

Teacher's Personal Verbal Expression and Physical Posture in Teaching

Sadiq Rihab Shalhoub

Department of Education

Sultan Qaboos University

Email: srsadiq36@yahoo.com (Author of Correspondence)

Oman

Abstract

The oral language will be elegant and beautiful. While speaking verbally, the voice and the pronunciation must be beautiful and clear. The contents of the lesson will be presented as nice and interesting as a story. It will not be acceptable to students if they do not have to present an object or event in an elegant manner. Storytelling poems will be used properly in the role of acting in the role of the role, then the students will be interested in learning. The words of mouth should be clear and lively, then the mind and the free will. Students will always have to remember that the teacher will be playing a good actor in the classroom.

Keywords: Teaching; Oral language; Elegant manner; Learning.

1. Introduction

Learning is the ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event. As like being burned by a hot stove. But much skill and knowledge accumulates from repeated experiences. Now in below, I am making a details discussion.

2. Teacher

A teacher is a person who helps others to acquire knowledge, competence or virtue. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email. A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

3. Learning

Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved. In incidental teaching learning is not planned by the instructor or the student, it occurs as a byproduct of another activity — an experience, observation, self-reflection, interaction, unique event, or common routine task. This learning happens in addition to or apart from the instructor's plans and the student's expectations. An example of incidental teaching is when the instructor places a train set on top of a cabinet. If the child points or walks towards the cabinet, the instructor prompts the student to say "train." Once the student says "train," he gets access to the train set. Transfer of learning is the application of skill, knowledge or understanding to resolve a novel problem or situation that happens when certain conditions are fulfilled. Research indicates that learning transfer is infrequent; most common when "cued, primed, and guided" and has sought to clarify what it is, and how it might be promoted through instruction. Learning is a change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth. Learning is the relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change

is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention."

Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing. Almost every action we take is the result of past learning yet, for some people, learning still remains an activity undertaken in, or associated with, an educational context. As babies we learn to eat, to gain attention, to crawl, to walk, etc. and as we develop into children, and our bodies become more functional, we learn an inordinate range of skills.

Traditionally, research and studies around learning focused primarily on early-years learning through childhood and adolescence. However, it is now recognised that learning is a continuous process that commences at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships.

Over the history of its discourse, various hypotheses and definitions have been advanced. First, it is speculated that different types of transfer exist, including: near transfer, the application of skill to solve a novel problem in a similar context; and far transfer, the application of skill to solve novel problem presented in a different context. Furthermore, Perkins and Salomon (1992) suggest that positive transfer in cases when learning supports novel problem solving, and negative transfer occurs when prior learning inhibits performance on highly correlated tasks, such as second or third-language learning.

4. Basic Concept of Teaching

Teaching is a process intended for learning by inducing a behavioral change in the taught. It is an art of communicating a message with impact on audience. Pedagogy is an art or profession of teaching. A good teaching system aligns teaching method and assessment to the learning activities stated in the objectives so that all aspects of this system are in accord in supporting appropriate student learning. Learning outcomes are statements of what is expected that the student will be able to do as a result of a learning activity. Learning outcomes are an explicit description of what a learner should know, understand and be able to do as a result of learning. Teaching, the profession of those who give instruction, especially in an elementary or a secondary school or in a university. The entire teaching corps, wherever its members may be located, shares most of the criteria of a profession, namely (a) a process of formal training, (b) a body of specialized knowledge, (c) a procedure for certifying, or validating, membership in the profession, and (d) a set of

standards of performance—intellectual, practical, and ethical—that is defined and enforced by members of the profession. Teaching young children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century. It was instead an art or a craft in which the relatively young and untrained women and men who held most of the teaching positions “kept school” or “heard lessons” because they had been better-than-average pupils themselves. They had learned the art solely by observing and imitating their own teachers. Only university professors and possibly a few teachers of elite secondary schools would have merited being called members of a profession in the sense that medical doctors, lawyers, or priests were professionals; in some countries even today primary-school teachers may accurately be described as semiprofessionals.

