ON NONVERBAL COMMUNICATION
AND BEHAVIORS REMOLDING OF FLT

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Abstract

The behaviors remodeling of foreign language teachers are effective and influential in eliciting the learners’ interest and motivation as well as enhancing the learning proficiency. Nonverbal communication is an essential component of human verbal communication. Sometimes it is even more powerful and expressive than verbal interactions for they can convey such subtle feelings and fine emotions that verbal entries feel impotent of. This paper intends to make a survey on the notion of nonverbal communication and further explore the function and the significance of body language on remodeling teachers’ behaviors in foreign language teaching.

Key words

nonverbal communication, remodeling, teachers, behaviors

Nonverbal communication is an essential component of human verbal communication. It can express something difficult in intention and feelings and has much significance to remodel teachers’ behaviors in teaching as an entry to improve the learning efficiency of students. Teaching is both an art and a science. Esler & Sciorinto 1991 The science of teaching and teachers’ behaviors are effective and influential in eliciting the English learners’ interest and motivation towards foreign language teaching as well as enhancing the learning proficiency. What justification might there be for a series of analysis on teachers’ behaviors? After all, various teaching methodologies have been well served by exposition and explanation which are comprehensive and excellent in their way over past years. Anyway it would be more reasonable for not ignoring the vital functions of nonverbal communication in justifications and analyses on the behaviors of FLT.

1. The Notion of Nonverbal Communication

To put it simply, nonverbal communication without words Several linguists and phonologies exclaim that among the whole communicational behaviors, language communication is cover only about 30 percent and NVC reach to over 70 percent of all. Generally speaking, the types of NVC consist of four categories as the following: they are Body Language, Paralanguage, Object Language and Environmental Language.

Body language is the category of nonverbal symbols created by the body. More commonly it is referred to as body language which includes facial expressions, gestures, eye contact, gesticulations and appearance. And some people name it directly as nonverbal communication or kinesics.

Paralanguage includes any device that can be used to modify the meaning interpretation of a verbal symbol—the inflection, tempo, emphasis, voice, volume, tone and insertions are all in this category. These devices also include highlighting, bolding or all capital letters added to written symbols.

Object language consists of many elements in communication which are highly culture-bound for
instance cosmetic krits decorations ornaments flavor makeup furniture and the way the color the style of one addresses and etc. These nonverbal symbols are all among the elements of double functions communicability and applicability.[1]

Environmental Language is the study of one perception and the use of space. There are three fundamental areas related to Environmental Language: space, distance, and territory.[2]

Nonverbal communication as we know is a more complex process to communicate effectively. We need to understand not only the meanings of words and sentences but the meanings of nonverbal cues and symbols. Sometimes it is even more powerful and expressive than verbal interactions. For they can convey such subtle feelings and fine emotions that verbal entries feel impotent of.[3] Based on some researchers nonverbal performance serves several functions in communication: accenting, complementing, substituting, regulating, and contradicting. It also contains the implicational characteristics of its particularity conciseness, humorousness, and fuzziness from the points of view in acoustic phonetics and pragmatics and construction of culture context.[4] Tian 2003 [1][2][3] The overall approach to teaching behaviors by NVC will significantly influence the shape of his or her communicational outcomes.[5] Therefore NVC plays an important role in people's life as well as in remolding teachers' behaviors. Because of the special limitation this paper simply explore the function and the significance of body language on remolding teacher behaviors in FLT.[6]

2 The Function and Significance of Body Language on Remolding Teacher Behaviors

Body language as it mentioned above contains facial expressions, gestures, eye contact, gesticulations, and appearance.[7]

2.1 Facial Expressions

The complexity of the face is apparent when considering its sending capacity and its role in social life as well as in the classroom. Although there are only a few words to describe different facial expressions such as smile, frown, excitement, distress, etc., it is estimated that human facial muscles allow more than ten thousand different facial expressions and the movement of these muscles is so rapid that these expressions could all be shown in a few hours. Though facial expressions are the best source of information, we have about how one feels; the face can also misinform by intention or habit. Sometimes smiles may be a reliable index of pleasure or happiness. We can smile to mask other feelings or seem to be happy when we have no positive feelings. So human face, whether in rest or in movement, in silence or in speech is a highly revealing, complicated, and at times confusing source of information. The face is revealing because of its very visibility. While sounds and speech are intermittent, the face even in rest can be informative.[8]

Facial expressions are the best source of information. Teachers have about how their students are feeling. Learning can never take place in a vacuum. Language teaching demands a classroom atmosphere where students feel comfortable enough to participate actively. The success in teaching to some extent depends on materials, techniques, and linguistic analyses and more on what goes on inside and between the people in the classroom. Keeping proper smile to students in class is of great help in setting up a positive atmosphere and it is like an exciting interest can be aroused neatly. Because teacher's optimistic attitude, vivid explanation with a friendly mod, a sweet smile or a happy eyesight can spread a kind of stronger soundless encouragement than words.[9]

