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The Influence of Teachers' Nonverbal Behavior on Students' Learning Style in Junior High School

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Abstract: In the process of teaching, many teachers often only pay attention to the language, but tend to ignore the nonverbal behavior in teaching and communication. In fact, in the process of teaching, teachers use not only speech acts, but also nonverbal behavior, the research of this behavior is very popular abroad. The main purpose of this paper is to study the causal relationship between teachers' nonverbal behavior and junior high school students' learning style, so that teachers can realize the importance of nonverbal behavior in the teaching process. This paper discusses the influence of teachers' nonverbal behavior on students' learning style from several aspects of teachers' nonverbal behavior, and proves that teacher' nonverbal behavior can help optimize students' learning style.

Keywords: Nonverbal Behavior; Influence; Learning Style

1. Nonverbal Behavior and Teachers' Nonverbal

1.1 Nonverbal Behavior

Research shows that human interactions is a kind of information exchange. In the process of communication, not only the verbal symbols are the carriers of information exchange, but also the expressions and actions—nonverbal behaviors are the carriers of information exchange. It includes smiling, nodding waving and so on. Body movement or gestures are called “nonverbal behavior” or “body language”. Nonverbal behavior plays an important role in the expression of information.

1.2 Teachers' Nonverbal Behavior

Teachers are the examples of students, the guides of students' learning and the companions of students' campus life. Therefore, teachers' behavior has always been one of the important factors affecting students, The influence of nonverbal behavior on students is an important factor that can not be ignored.

1.2.1 Dynamic Silent Communication

Dynamic and silent communication is mainly expressed by body posture or body language, and can be divided into facial expression—face language; expression in eyes—eye language; waving to show praise or criticism—gesture language; body direction, posture and so on. In the process of teaching, teachers can use necessary body language to communicate with students, sometimes they will receive the effect of “silence is better than sound”.

1.2.2 Static Silent Communication

Static silent communication mainly refers to interpersonal distance. According to the research, the space distance between people is also a way of communication. Interpersonal distance is an important factor in emotional activities. Interpersonal distance is also a measure of the closeness of interpersonal relationship. People always choose the distance between each other according to their feelings towards others. Interpersonal distance potentially shows the nature and degree of the communicators' feelings.

1.2.3 Verbal Communication

Verbal communication, also known as “paralanguage”, refers to the non-verbal aspects of speech, that is, the sound quality, volume, tone, pacing, rhythm and so on. It belongs to a part of verbal expression, but not the words themselves, so it is often used to assist the expression of words in order to accurately express the meaning and feelings.

Teachers should fully understand and make use of verbal communication in teaching. With different paralanguage, the same sentence will produce different classroom effects and students will have different reactions.

2. Using Nonverbal Behaviors to Optimize Students' Learning Style

2.1 Using Dynamic Silent Communication to Balance Students' Learning Style

The starting point and purpose of learning style is to coordinate the functions of various factors in students' learning system as much as possible, in order to make the best effect, that is, to take various control measures to optimize students' learning process. But it is impossible for every student to adjust their learning style by themselves, it can be regulated by teachers' nonverbal behavior.

Before adjusting students' unbalanced learning style, teachers should first understand students' individual differences, respect students' uniqueness, combine with students' knowledge background, learning characteristics, personality characteristics and so on. Give correct guidance to students' learning style, develop strengths and avoid weaknesses, and promote students to form a balanced, harmonious and perfect learning style.

2.1.1 Helping Students be More Willing to Try by Teachers' Facial Expression

Teachers' facial expression plays a very important role. Even a smile can leave a deep impression on the students, influence the students imperceptibly, and make the students form a correct learning style. For some students who are not active enough, teachers' nonverbal behavior can help improve their confidence and enthusiasm and help them to form a positive learning style.

Teachers' facial expressions can help students become more willing to try, and it is easier for them to form a positive learning style, such as risk-taking style, field independent learning style and so on. Therefore, teachers can use facial expressions to solve the negative aspects of students' learning style.

2.2.2 Guiding Students Think More Comprehensively by Teachers' Gestures

Gesture is the most simple and effective method in all teaching methods. Teachers can use gesture creatively in the teaching process, which can attract students' attention, enhance students' image thinking ability, deepen understanding and strengthen memory.

