

# Body Language Application in English Classroom Teaching from the Perspective of Environment

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**Abstract:** *In order to improve the teaching effect, educators, especially the front-line teachers, make great efforts to study and try various teaching methods and means. However, these researches and attempts are generally limited to knowledge itself, and rarely involve non knowledge factors, especially the body language in classroom teaching. Starting from the construction of English teaching environment, this paper discusses the teacher's body language, aiming at forming a harmonious environment for English teaching, so that the teaching can be carried out smoothly and yield twice the result with half the effort.*

**Keywords:** *English classroom, body language, teaching effect, perspective of environme*

Whether an English class is successful or not requires the proper coordination and combination of many factors, including teachers' teaching ability and quality, students' foundation and learning motivation, the selection of materials, the selection of teachers' teaching methods and the creation of classroom environment. Classroom environment is one of the factors that people easily ignore but actually affect the teaching effect, including the classroom hardware environment and software environment. Hardware environment includes classroom space, light, roof, floor and wall decoration, etc. The software environment includes the body language of teachers, the cohesion of teaching process, the arrangement of students' seats, the grouping of learning activities, and the evaluation of students. Limited to space, the article focuses on the body language, which belongs to classroom software environment.<sup>[1]</sup> Teachers' body language plays an important role in the classroom environment. Body language is not just a teacher's appearance. Teachers have their unique external characteristics and habits, such as the way of walking or standing, which affect the teaching effect. Teachers should pay special attention to the application of body language in class, because these body languages are a part of the classroom teaching environment, which will directly affect students' views on teachers, and eventually affect students' learning effect.

## 1. Distance between teachers and students

Teachers should consider how to keep a distance from students. For the same distance, some students think it's too close and feel a little uncomfortable, while some other students may think it's too far away and feel that the teacher is indifferent. Teachers should be aware of how close they are to students and adjust the distance according to students' reaction. In addition, in order to create a friendly environment, some teachers will bend down when communicating with students or tutoring students, so that teachers and students can be at the same height. Some teachers even sit on desks or platforms in class. Although the original intention of these teachers is to get closer to the students, sometimes they make some students feel anxious because they think the teachers are too casual.<sup>[2]</sup> Teacher's postures are clearly telling the students what kind of person the teacher is. Therefore, teachers should consider what kind of influence this body language will have.

## 2. Teachers' way of walking in class

Some teachers tend to stand in the same place in most classes, for example, in the front of the classroom or in the back of the classroom. Some teachers walk from one side to the other in class, or pace back and forth in the classroom corridor. Although it's also a matter of personal preference to some extent, it's worth remembering that teachers who don't move will make students bored, while teachers who keep walking will make students' heads swing left and right until they are exhausted.

Most successful teachers walk around the classroom at the right time so that they can keep the students interested.

### **3. The use of teachers' eyes**

Teachers should be good at communicating with students with their eyes. In classroom teaching, the teacher should observe the students when making eye contact with the students to read out their mastery extent of the knowledge taught by the teacher from the students' eyes, and seize the opportunity to adjust their teaching steps. When the students can't understand the knowledge taught by the teacher, they often show their blank and confused eyes; when the students can master and even enjoy what the teacher says, their eyes will be in high spirits and joyful. Teachers can also use eye contact to control classroom order.<sup>[3]</sup> For example, when individual students disturb classroom teaching order, teachers can stare at students to express dissatisfaction. This kind of eye blame is much better than the direct oral criticism, because the teacher's oral criticism will arouse the attention of the whole class, make the students become the center of criticism, and make the students more rebellious and resistant, which is not conducive to the cultivation of a good teacher-student relationship.

### **4. The use of teachers' voice**

Perhaps the most important teaching factor for teachers is sound. The way we speak and the voice have a crucial impact on the classroom. In the process of teaching organization, teachers should pay attention to two aspects.

#### ***4.1 Clarity of sound***

The most basic requirement for teachers in class is that their voice should be heard by students. The teacher must make sure that the students in the back row and the front row can hear clearly. But the clarity of sound and sound quality are inseparable, although the harsh call is clear, it is always unpleasant. Some teachers often yell for the students to hear. Good teachers try to strike a balance between clarity and volume.

#### ***4.2 The diversity of volume***

It is necessary for teachers to change their voice. If the teacher lectures in a same tone throughout the class, the students will feel that the class is very monotonous and boring. Teachers should adjust their speaking volume according to different environments. The voice teachers use to give instructions or introduce new activities will be different from the usual casual conversation. In a specific occasion, the teacher will often use a very loud voice in order to make the students calm down, or let the students stop doing something.<sup>[4]</sup> However, it should be pointed out that sometimes when teachers speak in a lower voice, the same effect will be achieved. Because, for a teacher who never raises his voice, the occasional loud voice will produce unexpected results.

### **5. The use of facial expression**

In all body languages, facial expression is the most well-known, because facial expression is the most direct way to show people's psychological state and change process. In English classrooms, teachers' facial expression affects students' interest in learning to a great extent.

Teacher's facial expression plays an important role in English teaching. Only when a teacher's facial expression is rich and colorful, can students really enjoy it. If a good teacher can properly and flexibly use his facial expression in the classroom, he can not only highlight the key points, but also enhance his personal charm.

In normal English teaching, teachers' frowning will have a great psychological impact on students. For example, sometimes a student is reluctant to raise his hand to speak because he is afraid he can't pronounce correctly. But every time he sees the teacher's smiling and encouraging eyes, he has the courage to raise his hand to speak, because he doesn't want to disappoint the teacher. So the teacher should try his best to learn to smile in class and try his best to make himself have more facial expressions in class, so as to better guide students to have the courage to learn English.

## 6. Summary

The use of body language must adapt to the actual situation and teaching content. On the one hand, teachers and students need to be familiar with each other and have a certain degree of tacit understanding. In this way, the meaning of the teacher's body language will be quickly captured by the students, and will not cause confusion. On the other hand, teachers' body language should also be limited in quantity, that is, body language should not be too much. Teachers' body language should be another way to show the teaching content, and should be made for students' easy understanding and memory, or for the purpose of harmonious teacher-student relationship.

The use of body language must adapt to the cultural background of English. Language is the shell of culture. People living in different cultural backgrounds have different understanding of the meaning of some body language. The body language made by teachers in English teaching should be consistent with the meaning of body language made by people in the context of English language and culture. Only in this way, can the body language yield double result with half effort.

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