



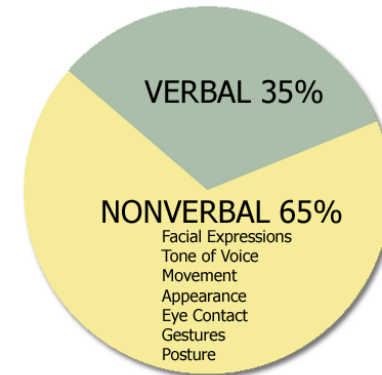
(12 Manage,2021)



Top tips for trainee teachers: use your body language to control the classroom By Flora Milne *The Guardian*

(Milne, 2010)

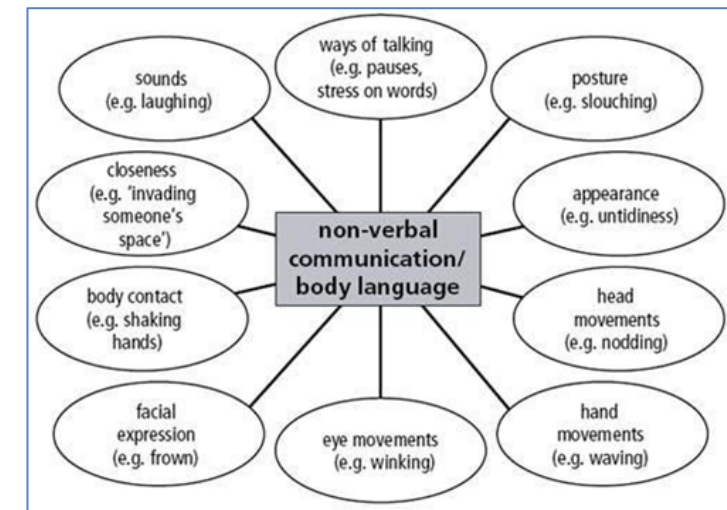
A Student Teacher's Guide to Body Language



What is body Language?

Body Language is the way people express themselves nonverbally.

This leaflet will give you examples of positive body language and negative body language in the form of a video.



(Pinterest ,N/D)

Help for the future

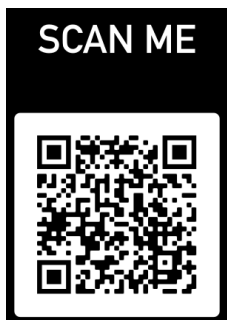
Positive Body Language

Scan to see a video
on Positive Body Language



(eHowEducation 2014)

Further information on Body
Language scan to read a Everfi
Teachers Learning Blog below



(Williamson B, 2021)

Negative Body Language

Scan to see a video on
Negative body language (Communication
theory.org, N/D)



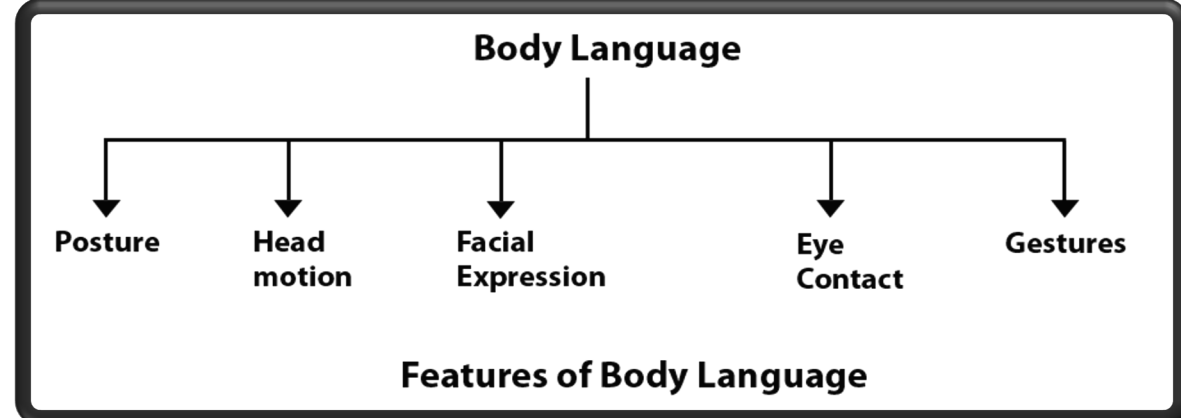
(Study.Com 2021)

6 Ways to help student teachers
succeed, scan below for the full
article on We Are Teachers
website.



(Staake J, 2018)

(Communicationtheory.org, N/D)



POSTURE: The way a person stands or sits is his posture. It is good to adopt a flexible erect posture rather than a stiff or slouching posture. An erect posture reveals confidence and poise. Drooping shoulders, sagging in the seat, etc., reveal a feeling of depression and lack of interest.

