the non-verbal message is so much stronger than the verbal message, it is the non-verbal message which is believed. For example, if a teacher says to a student, "I like you and I know you can do the work", but her non-verbal message says, "But you and I both know I don't and you can't", the latter is believed by the student (Koch, 1971). This is in keeping with some research findings which found that in any communication, people rely on words for only 7 percent, facial expressions for 55 percent and vocal cues for 38 percent of the information about the individual's feelings.'

*Groundwater-Smith, Cusworth & Dobbins
- Teaching: Challenges and Dilemmas [1998]*

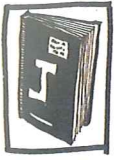


Writing Dialogues



'Reading' Pictures

Icons used in the Imithamo



Journal



Thinking & Reflecting



Written Report



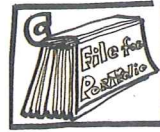
Classroom or School



Key Activity



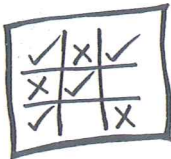
Face-to-Face
Umkwezeli



Concertina File
for Portfolio



Making
Materials



Assessment



Discussion



Tape recorder

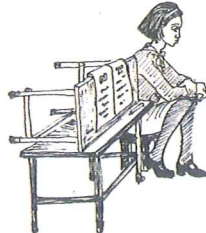


Reading and
thinking



This unit
should take
you
.... hours

Time



Gather Learners
around You

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