





The Teaching Interns' Use of Kinesics as Non-verbal Communication in a Classroom

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Abstract

This study investigates the use of non-verbal communication, particularly kinesics behavior by teaching interns during classroom instruction. The primary participants in this study are the ten fourth-year teaching interns during the academic year 2022-2023 at a private higher education institution in Pagadian City, Philippines. It aims to teach students about kinesics as a form of communication in the classroom. The objective of this study is to examine the utilization of kinesics as a non-verbal communication tool by teaching interns in their interactions with students in Grades 7, 8, 9, and 10. This study seeks to understand how teaching interns commonly employ kinesics and its perceived impact on students. Data for this study were gathered from various sources, including interviews conducted with ten teaching interns, feedback from three cooperating teachers, and insights from two research participants' students. The findings indicate that the use of kinesics is beneficial for teaching interns. The incorporation of kinesics, such as postures, gestures, eye contact, and facial expressions, has created a dynamic classroom atmosphere and heightened students' engagement and the overall quality of instruction. It has positively influenced students' academic performance, leading to improved results and enhanced classroom behavior. Consequently, the integration of kinesics in the classroom supports effective communication between teaching interns and their students, resulting in clear and conducive instructional environments for learning.

Keywords *Kinesics, Non-verbal Communication, Body Language, Classroom Instruction, Teaching Interns*

INTRODUCTION

Communication serves as a conduit for individuals to foster deeper relationships through the exchange of diverse perspectives. It plays a pivotal role in the expression and comprehension of thoughts and emotions. Robust communication skills are indispensable for effective classroom management. Education's primary objective revolves around nurturing learners' competencies, a message conveyed through both verbal and non-verbal means (Daskan & Yildiz, 2020). To proficiently manage classrooms and maintain discipline, teaching interns must grasp the essentials of body language. In this context, it becomes imperative to familiarize educators and teaching interns with specific techniques before they embark on their instructional roles (Abdulrahman et al., 2022). Non-verbal communication, a facet of interaction, entails conveying messages through bodily actions rather than words. Despite its fundamental role in the overall communication process, scant attention has been directed toward practical teaching strategies enabling educators to integrate this pivotal element into their language classrooms. While several researchers have explored non-verbal communication in educational settings, limited research has delved into the analysis of teachers' kinesics (Humaerah & Malnab, 2021).

Kinesics, a highly effective form of non-verbal communication, conveys ideas through gestures, demeanor, and occasional facial expressions. These physical postures enable individuals to express their emotional states and the intensity of those states, both crucial aspects of

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communication (Windle, 2016). Teachers' use of kinesic cues can facilitate better comprehension, increased participation, enhanced positivity, and greater motivation to learn among students (Ranta and Harmawati, 2017). Therefore, kinesics plays a crucial role in promoting effective engagement and interactions.

This study examines the significance and role of non-verbal behavior, particularly kinesic behavior, among communicators, with a special focus on second language learners. This study subsequently explores how teaching interns at a private higher education institution in Pagadian City, Philippines can apply these communication skills in their classrooms to enrich their learners' communicative prowess. This consideration holds particular relevance as society emerges from a pandemic during which kinesics, a form of non-verbal communication, has been significantly impacted and often overlooked (Guache et al., 2023).

This study was conducted to determine the use of non-verbal communication in classroom instruction by the teaching interns as a tool for communication with teaching students. More specifically, it sought answers to the following questions:

1. How conscious are the teaching interns of using kinesics in the classroom?
2. Which types of kinesics do the teaching interns usually use?
3. How do the teaching interns perceive the effectiveness of kinesics in the classroom?
4. How can teaching interns use kinesics to improve engagement in the classroom?
5. How will the teaching interns use kinesics to influence behavior in the classroom?

LITERATURE REVIEW

In educational settings, nonverbal interactions, particularly kinesics, play a crucial role in the interactions between teachers and students. Effective use of kinesics in teaching can inspire, engage, and motivate students. Research suggests that educators should acquire proficiency in kinesics to enhance classroom instruction. However, as schools become increasingly diverse, there is a risk that students' nonverbal communication will be frequently misinterpreted or overlooked (Mednick, 2022). Despite its pivotal role in human behavior, non-verbal communication remains relatively underexplored and receives less attention than verbal communication (Halverson-Wente, 2018). Especially in the midst of the pandemic, which has not only had physical, psychological, and behavioral impacts but has also disrupted interpersonal relationships, it has become evident that our modes of communication and interaction, both verbal and non-verbal, have been affected (Akanksha, 2023). The majority of the pre-service teachers have difficulty because of the abrupt transition from traditional classrooms to the new typical format (Srivastava, 2023). This leaves them unprepared and inexperienced in more complicated situations (Baldomar et al., 2023).

