

Body expressions in relations between students and teachers in a primary school in Beijing

Shiyan QIAO

qsyxiaoqiao@hotmail.com

Sichuan Institute For Advanced Studies In Culture And Educqtion

Sichuan Normal university

University of Lyon

Introduction

As a part of doctorate, we had a research to study the body expression of teachers and pupils by using different disciplines, each of which contributes in its way to analyse the body dimension in the broad sense of education, and summoning reflections in different disciplines such as anthropology, sociology, psychology, philosophy and studies on non-verbal communication. Most studies on expression of the body of the teacher and students in a classroom situation are carried out on a single activity in the class.

The learning subject is built in the school space. In China, body expressions are codified, which can be naturally found in school. This article focuses on the voice of the teacher in the classroom in China, from both the teacher's point of view and from the student's point of view: to identify and explain the place of the body and the gestures in the situations of Education in China.

The subject matter of this research comes originally from my professional experience of education in China, first as teacher in a primary school, then as a headmaster, also from my international training course. This led me to the question that the dimension of the interactions between children and teachers in China in terms of the expression of the body. Different approaches to the notion of the relationship of body expression in several currents of thought have provided us with an appropriate conceptual framework for further research.

The context of the Chinese education system

Total area of China is 9 596 961 km², compared with France of 643 801 km². According to national studies of January 2016, France has 66.6 million inhabitants and China has more than 1.3 billion inhabitants. Lyon and its urban communities represent about 1,500 million inhabitants; Beijing is 20 times the population of the Lyon agglomeration.

In addition, according to the National Population Bureau of the People's Republic of China (data of 2016), there are 96,922,000 primary school pupils in China. According to the French Ministry of National Education, the number of pupils in primary schools (children aged 6 to 11) was 6, 808,900 at the beginning of 2016. According to these figures, China has an area about 15 times larger than that of France with a population 20 times bigger than France.

As shown under, Chinese school program is a little different from the French. One. Education is compulsory until the end of the middle school, till the age of 15.

Universities / Higher Education	
Gaokao (University Access Competition)	
General / vocational high school	high school class3 (Equivalent of the terminal)
	high school class2(Equivalent of the second)
	high school class1(Equivalent of the second)
Zhongkao (Chinese Patent)	
Middle School	Middle Schoolclass3(Equivalent of the terminal)
	Middle Schoolclass3(Equivalent of the second)
	Middle Schoolclass3(Equivalent of the first)
Primary school (from 7years to 13years)	Class level 6 (Equivalent of the middle school
	Class level 5 (Equivalent of the CM2)
	Class level 4 (Equivalent of the CM1)
	Class level 3 (Equivalent of the CE2)
	Class level 2 (Equivalent of the CE1)
	Class level1 (Equivalent of the CP)
kindergarten (from 4 years)	Big section
	Middle section
	Little section

From 4 years to 7 years, the child goes to kindergarten.

At the age of 7, a child enters the primary school to stay for 6 years. The repetition of a class is exceptional. One enters the middle school without competition.

At 13, it is the entrance in middle school to stay here for 3 years. The transition to high school is conditioned by the success of the Zhongkao. In case of failure, the pupil repeats.

Then it's the high school for 3 years. There are several types of high schools: general education, technical or vocational education. In general secondary school, all the pupils make the same common curriculum. Each type of high school prepares for the Gaokao test which opens the door to the university.

The work we have carried out concerns only primary school in China that is the period of 7 to 13 years. Finally, it is important to say that in Chinese primary school, classes usually have a workforce of up to 60 pupils.

Research method

The research comes from a personal motivation, and some biographical data justify this choice. In other words, a journey of life inviting to have a distance with practices' analyse.

To lead this study with the learning subjects of sixth years of high school to the final year of high school in primary school quibbles, that is children from 7 years to 13 years, we chose subjects which can represent best that possible the learners in situation of success and those in trouble learning. We hope that this work will be profitable in the development of the primary school education in China!

We wanted to approach the education in this country from the subjects teaching themselves, contrary to the numerous researches dedicated to describe the problems which there are foreign, that are infrastructures, equipment and costs. However important they are, these aspects are not enough for understanding the human person put in the obligation of learning. It is also about an entrance to new knowledge allowing us to open to other questioning.

We chose of quantitative and qualitative methods to lead our study. To make this research, we filmed teachers in their classes and realized an investigation with two

questionnaires for the children and the professors. So, we have a better knowledge of the situation of every child in the class and except the school, and except its opinions on the class and its relation to the teacher. We noticed that teachers often have a different perception on this type of question: the evaluation of the children by the teacher presents a gap with the situation of the pupils such as we observed it.

