

THE IMPORTANCE OF BODY LANGUAGE AND VOICE DEVELOPING IN EFL CLASSROOMS

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ABSTRACT

Body language is conveying a certain meaning by utilizing action, expression and posture. In the EFL process, the body language of the teacher can help to enhance the effect of sound language. It is an urgent and essential method for teachers in order to learn about their students. Additionally, the teacher can create vivid, emphasic and realistic atmosphere in the classroom by using the body language, and comprehend how body language plays a basic role in the process of teaching learners. Foreign language teachers should be able to not only accomplish and dance for enjoyment or pleasure, but also act as an actor with passionate and meaningful actions, movements and countenance; since being always ordinary and non-emotional teacher cannot organize an attractive and effective condition in the duration of EFL lessons. If the teacher has an ability to use clear, appropriate and proficient body language and voice, it can increase the portion of attentions, interests and accurate understanding of learners in language contents, as well as, give a chance them to build their knowledge by their own consciously.

Keywords: body language, gestures, facial expressions, voice developing, posture.

At the present time, the English language is considered as a lingua franca and international language. That is why that new and modern methodologies and strategies are required to teach. The present project introduces with a brief study which is called “body language” is a wonderful choice to evolve the teaching of English process. Teacher is provided with tools such as body and sense, which have been recently developed. Body language and other forms of non-verbal communication have been shown to be instrumental in both students learning and behavior management. Even

though language is important in communicating, non-verbal communication cannot be neglected. American psychologist Albert emphasized that people accept 55% information from expressions. In classroom teaching, non-verbal communications more significant rather than verbal one. It shortens the distance between teacher and students, improve the quality of education. One of the advantages of body language is that humans can express their feelings by the way they sit, stand or move than by words. Many experts say that human communication consists of 93% body language and paralinguistic cues, while only 7% of communication includes words themselves. Body language also presents some teaching tools, such as eye contact, gestures, facial expressions, movements, body postures and other aspects which are explained through the whole article.

1. Gesture is a movement of human body, especially of hands and arms, that shows or emphasizes an idea or a feeling. Gestures are important in human communication in that they animate conversations, clarify misunderstandings, and express feelings deeply. Roger E. Axtell (1998 p4) classifies gestures into three main categories: instinctive, coded, and acquired.

Instinctive gestures are the kind of gestures that we perform almost unconsciously. For example, when a person crosses his/her arms, this is usually a sign of defensiveness. People also tend to slap the back of their heads unconsciously when they are suddenly surprised or shocked. This category of gestures is more universal than any of the other categories.

Coded or technical gestures are more specialized gestures. They are agreed upon by groups of individuals sharing the same activity. Examples of these are hand signals used by football referees, umpires, film makers, stock brokers, and airport attendants. These gestures are often used and understood only by exclusive groups of individuals. They can be compared to jargon or specialized vocabulary in verbal language.

Acquired gestures are socially generated gestures. They differentiate societies and communities. The origin of these gestures is quite difficult to trace. Examples are the "O.K" sign, the hand wave as in Hello or Goodbye. Just like language, the relationship between these gestures and their meaning is usually arbitrary.

2. Facial expressions allow individuals to share a message through the use of their eyes, eyebrows, mouth, and facial muscles. Facial expressions are considered as the mirror of the mind (Rane, 2010). This is because many emotions are authentically expressed through the face.

The meaning of facial expressions.

Fear is an unpleasant feeling of anxiety or apprehension caused by the presence or risk of danger, either real or imagined. For example, fear of blood.

Anger is a strong feeling of grievance or displeasure that can be caused by a conflict, injustice, negligence, humiliation, or betrayal.

Surprise is a feeling of sudden wonder or amazement, especially at something unexpected.

Contempt is a strong feeling toward somebody or something considered worthless, inferior, or undeserving of respect.

Disgust is very strong feeling of dislike or disapproval.

Happiness is the feeling of being happy. It is the result of well-being, delight, health, safety, contentment, and love.

Sadness is the opposite of happiness. It is a result of feeling hopeless and discouraged. For example, divorce.

All these expressions reveal the feelings or emotions of a person. Facial Expressions are very important in a class because they show how the teacher or the students are feeling.

3.The sound development of body language. Good interaction between teachers and students can build a good relationship. When teacher find there is a gap in the teacher-student relationship, they will try their best to communicate with students, under the specific circumstances of each students, using different helps. At the same time, they reflect on their own teaching process and teaching effectiveness, continue to enhance and improve their teaching skills. Body language is the bridge of teacher-student communication. It's not only important method of teacher's feedback, but also the way of students to know teacher. Teachers being aware of using body language to transmit information indirectly, can help them have the initiative of teaching in order to achieve the effect not only by oral language. Untrained teachers will often think of fluency as being about speed. But fast speech is not necessarily fluent speech. In fact, fluent native speakers will vary their speed depending on the context in which they are speaking. Non-native speakers of English also think that they should speak fast to be more fluent. However, fast speech is not automatically fluent speech. That is a message that students need to understand, i.e., it is fine to speak relatively slowly as long as it is done at an appropriate speed. Indeed, native speakers often speak rather slowly in order to have time to think as they talk. Hence, the appropriate speed is the speed at which speakers can think clearly and still succeed in getting their message across. Native speakers of English often utilize pauses and hesitations while they are talking. Indeed, researchers have found that native speakers spend up to 50 percent of their speaking time pausing. (For more on pauses, see Clark and Clark, 1977; Hatch, 1983; or Tarter, 1986). Learners need to understand this aspect of communication. However, students will often refuse to believe that natives pause and hesitate, so teachers may need to audiotape or videotape some actual native speakers talking in a natural situation

(i.e., not actors) in order to demonstrate to students that natives actually do hesitate and pause, and they do so quite often. One way or the other, students need to understand that pauses and hesitations are necessary and natural parts of spoken language. The reason for all this pausing and hesitating is that humans need time to think when they are talking, and they use pausing and hesitating to give themselves that time. However, pauses and hesitations are not just dead time. Students need to understand that using slower speed with pauses and hesitations may necessitate the use of fillers. Some fillers in English are just sounds like uhm, er, uh, ah, and umm; other fillers are words such as okay, you know, well, so, etc. The aim of such fillers is to fill silence, which in turn makes communication seem more natural and fluent. Native speakers of English do hesitate and pause, but they do not seem to be able to tolerate long silences. Instead, they will use fillers in order to appropriately avoid long silences. One of all benefits is that the process of using fillers also gives them time to think.

Posture is the position of a body while standing or sitting, the way that the body is posed can communicate many different messages and can affect the way is perceived by others. According to Miller (1988) postures are the different ways of body position, which can express self-confidence, energy, or fatigue. There is one chance to make a first impression and Postures are an important source that can convey different messages. For example; the good straight posture indicates confidence, or the down shoulders indicate a lack of confidence and or low self-esteem.

CONCLUSION

Body language is a supplementary method of teaching the English language. It can help not only language teachers, but also learners to make educational process successfully by enlivening interesting and natural classroom atmosphere. In EFL teaching process, if the teacher can use the body language correctly, properly and naturally, it will aid to exploit complex thinking of students. Furthermore, when body languages, such as gestures, facial expression and postures, are utilized during the English classes, students are able to know the background of learning English, perceive various meanings of English words. The body language also helps teachers to get students ready for lessons, make the emotions of them active, vivify real language atmosphere and strengthen teaching effects.

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