In face-to-face interactions, non-verbal communication seamlessly blends, with individuals consciously attending to their body language and other non-verbal cues (Bailenson, 2021). Face-to-face meetings convey additional cues related to body size, height, leg movements, posture, and other non-verbal signals. While virtual meetings do not technically prohibit the use of gestures during speech, the necessity to remain within the camera's view discourages movement, particularly kinesics, encompassing hand and arm movements, leg movements, facial expressions, eye contact, blinking, stance, and posture (Bailenson, 2021).

Using non-verbal communication yields superior teaching outcomes compared to its absence. It serves as the most efficient means of capturing students' attention within the classroom. A teacher's effective utilization of nonverbal communication skills, particularly kinesics, significantly influences student success and performance (Sajjad, 2023). Additionally, non-verbal communication contributes to enhanced student participation, connection, and confidence, thereby fostering effective classroom management (Willingham, 2018). As the backbone of the education

system, teachers must have the competence and skills to effectively educate and cater to this cohort's particular needs (Dejacto, Valmorida & Naparan, 2023).

Considering the implications of the COVID-19 pandemic, non-verbal communication in today's context is often misinterpreted or overlooked. Due to the limitations of body language in emergency remote teaching, nonverbal communication receives less attention and consideration compared to verbal communication (Godhe & Brante, 2022).

Given these factors, it is essential to analyze the nonverbal communication employed by teaching interns during classroom instruction. This study specifically focuses on kinesics, encompassing facial expressions, gestures, eye contact, and posture, which are considered vital elements of body language communication in the teaching and learning process. This study aims to investigate the commonly used non-verbal language by teaching interns and its perceived effects on classroom instruction.

RESEARCH METHOD

Research Design

The researchers employed Qualitative Research and Case Study Applications in Education by Merriam (1998) to determine the predominant use of kinesics by teaching interns during classroom interactions, as well as their awareness of using kinesics and the perceived effects of its usage.

One of the most widely used qualitative research approaches is the case study. Therefore, this study primarily relies on Sharan B. Merriam's Case Study model, which is characterized as Particularistic, Descriptive, and Heuristic (Merriam, 1998). It is Particularistic because it centers on a specific situation or phenomenon, which in this case is the awareness of teaching interns in employing kinesics in the classroom. It is Descriptive as it provide a comprehensive portrayal of the phenomenon under investigation. The heuristic aspect lies in its capacity to enhance the understanding of the phenomenon for both readers and fellow researchers.

Merriam's case study research involves a thorough and in-depth examination of a specific event or circumstance. Merriam's approach, as noted by Crowe et al. (2011), uses a range of qualitative research techniques, including observations and interviews, to provide rich and detailed insights. Thus, this study offers a comprehensive evaluation of kinesics and its perceived impact on classroom instruction by teaching interns.

Research Participants

The primary participants in this study consisted of teaching interns during the academic year 2022–2023 at a private higher education institution located in Pagadian City, Philippines. The research identified the predominant forms of kinesics used by teaching interns and evaluate the effectiveness of employing kinesics as a means of communication in teaching. Specifically, fourth-year teaching interns were purposefully selected for the study, with a total of ten (10) participants chosen through convenience sampling. Furthermore, the study incorporated data from three (3) cooperating teachers and one (1) student from each grade level coming from grades 9 and 10, ages 15 and 16, of the teaching interns to corroborate the interns' perspectives on the use of kinesics as a non-verbal communication method in the classroom, thus providing a comprehensive view of the experiences related to this aspect of teaching.

Data Gathering Procedure

To begin the data-gathering procedure, the researchers sought approval from Saint Columban College, Undergraduate School Department to conduct the study. After securing approval, the researcher also sought permission from the respective school principals where the teaching interns were assigned to teach. The researchers then conducted face-to-face interviews

with the participants following a predefined schedule. During the interview, the researchers observed ethical considerations such as confidentiality and respect for the rights of the participants. The participants could provide valuable insights into their experiences. The data gathered was then meticulously analyzed, focusing on identifying recurring challenges and their experiences of utilizing kinesics among their learners.

Data Analysis

The researchers collected and compiled all the responses from the research participants. This information was then analyzed to address the central question regarding the teaching interns' use of kinesics in the classroom. Following the Case Study Applications framework by Merriam (1998), a description, analysis, and interpretation of the use of nonverbal communication among student interns during the academic year 2022–2023 at a private institution in Pagadian City were presented.

FINDINGS AND DISCUSSION

This chapter illustrates, analyzes, and interprets the data gathered from selected teaching interns at one of the private higher education institutions in Pagadian City. The respondents are Bachelor of Secondary Education majors specializing in English teaching who served as interns during the academic year 2022-2023. The study's objective is to assess the use of kinesics, a form of non-verbal communication, in classroom instruction by teaching interns as a means of effectively communicating with students.