5. Purpose of Teaching

Teaching creates knowledge awareness and feelings in the taught and brings about behavioral change. The high mobility of university teachers within their country has been noted. They also move from one country to another with relative ease, so that the profession of university teaching has a cosmopolitan character unique among the professions. Most educators at this level belong to international professional organizations and tend to think of themselves as members of a worldwide profession. For several reasons, there is less geographic mobility among primary- and secondary-school teachers. Because these teachers are licensed (whereas university teachers generally are not), they usually cannot secure a teaching job outside their own country, unless the receiving country has such a severe shortage of teachers that it seeks out immigrant teachers and gives them licenses to teach. Many African nations and India have, for this reason, a relatively large number of North American and European teachers. Language differences also interfere with geographic mobility. A teacher is a role model who exhibits positive character traits and teaches them to her students. She should be loyal, kind, self-controlled, compassionate, forgiving, honest and trustworthy. By modeling a life of integrity, she shows students how to resolve conflicts, express empathy and respond to situations responsibly. One of a teacher's purposes is to instruct students in ethical behavior, discourage lying, cheating, stealing and bullying. Teachers often spend more time with their students than parents spend with their children, so a teacher's values carry a ton of weight. Becoming a teacher is definitely about the students, but it's also about you. The satisfaction you get when you see the lights come on in a student's eyes or the joy you feel when a student says, "Thank you," make it all worthwhile. Teaching careers also offer added personal benefits such as summers off, holidays, career development opportunities, and autonomy in the classroom, flexible schedules, versatility and more time with family due to afternoon dismissals. Perks shouldn't be the main reason for choosing a career in education, but if you already love working with students and have the skills it takes to be an effective educator, the added benefits may lead to long-term

Teacher's Personal Verbal Expression And Physical Posture In Teaching

career satisfaction. The primary purpose of teaching is to help kids learn the subject matter, so that they are able to succeed in whatever profession they pursue. Remember that you are teaching impressionable youngsters who will not remain kids forever. Your aim should be to equip them with all the skills you can to help them succeed. Remember that they are not just students, but people who will grow up to have an impact on society. The impact that they have will be a direct reflection on the impact that you had on them in class. Create an inclusive, welcoming multicultural classroom where students learn to appreciate and respect differences. The objectives of teaching must include connecting textbook ideas, concepts and theories to everyday life. Students should take more away from your class than simple facts and statistics; they should be able to apply what they have learned. To do this, add a variety of methods to your teaching style. Do not rely on charts and graphs, but present stories and articles that relate to the principles that you are teaching. This will give kids a better understanding of the subject in real life and result in them being better-rounded. Classroom objectives and examples of academic progress can be enhanced by including time to get to know your students. Relating to students will help them better appreciate and listen to the things you say during class. Take an active interest in students that have a particularly hard time in your class to better motivate them to try harder. Students that feel ignored or detached will be far less likely to participate in class, so find a way to relate the subject matter to those students especially. Once the affective domain is enriched with knowledge and positive attitude Internalization of the subject (subject will be assimilated) will occur. Internalization will lead to development of automatism (recalling the concepts and the facts about subject automatically) and command over the subject. Then he can profess about that subject (becomes a professor)

6. Teaching Equips

Teaching equipment are those instruments which are used to assist student's learning & widen their knowledge about various topics in the field of science, technology & geography which requires practical exposure guided by appropriate teaching tools. Cognitive domain with knowledge and psychomotor domain with feelings and interest. Both these domains affect the affective domain to do or practice. If this practicing of teaching is done on regular basis with positive feeling, liking for the subject, subject will be internally absorbed and retained (internalization) whenever it is needed, the cognitive domain provides or recalls the stored facts and concepts automatically (automatism) then one can profess about the subject. College lab equipment such as civil engineering lab equipment, object drawing models, mass transfer lab models, applied mechanics lab equipment, construction lab equipment are used in various engineering colleges, universities, research & training labs. Lab science in high school includes bench hook, gear pack, toolkit, rod-plastic, wood strip pack, rule-safety, technology kits used in physics, chemistry, biology, geography labs for various test & experiments.