The SPAD 8.2 software was used for analyses of the various inquiries driven with the subjects-learners of our public-target, to try to clear interpretations to better understand how behave in their schooling the young pupils of the classes of primary school of the zone analyzed in Beijing.

Questions around the voice

As an example, for understand the logic of research, we take here questions around the voice.

Regarding voice, as a non-verbal communication element, it is the intonation, the rhythm, the flow that can have great variations. The voice has obviously a fundamental role in the practice of the teacher and constitutes one of its characteristic lines. A calm, clear and posed voice allows listening attentively to the students. The voice characterizes each of us. It allows the transmission of information and the exchange of ideas. According to Pujade-Renaud and Zimmermann, (1979, p. 39) "It is fashionable to want to regain a sensitivity, a poetry which the child is afflicted, and which the adult would have lost through the fault of an oppressive education."

According to the mechanical explanation, the sound is transmitted by the vibration of the air emitted by the vocal cords, people hears when this vibration is picked up by our auditory system, the tympanum of the ear vibrates and transmits an electric current to the brain.

Classroom education is realized the transmission of knowledge by the teacher and the acquisition of knowledge by students. Through the voice, we have an experience of listening between the teacher and the pupils. The main task of students is to understand the teacher's speech and, beyond that, anything that is not orally expressed. There are numerous opportunities of incomprehension between the pupils and the teacher in the class who are, for

example, of the inattention of the pupil, of the square of the pupil in the room of class, of the not understanding of a word, of the way of speaking about the teacher.

However, a strong voice and a firm tone are required when students are dispersed. The teacher can play a lot of his / her voice and this then influences the behaviour of the students. It should be noted that from the point of view of voice use, both novice and experienced teachers have not the same practice: over the years the teacher learns how to use his voice to attract the voice, Attention, highlight a point in the monotony of speech, awaken a drowsy class or calm a turbulent class!

In the classroom, one can consider that the voice of the teacher is a dominant element of the expression of one's body. Paying attention to the teacher's voice does not mean that this teacher must necessarily have a pleasant voice to listen to. He must know that his voice is one of the important elements of his pedagogical qualities and learn how to use them. This, in our view, is an element to be considered in educational research.

We should note that, as Mattiske, Oates and Greenwood (1998) pointed out; half of the teachers have at least one episode of voice disorder in their careers. The factors causing these disorders of the voice are various. "The acoustic characteristics of classrooms, the particular characteristics of the child's hearing, the vocal load inherent in the teaching profession, professional stress and vocal technique. The consequences of the teacher's voice disorder can be important, both personal and social, "as Marion Tellier (2014, p.30) writes.

As it is an important element in understanding the course, the fluidity of the teacher's voice in the classroom would have an impact on the effect of teaching. For example, a strong voice would fatigue not only him but also the students; the lower voice would make the teacher easier to listen to, but a low voice would cause students in the lower classroom to have difficulty listening and distracted. A too soft voice would give an impression of weakness, which would have no effect on the authority of the teacher, even worse, depending on the age, she might be hated by the students. On the contrary, a too strident voice would give an impression of aggression, which would annoy the students. On the other hand, the flow should be average. A slower flow allows the students to hear better, but it would put them to sleep at the same time; on the other hand, a too rapid flow would increase the difficulty of the oral comprehension, which would make the pupils enervated.

The results of the research with regard to voice

The tables below consist of the results of the questionnaires for students and teachers.

- Influence of the mistress's voice, we begin with question "In class, the teacher speaks with a strong, medium, weak voice".

modalities	Numbers	% On expressed
Strong	90	44.1
middle	112	54.9
slight	2	1.0
Together	204	100.0

TABLE 2 ANSWERS OF STUDENTS ON THE VOICE OF THE MASTER

In the first answer of the pupils, 54.9% think that the voice of mistress in the course of the teaching is average; 44.1% think that the voice of mistress is strong, and only 1% thinks that the voice of mistress is weak. This means that 99% of students feel that the mistress' voice is sufficiently heard. This is what we have observed since we were presented in the classes that responded to the survey.

For their part, the teachers have spoken out.

modalities	Numbers	Percentages	% On expressed
Strong	3	1.2	18.8
middle	13	5.2	81.3
Together	16	6.4	100.0

TABLE 3 RESPONSES ON VOICE OF THE MASTER

According to their answers on their voices, 18.8% chose "strong" and 81.3% chose "medium". This means that there is no teacher who feels weakly speaking during the course. With respect to student responses to this question, only 1% said the opposite. Despite the differences in the answers between pupils and teachers, we can then think that the teacher's voice is generally strong enough.