The research participants in this study included 10 selected teaching interns majoring in English, 3 cooperating teachers, and 2 students. To ensure confidentiality, each participant was assigned a code. The teaching interns were identified as TI1, TI2, TI3, TI4, TI5, TI6, TI7, TI8, TI9, and TI10. The cooperating teachers were designated as CT1, CT2, and CT3, while the students were referred to as SP1 and SP2.

The Teaching Interns' Awareness of Using Kinesics in the Classroom

Teaching interns indicated that they were instinctive and discreet in how they communicated and conveyed thoughts through their body language without verbalizing them to their students. The responses gathered from the participants during the one-on-one interviews regarding their awareness of using kinesics in the classroom revealed several recurring categories. These categories include *employing kinesics unconsciously* and *projecting kinesics consciously*.

Employing kinesics unconsciously

Teaching interns unconsciously use body language during classroom instruction. This unconscious usage implies that they are natural users of body language, exchanging thoughts and ideas with students through non-verbal cues more instinctively than consciously. When asked about their awareness of using kinesics in the classroom, a prevailing response among the research participants emerged. Of ten respondents, five indicated that they use kinesics unconsciously during classroom instruction. The participants' responses were as follows:

"At times, I'm not fully aware of my body language. During my class discussions, there are moments when I invest all my emotions in the subject matter, which can lead to me being less mindful of my body language."- TI1

" I am not very conscious of my body language. Every time I'm in front of the students, teaching them, I no longer doubt my poise. So, I am accustomed to facing the students."-TI2

"I am not very conscious of my body language when I teach because I do it naturally. It is very natural for me to move and use kinesics." -T13

"In terms of body language, my approach is to focus on being comfortable and authentic. It's as if I'm engaged in a normal conversation with the students, avoiding any sense of authoritarianism or artificiality." -T14

"I am not very conscious of my body language when I teach because when you have confidence in teaching, your body language naturally follows." -T19

According to half of the respondents, kinesics is often employed instinctively rather than consciously. They indicated that it serves as a spontaneous means of communication with their students, allowing their body language to flow naturally. This unconscious use of kinesics has become a second nature, facilitating the expression of their intentions.

Throughout observations conducted during on-campus training, it was evident that these educators are truly adept at using their body language naturally. Their kinesics were executed effortlessly, often without deliberate thought. Their facial expressions and innate body language effectively conveyed their messages. Even though this was an unconscious process, they applied it skillfully to prevent any misinterpretation by their students.

Cooperating teachers further attested to the natural flow of body language in these educators as they conducted subject matter discussions. The cooperating teachers noted that their teaching interns effectively managed the class and employed kinesics in a professional and instinctive manner. Below are the responses provided by the cooperating teachers, affirming the educators' natural and unconscious use of body language.

"She is not very conscious, but I'm not sure if she's entirely unconscious about what she might project next through her body language. I believe she simply gives it minimal thought." -CT1

"From what I've observed, she appears to be quite at ease when addressing the class. She doesn't seem overly self-conscious about her actions. What's most noteworthy is that I witnessed her confidently managing the students in front of the class, demonstrating a high level of professionalism. She comes across as an intelligent and naturally skilled teacher." -CT2

Teaching interns often have control over their words but struggle to exercise control over their bodies. Their body language is frequently displayed unconsciously yet in a professional manner. As per respondents' statements, their body language conveys a range of subtle, unconscious signals that wield substantial influence in the classroom and on students' learning experiences. Interestingly, even when enacted unconsciously, their innate kinesics seldom lead students to misinterpret it (Afdaliah, Halim & Sultan, 2017). Therefore, the acquisition and effective use of body language skills are vital for conveying concepts and subjects effectively (Ezeh et al., 2021).

Projecting kinesics consciously

Nearly half of the respondents acknowledged being aware of the kinesics they employ in the classroom. Their statements suggest that they lack confidence in displaying their body language during discussions with students. This lack of confidence hinders their ability to project their

kinesics effectively, as they are preoccupied with contemplating which cues to convey next.

"I am very conscious of my body language because I am not comfortable in front of the students." -T15

"I am acutely aware of my body language because I lack confidence in using gestures with the students. It feels as though I am still not entirely at ease in their presence."- T17

"In the classroom, great care is taken with my body language to ensure that my students feel comfortable. Excessive body language can potentially affect students' learning and participation."-T110

Even the cooperating teacher observed that the teaching intern lacks confidence when using body language, which impacts on engaging with the students. The cooperating teacher stated that,

"I found him conscious in the way he uses his body language, and maybe because he is not too confident in delivering the lessons." -CT3

Conscious awareness of using kinesics in classroom teaching ensures the accurate expression of feelings and thoughts. According to Lewis (2023), this awareness enhances nonverbal communication skills and elevates self-awareness. Consequently, it facilitates more effective communication of intentions and boosts confidence in managing social and professional situations.