Teaching methods examples:

- a) Lecture
- b) Lecture discussion
- c) Seminar
- d) Symposium
- e) Panel discussion
- f) Group discussion
- g) Tutorials
- h) Role play
- i) Integrated teaching (horizontal and vertical)
- j) Talking point sessions
- k) Workshops
- l) Conferences

7. Verbal Expression

Verbal expression includes anything a person says. If someone is speaking, they are expressing themselves verbally, hence, verbal expression. Examples include speeches, utterances, orations, exclamations, bloviations, questions, mutterings, whispering, shouting, yelling, crying out, speaking up, and talking through. There are many others—anything that is spoken. This means the communication (in speech or writing) of your beliefs or opinions; "expressions of good will"; "he helped me find verbal expression for my ideas"; "the idea was immediate but the verbalism took hours".

8. Personal Verbal Expression of Teacher

Language is the first and foremost element by which two or more than two people can communicate around the world. Communication is a process where people share information and knowledge with the help of any language. Among various types of communication, Verbal and non-verbal communication are the most common forms which are used in classroom situation. Both verbal and non-verbal communication plays an important role to convey message. Though in typical classroom situation or in regular conversation people use verbal communication to interact with others, but, it should also be known that non-verbal communication also helps to build up communication and make connection. Non-verbal communication is a type of communication which is delivered without uttering words. Emotions may be defined as multi-componential processes that typically include subjective appraisal, physiological change, emotional verbal and non-verbal expression and action tendencies or behaviour. It mostly includes gestures, facial expression,

body movement, posture, pitch of voice and some others. Andersen (1999) stated that Non-verbal communication includes all communication other than language (as cited in, Gregersen, n.d., p.52). Gregersen (n.d) explained that, not all the non-verbal acts can be considered as communication. For example, if a student stretches up his or her arm up on their head due to his or her tiredness; in that case it will not be considered as any sort of communication. On the other side, if the same act is presented in a classroom, it will symbolize that the student wants to raise questions or give answer (p.53). Therefore, it can be said that not all non-verbal behaviors leads to communication (Gregersen, n.d., p.53). It is important that teachers know how to manage their own and their pupils' emotions and use them in a constructive way to encourage children's development and learning (Hosotani & Imai-Matsumura, 2011; Schmidt & Datnow, 2005; Sutton & Wheatley, 2003). Teachers develop different strategies to regulate their emotions in the classroom, including changes in emotional valence, intensity or time course. In Hosotani and Imai-Matsumura's research (2011), for example, teachers reported conscious control of the intensity of expressed anger, its suppression, or sometimes losing their temper and expressing their genuine anger towards the pupils. In the same study, teachers reported expressing joy either authentically or as a tool to influence the pupil's behavior, but also suppressing joy when they considered it may decrease the pupil's motivation for school work. These examples indicate that teachers' emotional expressions in front of children may differ from their authentic emotional experience. On the other hand, the teacher – pupil interaction in the classroom also includes the pupils' interpretation of the teacher's emotions and their response to that. Since each pupil may understand teacher's expressions differently, their reactions may be varied. Non-verbal communication skills, also called sign language or silent language, include all behaviors performed in the presence of others or perceived either consciously or unconsciously. The main aim of this review article was to determine the effect of the teachers' non-verbal communication on success in teaching using the findings of the studies conducted on the relationship between quality of teaching and the teachers' use of non-verbal communication and also its impact on success in teaching. The results of this revealed that there was a strong relationship among the quality, amount and the method of using non-verbal communication by teachers while teaching. Based on the findings of the studies reviewed, it was found that the more the teachers used verbal and non-verbal communication, the more efficacious their education and the students' academic progress were. Under non-verbal communication, some other patterns were used. For example, emotive, team work, supportive, imaginative, purposive, and balanced communication using speech, body, and pictures all have been effective in students' learning and academic success. The teachers' attention to the students' non-verbal reactions and arranging the syllabus considering the students' mood and readiness have been emphasized in the studies reviewed.

