

## Study of Student Body Language in English Teaching

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### Introduction

Transferring knowledge from the teacher to the students is the process of teaching. The practice of attention to people's needs, experiences, and emotions while also stepping in to help them learn specific topics and go beyond the obvious is known as teaching. Additionally, teaching involves close interaction between a more mature personality and a less mature one with the goal of advancing the latter's knowledge. "Just as selling is to purchasing, teaching is to learning. Everyone knows that the classroom is where one kind of communication between teachers and students takes place. Some students are easily distracted, which could make it difficult for them to communicate in class. Teachers are accountable for this phenomenon in addition to the students' subjective explanations. Teachers have to work very hard to keep students' interest long enough for them to focus on the lessons. In fact, there are times when teacher-student interactions involve more nonverbal clues than verbal ones. It is known that some aspects of voice, including as volume, cadence, and tone, can directly evoke a response from students. Teachers could produce visual effects by using gestures and facial expressions. It enables educators to more clearly and passionately convey their own thoughts and opinions in order to capture students' interest. Students will be more interested in learning English when teachers incorporate body language into their lessons.

Students' body language patterns are greatly influenced by the teacher's facial emotions. Students' motivation to learn might be

influenced by the teacher's facial expressions. Teachers ought to be more conscious of their facial expressions when instructing as a result. When the teacher smiles at them, the students love the expression because it shows that the teacher is at ease and prepared to get on with the lesson. One of the top authorities on emotions in the world, Dr. Ekman has dedicated his career to studying emotions and creating resources that will improve our comprehension of both our own and other people's emotional lives. Beyond spoken or written words, nonverbal communication is an essential component of human contact. It includes a broad variety of nonverbal clues, body language, facial expressions, gestures, and even tone of voice, all of which help with message comprehension and transmission. Nonverbal cues, which are frequently more potent and instantaneous than spoken communication, can support, contradict, or enhance spoken words, affecting how we understand and react to information. Emotional ties, societal dynamics, and interpersonal relationships are shaped by this complex web of unsaid cues. Effective communication requires an understanding of the subtleties of nonverbal cues because it allows us to see past the limitations of words alone and understand the underlying feelings, intentions, and attitudes of others.

#### Features of Body Language:

**Intuitional feature:** Teachers convey information or deliver instructions in the classroom by using their facial expressions. Teachers can enhance students' comprehension and impressions of

English by using body language. Visual body language has the power to stimulate students' enthusiasm in learning English. For instance, the instructor may display a weeping face when teaching the word "cry." Effective use of body language by teachers can lead to more intuitive teaching outcomes.

**Communicative feature:** The significance of body language in teacher-student communication cannot be overstated. Because they must acquire communicative English, students ought to participate more actively in classroom instruction. Since traditional teaching methods are unable to spark students' interests, we can employ body language to create a welcoming and engaging environment where students take the lead in their English language learning. Teachers can facilitate communication with their pupils by using comfortable body language.

**Suggestive feature:** Actually, there are instances when pupils infer English vocabulary from professors' nonverbal cues. Pupils possess a vivid imagination, and they can discern a great deal from teachers' nonverbal cues. For instance, teachers might use students' vivid body language to help them conceive and provide a good background when they design a communication situation. The text is easily understood by the kids in this fashion. To put it briefly, body language has appropriate elements for teaching English. The use of body language in English instruction should be taught to certified teachers. In the future, body language may be used as a discernible teaching technique.

**The Student Body Language:** Students respond to their teachers' input in the classroom by displaying nonverbal behaviors. These actions assist the instructor in properly managing the class and capturing the interest of the pupils.

**Boredom:** Your students are bored when they start making motions during the session, such as supporting their heads with their hands. The student typically begins by supporting his or her chin with a hand or thumb, but aside from yawning, putting fingers in one's hair, chattering, or even resting the head on the table, the most common indication of boredom is the entire cluster of hands keeping the head from falling asleep. Numerous other actions, such as tapping their fingers on the table, scanning their surroundings, or occupying themselves with other activities, are all signs of disinterest. When the instructor realizes this, they must refocus the discussion to pique students' interest. Tonya and Reiman (2007)

**Active Students:** Generally speaking, more engaged students will show up for class than others. One way to show that a pupil is paying attention and interested in what is being said is by nodding and tilting their head. The teacher can tell which students are paying attention by observing their various facial expressions. When the teacher and students maintain eye contact, it facilitates

communication inside the classroom and encourages active participation from the students. Pease (2010)

## Conclusion

The foundation of education is the quality and impact of instruction, and body language can enhance the quality of instruction in English classes. In actuality, most students prefer an engaging environment for learning English over one that is dry and serious. An engaging and laid-back learning atmosphere is even more crucial than instruction itself, as passionate engagement is the primary component in language acquisition. Students are more likely to collaborate with the teacher and pay attention in class when it is exciting and dynamic. And the majority of students believe that, to some extent, body language can aid in memorization of the material being taught. In the classroom, teachers typically use a combination of body language clues and words to structure their instructional plans. Instructors who are adept at employing the right instructional resources and body language to guide their sessions can better regulate student performance and output. In addition to providing the essential gestures for students' nonverbal behavior, this chapter gave teachers some fundamental guidelines on body language and how to use it. These methods are a component of an effective teaching process that emphasizes both the content and the method of learning.

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