HEAD MOTION: In oral communication, the movement of the head plays an important role. No one is expected to keep on shaking his head, but appropriate nods and shakes of the head enhance the level of communication.

FACIAL EXPRESSION: Face is the index of the mind. We say, 'she put on a long face' to mean that she was not in the best of her moods. However much one tries, his hidden feeling of anger, fear, confusion, uncertainty, enthusiasm and joy will get revealed by the facial expression.

EYE CONTACT: In an oral communication context, the speaker and listener should not only face each other but also maintain correct eye contact. If someone avoids direct eye contact, he is suspected to be sly or cunning. In eastern countries, subordinates or younger people may avoid direct eye contact out of respect or deference, but it will be misunderstood in an international context.

GESTURES: Movement of hands and fingers enhance communication. But, gestures are culture specific. A clenched fist may mean emphasis for an American but disrespect for an Indian. A thumbs up sign, a movement of the index finger communicate messages effectively. Continuous gestures should be avoided. Non-verbal communication in short, adds, subtracts and amends our message. In an oral communication context, all the above features of body language play an important role. If you expect to communicate in a relaxed atmosphere, you have to kill and destroy the stiffness with appropriate components of body language.

The communication tool that has been chosen is body language within the teaching profession. This rationale will critically explore the everyday use of body language within the role of a student teacher. It will give reasons for using body language to enhance engagement of the students and how this communication tool is used without a person being actively aware that they are using it. The leaflet that has been created has been aimed at student teachers utilising the technology that is easily available, in order to link a physical as well as digital copy of the leaflet, with availability as an online resource. A direct link via a QR code has been included (Qr-code-generator.com, 2021), which can be manually scanned with a smart phone or clicked upon in the document online, sending the user to two separate videos. One shows negative body language (Study.Com., 2021) and the other positive body language (eHowEducation, 2014). With the use of technology and the internet a daily requirement of teaching (Pine Cove Consulting, 2020), this leaflet can be printed as a physical leaflet but also emailed to a student teacher as a digital document. The aim of the document is to remind teachers that body language is vital to teaching and interaction with their students (Pine Cove Consulting, 2020). Ethical viewpoints will be discussed during this rationale with theoretical viewpoints and practical applications explored as this model of communication is in a different style of language.

As body language is a physical, nonverbal language, the view was taken to create a simple leaflet using pictures and the QR codes to view videos (Qr-code-generator.com (2021)). The thought in mind was to catch the student teacher's attention and create a discussion on a subject that is taken for granted.

In order to explore body language a definition should be given. The Oxford Dictionary of Sociology (2014) defines nonverbal communication as 'forms of communication which do not rely on the spoken or written word, ie facial gestures and hand signal', but body language is so much more than nonverbal communication; this will be explored and discussed in the following

essay. White and Gardner (2013) argue that a teacher can gain the immediate attention of students just by walking into a room with a stern step, wide eye and tall posture which gives the teacher 'The X Factor'. In this way the teacher is able to command the attention of every student in the room easily with body language, facial expression and all without a word spoken. Could there be a science behind body language and how it is made up?

One theorist, Albert Mehrabian, suggests that 55% of information is taken from expression (Mehrabian, 2017). Mehrabian has devised a formula that is thought can calculate the total impact that verbal and nonverbal language has on a person:

$$\text{Total Impact} = 0.07 \text{ verbal} + 0.38 \text{ vocal} + 0.55 \text{ facial. (Mehrabian, 2017).}$$

Body language is so much more than a formula; it is a study of the behaviours of people, how they walk, move and gesture without the use of words. Kinesics is the study of human body movement, as described by Markovic (2017); a shrug, an eye movement or even the way a person walks can be interpreted as a way in which to explain what a person is saying in a nonverbal manner and is subconscious (Markovic (2017)). Therefore, as a new student teacher, attention must be made to the body language they display, be it intentional or non-intentional. As Gregersen wrote:

By using methods and techniques that raise learners' consciousness about the integral role of body language in speaking and listening in a second or foreign language, we have taken the first step in helping them to become not only bilingual, but bi-kinesic

as well (Gregersen, no date).