- Influence of the mistress' voice on the level of attention of the pupil. Let us compare the answers of the pupils and those of the teachers.

modalities	Numbers	% On expressed
Not at all	67	32.8
A little	44	21.6
A lot	12	5.9
Really very strongly	81	39.7.
Together	204	100.0

TABLE 4 STUDENT'S RESPONSE ON THE INFLUENCE OF THE VOICE

32.8 % of the pupils tell not to be of the whole influenced by the voice of the teacher; 21.6 % are a little influenced by the voice of the teacher; 5.9 % are influenced a lot by the voice of the teacher; 39.7 % are very strongly influenced by the voice of the teacher. They are only 32.8 % to say that they are not influenced; we deduct easily that from it the pupils are mainly influenced by the voice (vote) of the teacher.

For their part, teachers have an opinion.

modalities	Numbers	% On expressed
Not at all	2	12.5
A little	2	12.5
A lot	9	56.3
Really very strongly	3	18.8
Together	16	100.0

TABLE 5 TEACHERS 'RESPONSES ON THE INFLUENCE OF THE VOICE

According to the teachers' responses on the influence on the student's level of attention, 18.8% chose "really very strongly" and 56.3%, or the majority, chose "a lot". The results are identical to the pupils' answers. Most teachers believe that the teacher's voice will influence the student's level of attention. But on the answer "not at all", there are 32: 8% of students versus 12.5% of teachers. This means that it is a more important element taken into account by the teacher, because it falls within the competences of the teachers. Experience shows that in the classroom, teachers usually speak louder than in everyday life.

- Behaviour of the pupil when the mistress speaks loudly.

In connection with the two previous questions, we address another question about the teacher's voice: "When the teacher speaks with a stronger voice, are you more attentive, less attentive and indifferent."

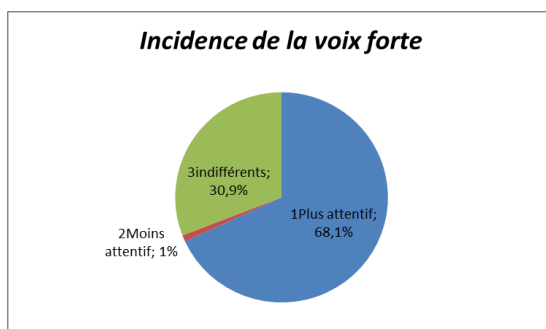


FIGURE 1 ANSWERS OF PUPILSS ON THE IMPACT OF THE STRONG VOICE

In this graph, with a strong 68.1 % expression on the incidence of a strong voice, we see that when the mistress speaks loudly, the pupils are more attentive. They are only 1 % to be less attentive; it means that most of the pupils prefer that the mistress speaks loudly during the class.

On the same question, let us look at the teachers' answers.

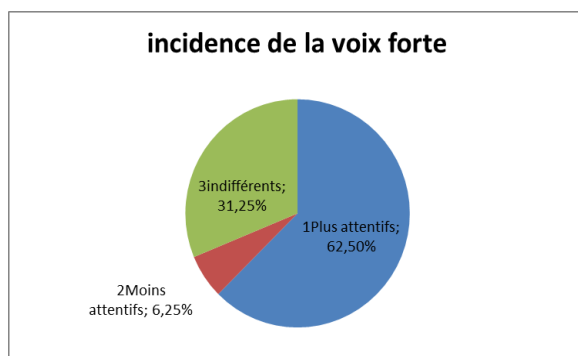


FIGURE 2 RESPONSES OF TEACHER ON THE IMPACT OF THE STRONG VOICE

In this graph, we see that 62.5 % chose "more attentive" 31.25 % chose "indifferent"; the percentage of these answers is rather close to that of the pupils. It means that teachers and pupils have the same opinion on the incidence of the strong voice of the mistress in the class.

Let us now turn the tone of the teacher's voice into the classroom.

Modalities	Numbers	% On expressed
1 Strong	21	10.3

2 Middle	47	23.0
3 Slight	20	9.8
4 Not influenced by voice level	116	56.9
Together	204	100

Table 6 ANSWERS OF THE PUPIL ON THE TONE OF THE VOICE

On the students' question "The teacher's voice influences you when she speaks with a tone ...", 56.9% of the students chose not to be influenced by the teacher's tone of voice, 10.3% Strongly influenced; for the medium and low influence, they are only 2.3% and 9.8% respectively.