Giving rewards of behavior even a gentle smiling can encourage them to perform better. As extrinsic motivation can over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition. All the classroom should be built on care respect and mutual support. In such place close relationship are improved and the acquisition of learning is inevitable. Just like Andres 1999 [1][2][3] points out. Human beings children and adults need to be liked valued and appreciated[10]

Eye movements are also very essential expressions in body language. Eye contact is the act of looking into the eyes of others when interacting. According to the observations of psychologists that the information processing to a great extent relies on the eyesight and external information which people
obtain are about 80—90% from the eyes of human being. Treasure in the world is no more than human being and to people is no more than eyes. As a proverb does that the eyes are window of mind. Through it we can explore many different mind expressions as happiness, fury, sad, excitement etc. It is important in some cultures to establish eye contact while eye contacts are regarded as less important in some other cultures. Eye contact if employed appropriately can greatly enhance the effectiveness of communication. For example, we normally look at the other person’s eyes for much longer periods when we are listening than when speaking. So when we are about to stop speaking or start listening we look up at the other person’s eyes in anticipation of our next role as listener. Conversely, the other person looks down when about to start speaking in anticipation of the change of role.

If teachers are skillful in using the art of eyesight in class to see their students in right perspective they can grasp the essence of their students about understanding of knowledge which they study and any perturbation made by them can not escape. But if a teacher often looks at the roof or out of window in teaching he will sever the communication of sight and emotion between them and cut the mind of students off. The eyes sights to students which are full of kindness, confidence, praise and expectancy are just like the mind conversation. Thought to thought heart to heart as the words saying “You are smart and intelligent. You will get it, you are sure.”

[...]

2. Gestures

Gestures are the use of movement of the body. Some gestures accompany speeches and add meanings to them. Hands are the most dexterous and dynamic part of human bodies. They can make a wide range of posture and form numerous gestures to describe often subconsciously the objects under discussion. For example, In most Western countries people would shrug their shoulders when being asked something that they have no idea about. Similar hand gestures are found in many different cultures, but the meaning associated differs by culture. For instance, making the “V” sign with the index and middle fingers of your hand with the palm outward produces a gesture that carries meaning. Somebody movements go hand in hand with articulated words and this combination produces a reinforced expression. In this case, movements and words can be used separately without sacrificing the recognition or completeness of the intended meaning.

[...]

It has been proved that necessary gestures can intensify the teacher’s emotion to draw student’s attention greatly during class and to achieve the desirable results which people hope. As an excellent teacher should not only be great capable in verbal communication but skillful and humorous in NVC which can help teachers present the necessary information that the words could not do in class. Anyway, the overuse or unnecessary use of them should be avoided.

[...]

Appearance of teachers is much worth to mention such as the way of dresses, the color and style of one’s clothes. The way one fixes their hair, etc. are all the elements of behaviors that teachers carry. Always be dressed properly. Remember to shut your cellular phone in class to create a good image to the students. Because teachers’ manner, attitude, grace and decent appearance play an important role of model to students and a certain defined learning environment will greatly influence the remolding of students’ behavior. As it is emphasized by Skinner 1957[46] “Teaching is changing behavior. It is helping others to learn or to learn faster or more efficiently than they could on their own. Teaching may be intentional or unintentional. Thus we speak of teaching a child to walk although we know the child will learn anyway even without our help or if teaching a person to ride a bike when we suggest methods that the beginner would eventually discover if left alone.”

[...]

Different disciplines give different definitions to the word behavior. Philosophers hold behavior is the external activity dominated by mind. Biologists observe behavior as the action of one part of the

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Psychologist or social psychologists analyze behavior as kind of activity which is controlled by one mind and shaped by the relationship between human beings and the environment. The dictionary says: “Behavior is one person's external activity which is influenced and controlled by both subjective and objective elements” in the Dictionary of Psychology.

No matter what definitions they made a bit difference among them behaviors come under the jurisdiction of NVC. Nonverbal behaviors always accentuate the performer's intention and serve as a device that stimulates reaction. Sometimes they are even more powerful and expressive than verbal interactions for they can convey such subtle feelings and fine emotions that verbal entries feel impotent. In a word, nonverbal behaviors often speak louder than words.

3 Conclusion

On the whole, good behavior is one of the essential parts and a long goal in cultivating an excellent teacher. Mastering nonverbal skills can be a great help in remolding their behaviors in language teachings as well as in communication. Teachers' behaviors are effective and influential in eliciting the English learner's interest and motivation as well as enhancing the learning proficiency. Just as J. S. Vargas 1998 said, the more skill in analyzing behavior you have, the more you will be able to change those part of the environment that are responsible for your students' behavior and for your own. During process of teaching, students' interests are enhanced and scores increased which in turn proves the effectiveness of teachers' behavior. So it is further improved that better awareness and enhanced skills of NVC to remolding teachers' behavior have become more and more meaningful and undoubtedly.

References


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