Knapp & Hall (2013) describe nonverbal communication simply as being communication without the use of words but Birdwhistle argues that without the use of words, to be as descriptive as possible, nonverbal communication cannot explain what a person is trying to fully communicate (Birdwhistle, 1970). Yet more contradictions can arise when a person is verbally communicating as their body language can be stating something completely opposite of what they are saying. (Ekman & Friesen, 1969). Indeed, communication through body language is just as important as the spoken word because body language can and does demonstrate the true feelings of a person as argued by both Birdwhistle and Knapp & Hall.

When listening to another person speak the brain is already defining what that person is saying but also in what context. Goleman (2016) explains this as a 'low road', the basic level that the brain defines in what way the spoken word should be taken, for instance a person can sense sarcasm in a remark (Goleman, 2016). According to Goleman this is when a person is travelling along the 'low road' when the brain rapidly scrutinises the nonverbal message. The operation of this 'low road' is occurring with complete lack of awareness by the person. Goleman goes on to say that this is done without a person being actively aware, an automated uncomplicated mode (Goleman, 2016). Extraction of information, whilst travelling on this 'low road', is undertaken in milliseconds without a person even knowing what is being seen. According to White & Gardener, teachers should have awareness of this 'low road' with the understanding that most of what we do is piloted by massive neural networks which operate on this 'low road' with particular attention paid to our emotional life (White & Gardner, 2012) so as to not create barriers between a teacher and their students. With awareness of this 'low road', the teacher can be more in control of their actions and body language and can actively restrict the barriers of teaching which can influence how their students react to the teacher and their teaching. This could be one way a teacher can manage their students' behaviour (White & Gardner, 2012).

When managing student behaviour, body language is a crucial aspect of teaching. During a study titled '*Teachers' strategy of positioning in teaching young learners*' it was explained that confident body language and correct and strong posture conveys that the teacher is approachable, and that confidence will then translate a positive student view of the capability of the teacher's support for learning (Restuningrum, 2018). This also portrays a lack of threat towards the students, therefore the students feel less need to act out against the teacher. It is therefore crucial that the teacher's posture is strong and confident, which will then quash the likelihood of negative behaviour from the student and lessen the need for behaviour management. Positioning within the class is also crucial for engagement of the students. Being positioned behind a desk does not relate a confident teacher but a teacher who is among her students, walking from table to table whilst proceeding with the planned lesson, is more likely to obtain respect from the students thus resulting in fewer bouts of bad behaviour (Restuningrum, 2018).

The student teacher needs to use a range of positive aspects to their teaching and being expressive can encourage the students to engage with their teacher and learning. According to DePaulo (1992) being expressive has a distinct social advantage. Being expressive can also influence people's moods and make people more likeable. During a study in the 1980s of '*Teacher immediacy*' and '*Teacher enthusiasm*' it was revealed that a teacher with good use of eye contact, who leant forward when listening to their student, smiled and used humour and gestures, created a lot more 'immediacy' and engaged with their students in a positive way (Anderson, 1979). This engagement was described as 'Psychological Closeness' (Anderson, 1979). It was mentioned that having a monotone voice as well as a stationary physical posture was a lazy way for a teacher to deliver their lesson. The term 'aloofness' (Ikeda & Beebe, 1992) could be used, explaining that being 'aloof' is a description of a person who was not emotionally connected with their students, that the teacher who presented with such a negative

state of teaching was emotionally distant or aloof (Ikeda & Beebe, 1992). It was described that whichever teaching style was used, immediacy or enthusiasm, that that teaching style has a profound effect on student behaviour (Babad, 2005). Whether a teacher has an 'immediacy' or 'enthusiasm' style of teaching, a person cannot help by showing their emotions seeping out, unconsciously, through their voice and their physical movement (White & Gardner, 2012). It was originally thought that emotions were just kept as a backup plan, but now they are key to teaching, showing enthusiasm for their subject and with emotions such as love for a subject the teacher can, in their emotional teaching, engage their students with the same passion for the subject as the teacher has (White & Gardner, 2012). Emotions can be shown in different ways within teaching.