9. Physical Posture of Teacher

Body language can help students do some things or actions in accordance with teachers' commands. The use of body language can enhance the learning effect. Eyes are an important part on our faces. Eye contact plays an important role in the communication between teachers and students. Where we decide to position ourselves at various stages of the lesson is important if we take into account the effect it has on our learners.

Standing, sitting or crouching

Wherever we stand in the class, students will see us, therefore standing is important when we want the attention of the whole class, for clarifying language or giving instructions, for example. Some experienced teachers know how to hold the attention of a large group while seated, but there is definitely a greater possibility of losing some learners' attention if we are seated.

Another problem with sitting is the message it can give students. Whilst sitting down in front of students at the beginning of a class can create a welcoming, cozy atmosphere, if we are not careful, remaining seated throughout the class can give students the impression of a lack of interest and motivation on our part.

Our own body language plays a large part in the energy levels in our classroom, and it is difficult to create any energy if we remain seated the whole time.

There are times when sitting is a good idea, however. If standing can distract students and crouching for any length of time is physically uncomfortable, then sitting in a place which is easily accessible to all students while they are working, which may be in the middle of the class as opposed to at the front, has the advantage of not distracting them whilst leaving us available to answer any questions.

Crouching in, around or behind pairs and groups has several advantages. Firstly, we are giving the group the message that we are mobile, and not going to stay with one student, pair or group for longer than is necessary. Secondly, we are physically at the same height as the students, making interaction more personal and less threatening, which in turn leads to a more communicative atmosphere.

It should also be pointed out that, for obvious reasons, female students can feel uncomfortable with a male teacher standing over them. And finally, crouching allows us to position ourselves near pairs or groups without constantly moving furniture around with us, which can be very distracting. Effective teachers use body language to communicate with students, build rapport with them, and make them feel safe and supported. Test your understanding of your students and how your body language affects them by standing in the doorway of the room as your students shuffle in. This close contact sets up a naturally occurring single file line that calms them before they enter the classroom and enables a positive learning environment before

Teacher's Personal Verbal Expression And Physical Posture In Teaching

they even sit down, according to body language expert Chris Caswell. An encouraging smile, a sceptical frown, a negating shake of the head: body language is very diverse and effective. With the discovery of mirror neurons, brain researchers corroborated its impact by demonstrating how these nerve cells translate the expressions of another person, such as a smile, into one's own experience. In a classroom, there is constant interaction between teachers and students. Elements such as gestures, facial or corporal expressions that do not, as a rule, attract much attention are of great importance in the process. Education scientists from the University of Graz investigated this aspect for the first time in a project supported by the Austrian Science Fund FWF. Bernd Hackl, head of the Institute for Teacher Education, and his team explored the significance of teachers' nonverbal communication, or, more precisely, corporal expressions and physical communication, during classroom interaction. Videos of classes recorded over a period of three years were subsequently interpreted and presented as case studies. "The physical presence of the teachers in the classroom is of enormous importance", says Bernd Hackl summing up the results of his investigations. "It is teachers' body language which gives them credibility and determines whether learning processes will be fostered, or not, as the case may be", Hackl adds. In a nutshell, successful teaching hinges on the physical presence of the teachers and the learning context they create in the classroom. Principal investigator Hackl compares teaching to a theatre performance. Even though different in several aspects, both the classroom and the stage revolve around a credible presentation of content, he explains. Just like actors, teachers need to fulfil their tasks by being physically present and interacting and by winning over an audience that is hard to predict – all of this within a limited time frame. A challenge which requires teachers to have conviction, a professional understanding of their role and an appreciative attitude towards their students. In order to capture the whole diversity of corporal communications, Hackl and his research team started by identifying four teaching tasks on the basis of video analyses: providing a relaxed setting for learning, integrating the learners in a collaborative school environment, challenging pre-existing knowledge and skills, and, finally, being able to demonstrate such knowledge and skills to the students and thereby make the mastering of them easier.