The gesture is very vivid, students' attention is always for a short time, and the normal classroom teaching often makes them not interested, and the vivid gestures can mobilize students' attention to a great extent, thus arousing students' enthusiasm to have the class, which is conducive to the formation of students' sharpening style.

Teachers' gestures can help guide students to think more comprehensively. For students who are impulsive in some aspects of their learning styles, teachers' gestures can help them form a more prudent learning style.

2.2.3 Using Static Silent Communication to Adjust Students' Impulsive Learning Style

Teachers should take control the interpersonal distance as an important management method, and achieve some goals by mastering different space distance with students. Teachers often adjust the space distance between themselves and students according to their needs, such as approaching or leaving, changing their position in the classroom and so on, in order to achieve the purpose of organizing teaching and classroom management. For some students whose learning style is too impulsive, teachers can create a sense of pressure through distance, suggesting that students need to calm down and gradually form a steady learning style.

If the teacher requires all the students to pay attention to the atmosphere of listening, in order to create a formal class, as long as they stand by the platform and speak seriously, students will experience that this is a "regular" class, which will generate corresponding psychological preparation and response. This distance, which is far away and has some commanding distance, will cause appropriate oppression to students, it helps students form a cautious style.

If the teacher goes to the aisle of the seat to "patrol" when he is lecturing, students in the nearby seat will be nervous and serious. This kind of close distance will improve the students' attention, adjust their state at any moment, and their learning style will develop to reflective style.

2.2.4 Using Verbal Communication to Improve Students' Negative Learning Style

The verbal communication is also very important in the class. Under different intonation, volume or rhythm, the same words will express different meanings and achieve different communication effects.

It is not only necessary but also feasible to correct the students' negative learning style. Students' negative psychological state can be caught and grasped, and can be corrected at the same time. Teachers can help students overcome their problems by verbal communication, correct their learning motivation, clarify their learning purpose, change their passive learning state and so on.

2.2.5 Attracting Students' Attention by Teachers' Stress and Volume

Stress refers to the speaker's special emphasis on a sentence or a phrase according to the needs of thought expression. In the process of communication with others, sometimes in order to deepen or emphasize a specific part, the speaker will increase the volume, which means it is

very important to remind the others to pay attention. Stress and volume are important factors in paralanguage and important means to achieve the effect of language communication.

If teachers often use the skills of stress and volume to let some words are spoken in a light way, some are heavily, some are suppressed and some are emphasized, and can accurately express the content that needs attention and emphasis to students, then when students are used to this emphasis method of teachers, their attention will be highly focused for a long time, and it is easier to form a sharpening style.

2.2.6 Making Students Enthusiastic by Teachers' Pacing

Teachers' speaking speed has a direct impact on the teaching effect. Too slow speaking speed will make the information become syllables that are meaningless. It will waste time and also make students' attention distracted, thus causing boredom. Speaking too fast, students' brain can not process the information. A large amount of information flows into the brain, which can easily make students upset, even interrupt or prohibit the brain' activities of processing information.

Teachers' speaking speed is a controllable factor. When teachers' speaking speed is slow, students will accept knowledge and think at the same time, which will be more inclined to form a reflective style. When teachers' speaking speed is slightly fast, students need to follow teachers' rhythm and respond, which will be more inclined to form impulsive style and sharpening style.

3. Conclusion

Generally speaking, the influence of teachers' nonverbal behavior on students' learning style can not be ignored. Once teachers realize the function of nonverbal behavior and master their expressions and actions, the teaching quality will be improved.

This requires teachers to be good at observation in daily teaching activities, not only observing students' behavior to understand students' learning style, but also observing their own behavior at all times, paying attention to their own actions, and strengthening their self-awareness of nonverbal behavior. Only by long-term elucidation can teachers reach the level of mastery.

Teachers can also ask students about the effect of their own nonverbal behavior, so as to get effective feedback. On the one hand, teachers can combined with teaching, provide long-term nonverbal guidance to students, and develop behaviors to optimize their learning style, so as to achieve better teaching results. On the other hand, it aims to help students change their learning style, clarify the purpose of learning, find out the causes of students' impulsive or negative learning style and analyze them, help them overcome these problems, so that students can have a healthy and happy learning life.

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