According to Caswell & Neill (2003) there are a variety of emotional characteristics that a person can disclose about themselves through unconscious body language, for instance: indifference, casualness, friendliness, strictness, interest, an easy-going disposition, helpfulness and dominance, just to list a few (Neil & Caswell, 1993). With the movement of arms and legs, positioning ourselves, portrayal can be made of negative body language, for example crossing arms and legs is considered as 'closed body language' or the impression of being on guard - arms protecting the upper body with crossed legs protecting the lower body. Some of these negative body positions could be taken as defensive or self-preservation in order to seem strong in character but guarded with emotion through body language (Lyle, 1990). Knapp *et al.* make the comment that a person's stance/posture is a strong signal of that person's emotions with some negative posture poses of ridged body frame which could give the impression of anger (Knapp *et al.*, 2013). It should be considered that when communicating each person may mirror one another's posture, which can increase the ability to create a connection or rapport, which can then be built upon creating a more inclusive teaching with an inviting and safe space to learn (Knapp *et al.*, 2013).

According to The Department for Education, an independent review of behaviour in schools (Benniett, 2017) noted that teachers are their students' role models and should display their own values and habits, setting a good example for their students (Benniett, 2017) as well as being a role models to other staff members (Benniett, 2017).

A study which was carried out over 25 years revealed that way in which teacher – student relationships have a great influence on the level of student attainment leading further to higher student outcomes (Wubbels & Brekelmans, 2005). It was identified that with an increased degree of teacher influence and proximity, the students' engagement with their studies were increased. The study was created with two main elements - *'The communicative systems approach and a Model to describe teacher-student relationships in terms of behaviour'* (Wubbels & Brekelmans, 2005). In studies on non-verbal communication, it was noted that student behaviour was influenced by the positive stature of the teacher and that maintaining a strong presence in the room created the appearance of an experienced teacher. The data collection for this study was via a Questionnaire on Teacher Interaction (QTI) and it was concluded that this style of research was a great tool although it was not an adequate feedback instrument for teachers (Wubbels & Brekelmans, 2005). This study was carried out with the use of the Interpersonal Theory, a theory relating to the relationships created via people's interactions with attention made to the relationship between student and the respect that they have for their teacher. With a safe sense of space and a passion for the subject, a teacher has the ability to inspire their students (Wubbels & Brekelmans, 2005).

In conclusion it has been noted that student teachers have not been advised on body language within their classrooms, but merely reminded of the impact of negative body language in regard to the negative behaviour that students emit when weak signals of authority are displayed unconsciously by the teacher (Sulaymonoy, 2016).). When becoming a teacher, it is accepted that professionalism includes the manner in which a teacher presides over their class and with this in mind the teacher will automatically command the class with the conscious knowledge that nonverbal messages are as important as verbal messages (Sulaymonoy,2016). As it has been identified that nonverbal communication is as important as verbal communication, there would be an expectation of common sense when applying knowledge on communication to the teacher's classroom (Benniett, 2017). According to Sulaymonoy, student teachers should be encouraged to attend other colleagues' lectures and sessions and study that person's body language (Sulaymonoy, 2016). Being able to display positive body language does not happen overnight but is a skill which evolves over time (Sulaymonoy, 2016). Body language gives the students their first impressions of their teacher and as is well known, those first impressions set the tone for not just the first session but are set to last.

Appendix

Appendix 1: Top tips for trainee teachers is a article that was published in the Guardian news paper. This has been added to the leaflet in the section ‘ Help for the future’ in order for the student teacher in order to expand their learnings.

<https://www.theguardian.com/careers/top-tips-for-trainee-teachers-use-your-body-language-to-control-the-classroom>

1. Eye Contact
2. Be Expressive and Use Gestures
3. Keep Your Arms Open
4. Praise with Your Whole Body
5. Adopt a Thinking Pose
6. Smile

Appendix 2 : Video of body language as s reference for the student teacher on what not to do in the classroom.

<https://study.com/academy/lesson/negative-body-language-examples-signs.html>

Appendix 3: Video of positive body language as a reference for the student teacher on what they should do in the classroom.

<https://www.youtube.com/watch?v=cYEqaEeVC4Y>

Appendix 4: This is a blog that is live from America with information being received live so then the student teacher can have some res=assurance of their actions.

<https://everfi.com/blog/k-12/the-importance-of-body-language-in-teaching/>

Reference list for rational

Anderson, J. (1979). '*Teacher Immediacy as a Predictor of Teaching Effectiveness*'. In D.

Nimmo (Ed.), *Communication Yearbook 3*(pp. 543-559). New Brunswick, NJ:

Transaction Books

Babad, E., (2012) '*Nonverbal behaviour in education. The new handbook of methods in nonverbal behavior research*', pp.283-311. Oxford University Press, USA

Bennett T (2017) '*Creating a culture: How school Leaders can optimise behaviour*'

Available at :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf (Accessed 2nd March 2021)

Birdwhistell, R.L., 1970. *Kinesics and context* Philadelphia. '*Kinesics stress in American English*', pp.128-146, University of Pennsylvania.