The education scientist explains that these tasks are based on an ideal standard of successful teaching. In everyday practice they are often hard to reconcile with the formal and social requirements the school system has to meet. "Exposure to such contradictory aspects produces a variety of reactions from the teachers and, in the worst case, stagnation", Hackl notes. In concrete terms, the scholars from Graz identified several typical teaching strategies in this basic research project. Teachers alternate between these strategies in order to fulfil requirements that are impossible to meet simultaneously. This will also become manifest in physical expressions, when teachers, for instance, play down certain things in order to balance the situation. "In such

cases, the teachers' words and their body language will drift apart, and the students notice that", Hackl emphasizes. As a consequence, both sides are annoyed or frustrated and end up creating distance.

If teachers fulfil the four functions of teaching listed above, they support adolescents in developing autonomy. This is what the researchers call pedagogical engagement, meaning teachers are authentic, convincing and motivated and seek to create an open learning environment – in other words, successful classroom teaching. "This, however, is the exception", Hackl notes when reporting the team's observations. "Today we increasingly find that teachers are inclined to choose opportunistic, administrative or economic strategies." This means that they avoid confrontation, use grades to reward or punish in a kind of barter trade system or stage classroom teaching increasingly in the form of edutainment under the motto: "Don't hurt me, and I won't hurt you". In these cases, precise analysis of the videos often reveals a lack of authenticity in the teachers' corporal communications. Although the students will not be aware of this fact, let alone be able to verbalize it, they can nevertheless sense it and thus withdraw from learning activities in what seems to be a demotivated manner.

From the start, command the classroom. Greet the class with a loud, clear, upbeat voice. If you look frazzled, you seem vulnerable. Lack of confidence is a red flag to students. Wondering what body language has to do with teaching? Expertise in teaching and using appropriate techniques to do so is definitely a pre-requisite of being an effective teacher. However, body language of teachers too plays an important role when they are teaching. Let us first understand what body language exactly is. It is a non-verbal, yet powerful form of communication that every individual denotes via his/her gestures, attitude or facial expressions. We not only respond positively/negatively to spoken words of an individual but also react to that person's body language. This same principle applies to teacher and student relationship in the classroom (hence, the title). Seven percent! That's how much speaking impacts the students. The other 93 percent is attributed to non-verbal communication. Part of that 93 percent is the way teachers use their voice, tone, etc. The rest is body language. A teacher's body language has a strong (read ever-lasting) impression on students. Therefore, it is the need of the hour to use it effectively in the teaching process. Inside a classroom, it is the body language of the teacher that will often dictate the presence and the students will respond accordingly. Because it is what the students will ultimately respond to. Words can be made up, so it is not unusual to be sceptical about what's being said. Body language, on the other hand, will almost always be taken at face value. And hence, body language plays a positive role not only in classroom teaching, but in shaping students' characters too. This is because, students often respect their teachers; even imitate their words and actions, sometimes subconsciously. Therefore, teachers should understand the body language correctly, and master the methods and principles of body language ably. For example, let's consider the effect of body language in English

teaching. Teachers can apply it in speaking, listening and even reading in class. For instance, a teacher can extend his or her arms slowly while saying 'She lives in a very big house'. As a result, the student will have the impression that the room is very big. English classroom can literally be a stage for teachers as well as students. For the purpose that teachers teach in a comfortable environment, they can change the classroom into a shop, a hotel, a park or even a hospital. Few role plays in flow with the topic to be taught and you can expect an amazing learning experience. What follows is a short list of how a teacher can use body language to build great rapport with students. It is not comprehensive, but it serves the purpose in this article.

10. Elegant Manner of Teacher

The definition of elegant is someone or something luxurious in a restrained manner or something that is very well-thought through yet simple. You may remember your parents asking you 'What's the magic word?' or telling you to call other adults 'Mister' and 'Missus.' Some of us had to wait for an adult to speak before talking, and others always addressed adults with a polite 'ma'am' and 'sir.' These habits are commonly thought to be standard manners, or being polite in social situations.