In Chinese culture, the Chinese language must be "draw the voices and draw colours" 绘声绘色. We speak of a living description. In teaching, "drawing voices" requires teachers to seek harmony between bass and treble, depending on the content, with changes in voice and tone during activities. "Draw colours" ask teachers to express by their rich reactions of the face the feelings that are deep inside. In modern teaching, rich and effective classroom instruction requires teachers not only to be able to "draw voices" and "draw colours," but also to be a participant and an actor, which requires movement of members Teachers in correspondence with the concrete situation to produce better effects in class.

43.1% of the students say that at various levels they are influenced by the tone of voice of the teacher, we can say that the result of the influence of the tone is not so decided. This result does not correspond to what the researchers find elsewhere. This may be due to the reality of the sample of this population of a particular Beijing school.

- Conclusion on the impact of the voice of the teacher.

If we take up all that has been studied on the teacher's voice, we can conclude that the pupils are influenced by the teacher's voice, at least in its strength. We will say that there is a link between the voice of the mistress and the attention of the child. In other words, Chinese students would be influenced by the teacher's voice during the classroom, by the gestures and physical posture of the teacher. Chinese students would be more attentive during the course when the teacher uses non-verbal gestures in teaching. We identified a trend to the coherence between the notices of the pupils and those of the teachers towards the influence of the voice of the teacher on the pupil, as well as between the notices of the pupils and those of the teachers between the nonverbal communication and the educational efficiency.

~ ~ ~

In this research conducted within the framework of the PhD, the objective was to develop a scale of evaluation of the capacities of recognition on the expression of the gestures, as well as the explanations and analysis of functioning and existence of the body interactions between children and teachers. It was a complex project. We left the reality of the education for China to approach experimentally the basic idea of the expression of the body on the teaching to the primary school in China.

We were able so better to know the functions of the gestures of the teachers in their action on the pupils to the primary school in China. This is a still not enough new domain in this country.

Through movies and answers to questionnaires, we highlighted that the pronounced words, the voice, make a whole in the understanding of the pupil; besides, at this age, the not verbal elements play a leading role. This search allowed to measure the efficiency of the gestures of the teacher in the class and to know better the role of the self-expression through movement of the teacher to the primary school. If we remember ourselves the aspect very coded by the communication in China, the results of this study strengthen our conviction stemming from the professional practice that the Chinese teachers can improve the communication and the relation with the pupils, increase their efficiency in the daily

educational activities from the following aspects. First, introduce the language of the body into the classroom. During class preparation, teachers can intentionally introduce body language into the teaching process based on the course content. In the classroom, using active and living body language, teachers can attract attention, motivate students' emotions, and make them more involved in learning activities.

Secondly, in a very large class, communicate with pupils frequently and in short distance. For example, in the classroom, teachers can get off the podium and communicate with pupils in a timely manner. Outside the classroom, teachers can give more attention to pupils individually, deliver friendly messages using body language, such as to touch a pupil's shoulder as a sign of assertion, so that the pupils experience more positive feelings by the language of the body of the teacher..

Thirdly, in front of students at different levels, teachers can give more attention to their body language, intentionally apply positive body gestures to convey their message and evoke emotions.

Fourthly, teacher should intentionally give attention to their gesture and tone to make themselves better accepted by pupils. Teachers often use negative body language in the classroom, such as criticizing by pointing the student to the finger, putting their hands on the hips, Chinese attitude to impress.

Fifthly, it would be desirable for all teachers in each course to master knowledge of the psychological development of the pupils, conduct their pedagogical work by considering the pupils' age, sex, level and psychological characteristics.

References

- Pujade-Renaud, C. et Zimmermann, D. (1979), *Voies non verbales de la relation pédagogique*. Paris : ESF.
- Mattiske, J.A., Oates, J.M. & Greenwood, K.M. (1998). URL: <https://www.ncbi.nlm.nih.gov/pubmed/9988036>
- Tellier, M. (2014). *Le corps et la voix de l'enseignant : théorie et pratique*. Paris : Ed. Maison des langues.

韩春艳 (2014)教师肢体语言对小学生学业情绪及学业求助自评影响的实验研究 20 河北师范大学

Han, Chunyan. (2014). An Experimental Study on the Influence of Teacher's Body Language to the Sentiment and School Work Recourse of Primary School Students. He Bei : He Bei Normal University

司琪(2016)小学生注意力品质现状调查与提升训练 重庆师范大学

Si Qi (2016) Investigation and promotion training of pupils' attention quality. Chong Qing: Chong Qing Normal University

中华人民共和国国家统计局 URL:<http://www.stats.gov.cn/tjsj/>

中华人民共和国教育部政府门户网站 URL:<http://www.moe.gov.cn/>