Caswell, C and Neill, S (2003) '*Body Language for Competent Teachers*'. London:

Routledge

DePaulo, B.M., (1992). '*Nonverbal behaviour and self-presentation*'. *Psychological bulletin*,

111(2), p.203, Available at :

<https://pdfs.semanticscholar.org/d15d/84ec4124b3e3df85d8a023f7c4693823483b.pdf>

(Accessed 23rd February 2021)

Ekman, P. and Friesen, W.V., 1969. '*Nonverbal leakage and clues to deception*'. *Psychiatry*,

32(1), pp.88-106.

Golman,D (2006) '*Social Intelligence : The new science of Human Relationships*', London

Hutchinson

Gregersen T (N/D) University of Northern Iowa, *Language Learning beyond words:*

'Incorporating body language into class room activities', Available at:

<https://nus.edu.sg/celc/research/books/relt/vol6/no1/51-64gregersen.pdf> (Accessed on

16th February 2021)

Ikeda, T. and Beebe, S.A., (1992) *'A Review of Teacher Nonverbal Immediacy: Implications for Intercultural Research'*. Available at:

<https://files.eric.ed.gov/fulltext/ED349592.pdf> (Accessed 20th February 2021)

Knapp, M.L., Hall, J.A. and Horgan, T.G. (2013) *'Nonverbal communication in human interaction'*. 8th Edition, Cengage Learning.

Lyle J, (1990) *Body Language*, London, Reed

Markovic H (2017) *'Kinesics and Body Language is Simultaneous and Consecutive*

interpretation', Available at: <https://core.ac.uk/download/pdf/197556259.pdf>

(Accessed 16th February 2021)

Mehrabian, A, (2017) 'Chapter 13: Communication without Words', in Mortensen, C.D. ed., *'Communication Theory.'* London: Routledge. (cite as (Mehrabian, 2017).

Pine Cove Consulting, (2020), *'How Important is Technology in Education? Pine Cove's Top*

10 Reasons', Available at: [https://marketing.pinecc.com/blog/the-importance-of-](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap)

[technology-in-education-pine-coves-top-10-](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap)

[reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relatio](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap)

[nships%20between%20teachers%20and%20students.&text=Technology%20helps%2](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap)

[0make%20teaching%20and,own%20classmates%20through%20technological%20ap](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap)

[plications](https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to%20enhance%20relationships%20between%20teachers%20and%20students.&text=Technology%20helps%20make%20teaching%20and,own%20classmates%20through%20technological%20ap). (Accessed 16th February 2021)

Restuningrum, N,(2018) '*Teachers' Strategy of Positioning in Teaching young learners*'

,International Journal of Educational Best Practices, 2(1), pp.1-13. Available at :

<https://ijebp.ejournal.unri.ac.id/index.php/IJEBP/article/view/5946/5478> (Accessed

26th February 2021)

Smart J (2007) '*Higher education : Handbook of theory and research Volume XXII*'

University of Memphis, Springer, Available at

:[https://www.researchgate.net/profile/Caroline-Turner-](https://www.researchgate.net/profile/Caroline-Turner-2/publication/226485560_Signals_and_Strategies_in_Hiring_Faculty_of_Color/links/5491a36f0cf269b0486167fc/Signals-and-Strategies-in-Hiring-Faculty-of-Color.pdf#page=227)

[2/publication/226485560_Signals_and_Strategies_in_Hiring_Faculty_of_Color/links/](https://www.researchgate.net/profile/Caroline-Turner-2/publication/226485560_Signals_and_Strategies_in_Hiring_Faculty_of_Color/links/5491a36f0cf269b0486167fc/Signals-and-Strategies-in-Hiring-Faculty-of-Color.pdf#page=227)

[5491a36f0cf269b0486167fc/Signals-and-Strategies-in-Hiring-Faculty-of-](https://www.researchgate.net/profile/Caroline-Turner-2/publication/226485560_Signals_and_Strategies_in_Hiring_Faculty_of_Color/links/5491a36f0cf269b0486167fc/Signals-and-Strategies-in-Hiring-Faculty-of-Color.pdf#page=227)

[Color.pdf#page=227](https://www.researchgate.net/profile/Caroline-Turner-2/publication/226485560_Signals_and_Strategies_in_Hiring_Faculty_of_Color/links/5491a36f0cf269b0486167fc/Signals-and-Strategies-in-Hiring-Faculty-of-Color.pdf#page=227) (Accessed 8th march 2021)

Sulaymonov, Azamat. (2016). '*Body language: Tool of young teachers for classroom*

management. 1.