Why Manners are Important? We can answer by saying –

- a) They imply stable values.
- b) Manners makes a lasting impression.
- c) They helps us to choose our words wisely.
- d) Manners refer to polite and good social behavior.
- e) They play a significant role in building relationships and friendships.
- f) They show others that you care about them.
- g) Manners make other people feel appreciated and respected.
- h) They earn respect in return.
- i) Manners reflect what or how you have been taught and raised.
- j) They help you to feel good about yourself, which is important for a healthy self-image.

But who gets to decide what polite is? Some societal groups are fine with children addressing adults by first names, and others find this taboo. How can you navigate manners in your classroom while making sure students all understand the underlying ideal behind them? The best way for you to teach good manners in your classroom is to determine with your students a standard of behavioral expectations. This is not to say you allow students to determine your expectations, but rather that you lead them in discussions, guiding them (think 'Jedi mind trick!') towards a common understanding of how they should look, sound, feel and act in the classroom. Why is this? Students who have an active part in determining classroom community have

increased buy-in, meaning they are more likely to be part of the group than if the norms were dictated to them by you alone. When determining what manners you'd like your students to display, talk to them about general manners we all have, discussing reasons for these behaviors. You can also use activities and touchstone texts to teach and reinforce manners. Take a look. Have you seen your students in the cafeteria lately? Teach your students how to sit down to eat and use proper table manners by hosting a tea party. Connect to writing by creating invitations for another group of students, or perhaps a group from a local senior citizen home. Once RSVP's have arrived, set up a mock table, stocked with faux (or real) plates, silverware, napkins, and food for practice. Walk through each expectation with students, listing on chart paper as you teach. For example, teach students how to use proper 'table voices.' Define the term, record on chart paper, then allow students to practice. Once they perfect, move on to 'How to ask for something to be passed.'

Practice in several short sessions. When the big day arrives, allow students to dress up and greet guests at the door. Assign one student to each guest, if possible, and instruct your students to be exemplary role-models for your guests. Take pictures to use later to create a 'Table Manners' book, and have students journal about their experience afterwards.

11. Conclusion

Remember that where and how we choose to position ourselves sends a message to our students about what they should be doing and about our availability. Although it is tempting to always be available for students, and certainly preferable to neglecting them, there is a need for a balance in terms of the attention they receive, and this can be achieved by positioning ourselves according to the requirements of the activity.

Reference

1. Mottet, Frymier, & Beebe, 2006, in Titsworth, Quinlan, & Mazer, 2010
2. Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: Freeman and Company.
3. Bowers, D., Bauer, R. M., & Heilman, K. M. (1993). The nonverbal affect lexicon: Theoretical perspectives from neuropsychological studies of affect perception. *Neuropsychology*, 7(4), 433-444.
4. Chang, M. L. (2009). Teacher emotional management in the classroom: Appraisals, regulation, and coping with emotions. Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA. Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(1), 29–36.

5. Çelyk, M. (2004). Humor: What can it do for tertiary students? Hacettepe University Journal of Education, 27, 59–66.
6. Ekman, P. & Davidson, R. J. (1994). The nature of emotion: Fundamental questions. New York, Oxford: Oxford University Press.
7. Farouk, S. (2010). Primary school teachers' restricted and elaborated anger. Cambridge Journal of Education, 40 (4), 353–368.
8. Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. Philosophical Transactions of the Royal
9. <https://phys.org/news/2016-09-role-body-language-teacher-student-interactions.html>
10. Fredrickson, B. L. (2005). Positive emotions. In C. R. Snyder & S. J. Lopez (Eds.). Handbook of positive psychology (pp. 120-134). UK: Oxford University Press.
11. Teachers' Verbal and Nonverbal Communication Patterns as a Function of Teacher Race, Student Gender, and Student Race, Adelaide W. Simpson and Marilyn T. Erickson, American Educational Research Journal, Vol. 20, No. 2 (Summer, 1983), pp. 183-198
12. <http://www.nidcd.nih.gov/health/hearing/pages/asl>.
13. http://www.usma.edu/cfe/literature/barry_11.pdf.
14. <http://www.nea.org/tools/52227.htm>