

ABSTRACT

An Exploration of the Dimensions of Nonverbal Communication Among Secondary School Students and Teachers in Trinidad and Tobago

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This study sought to identify the nonverbal behaviours of both teachers and students in the classroom in order to compare the differences between the intended meaning of the nonverbal behaviours and the interpretation of these behaviours. Participants comprised a purposive sample of five Form 3 students of one class at an all-girls' secondary school in Trinidad and Tobago, who were observed and recorded during four classes taught by four teachers of biology, chemistry, English Literature, and Spanish, respectively. Data were collected through participant observation, video recording, interviews, and questionnaires. The findings revealed that a multiplicity of nonverbal behaviours was used by both teachers and students, and that the students' nonverbal behaviours were often misinterpreted and misjudged by the teachers and vice versa.

Keywords: Interaction process; Case studies; Communication problems; Student teacher relationship; Secondary school students; Secondary school teachers; Classroom communication; Student behavior; Teacher behavior; Trinidad and Tobago