White J and Gardner J (2012), '*The Classroom Xfactor: The Power of body language and*

non-verbal communication in Teaching', Taylor & Francies, Oxon. Available at:

https://www.google.co.uk/books/edition/_/Ar6sAgAAQBAJ?hl=en&gbpv=1 (

Accessed 16th February 2021)

Wubbels, T. and Brekelmans, M., (2005) '*Two decades of research on teacher–student*

relationships in class'. International Journal of Educational Research, 43(1-2), pp.6-

24.Available at:

<https://www.sciencedirect.com/science/article/abs/pii/S0883035506000127>

(Accessed 2nd March 2021)

Xiaoling Yang (2017) '*The Use of Body Language in English Teaching*', Theory & Practice

in Language Studies, 7(12), pp. 1333–1336. doi: 10.17507/tpls.0712.2, <https://web-b->

[ebscohost-](https://web-b-ebscohost-)

com.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=9&sid=e4bb6737-9abc-4eed-aa6e-8fe26e046c33%40sessionmgr101 (Accessed 1st February 2021)

Reference list for the Leaflet

Image of mind map: Pinterest (N/D) '*Non-Verbal Communication Body Language*', Available at:

<https://www.pinterest.com/pin/560276009864860602/> (Accessed 2nd February 2021)

Image of word picture Body Language: Insidesmallbusiness (2020) '*Body Language*', Available at:

<https://insidesmallbusiness.com.au/wp-content/uploads/2020/01/Body-language.jpg>

(Accessed 2nd February 2021)

Image of people showing body language: 12 Manage(2021) *Body Language Knowledge Centre*,

Available at:

https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.12manage.com%2Fimages%2Fpicture_body_language.png&imgrefurl=https%3A%2F%2Fwww.12manage.com%2Fdescription_body_language.html&tbnid=rMMI_iIDQAXHOM&vet=12ahUKEwiU7OO6r8vuAhWM0YUKHXZgDCUQMygMegUIARDxAQ..i&docid=57cZ8vLCrmqj7M&w=800&h=800&q=images%20og%20body%20language&hl=en-US&ved=2ahUKEwiU7OO6r8vuAhWM0YUKHXZgDCUQMygMegUIARDxAQ

(Accessed 2nd February 2021)

Study.Com (2021) *Negative Body Language: Examples & Signs*, Available

at:<https://study.com/academy/lesson/negative-body-language-examples-signs.html>

(Accessed 9th February 2021)

Qr-code-generator.com (2021) *QR Code Generator: Create Your QR code for Free*, Available at:

<https://www.qr-code-generator.com/solutions/video-qr-code/> (Accessed 9th February 2021)

Image of Pie Chart: Lewis S (2018) *Make the Employer Fall in Love with You: 10 Essential Elements of a Perfect Interview* , Available at : <https://www.jobcluster.com/blog/10-essential-elements-of-a-perfect-interview/> (Accessed 9th February 2021)

eHowEducation (2014) *Body Language for Teachers; Teacher & Student Communication*
Available at: <https://www.youtube.com/watch?v=cYEqaEeVC4Y> (Accessed 9th February 2021)

Communicationtheory.org, N/D, Available at : <https://www.communicationtheory.org/wp-content/uploads/2010/03/body-language.jpg> (Accessed 22nd February 2021)

Singelis, T. (1994). Nonverbal communication in intercultural interactions. In R. Brislin & T. Yoshida (Eds.) *Improving intercultural interactions* (pp.268-294). Thousand Oaks, CA: Sage

Staak J,(2018) '*6 Ways to help student teachers succeed*' Available at : <https://www.weareteachers.com/help-student-teachers/> (Accessed 1st March 2021)

Williamson B, (2021) '*The importance of body language in teaching*' Available at: <https://everfi.com/blog/k-12/the-importance-of-body-language-in-teaching> (Accessed 1st March 2021)

Milne F, (2010) The Guardian.com,'*Top tips for trainee teachers: use your body language to control the class room*' Available at: <https://www.theguardian.com/careers/top-tips-for-trainee-teachers-use-your-body-language-to-control-the-classroom> (Accessed 1st March 2021)