However, the respondents' statements paint a different picture. Their lack of confidence in teaching stands out as a primary reason for their kinesics-conscious behavior. Consequently, teaching interns remain overly vigilant about their kinesics, often to the extent that they struggle to convey their body language effectively, fearing potential misinterpretations by their students. Teachers who struggle to express their body language or seldom use it during instruction can negatively impact student engagement in the learning process (Miller, 2015).

Commonly Used Kinesics of the Teaching Interns during their Practice Teaching

This study revealed that among the non-verbal cues employed by teaching interns, facial expressions and eye contact were the most common. These non-verbal cues served various functions, including substituting, complementing, accentuating, and regulating the interns' verbal messages.

Among the ten respondents, four mentioned utilizing facial expressions during classroom instruction, while remaining five indicated a preference for using eye contact when addressing students' behavior. Two primary categories emerged from their responses: *incorporating facial expressions in classroom teaching* and *using eye contact with students*.

Incorporating facial expressions in classroom teaching

Two of ten participants indicated a common practice of integrating facial expressions into their classroom instructions to complement their verbal messages. They emphasized that maintaining lively and expressive facial expressions elicited positive responses from students, effectively conveying information that words alone might not convey.

"I commonly use facial expressions, especially when discussing literature. This helps me narrate in a way that conveys the emotions and feelings within the story effectively."-T11

"I employ facial expressions, such as smiling, while managing a class. This approach creates an atmosphere in which students feel comfortable sharing their thoughts and ideas with me, as my welcoming demeanor is readily apparent to them."- T19

Due to the facial expressions used by the teaching interns, many complicated concepts and contents were clarified to the students, which piqued their interest in the teaching-learning process. Teachers' facial expressions, such as anger and a smile, can help the students understand the messages and adjust their behavior in accordance with the learning requirements in the classroom throughout the teaching-learning process (Butt, 2011). Participants stated that they frequently use facial expressions during teaching to add complement to their verbal messages and to make the classroom feel more comfortable. Students tend to be more at ease during the learning process when teachers carry a smile on their faces because smiling is the best bridge to interact with students. Thus, facial expressions such as smiling enhance students' comprehension in the classroom and help teaching interns play a better role in improving learning outcomes (Hsu, 2010).

One of the two students who participated in the interview said she frequently observed the teaching interns' facial expressions when they were teaching. The student claims that it is beneficial for them when interns use facial expressions because it makes them more engaged in learning and helps them retain the information or topic being discussed by the interns.

"The intern's facial expressions are consistently the first thing I notice. This was particularly beneficial as we found ourselves captivated by the teaching intern's facial expressions."-SP2

Facial expressions play a tremendous role in *creating a long-lasting impression on students' minds*. Students have a better grasp of lessons when teaching interns incorporate facial expressions. This aligns with Mehrabian and Ferris communication model (1967), which posits that facial expressions play a significant role in information interpretation, making them a crucial aspect of classroom communication.

Using eye contact with students.

Approximately half of the 10 respondents reported frequent use of eye contact with students as a powerful technique for capturing their attention and managing their behavior. They employ eye contact strategically to enhance their teaching effectiveness and believe it can help elicit valuable feedback from students through non-verbal cues.

"Eye contact has a unique impact on students compared with other non-verbal cues. It's a technique I consistently employ to maintain discipline among students, especially when some are engaged in side conversations while I'm teaching." -T12

"I should appear stricter when dealing with noisy or defiant students. I tend to establish strong eye contact while crossing my arms to encourage better behavior."- T15

"I consistently use eye contact to maintain discipline among the students under my supervision, frequently establishing eye contact with them. Furthermore, I employ eye contact to convey confidence and readiness when introducing a new topic for discussion." -T16

When a teaching intern possesses expressive eyes, it equips them with the ability to effectively manage and control the classroom environment. This is primarily attributed to the fact that students perceive teachers who maintain eye contact as more engaged, interested, and straightforward (Richmond, 2002). Respondents in this study consistently affirmed that they established and maintained eye contact with their students as a proactive strategy for managing student behavior. This perspective finds support even among the interviewed students, one of whom asserted that when teaching interns establish eye contact with stubborn students, it signifies a heightened level of seriousness in the classroom. Hence, establishing and maintaining eye contact has emerged as a valuable disciplinary tool.

"At times, our intern doesn't necessitate discipline through vocal means; mere eye contact suffices, proving to be effective." -SP1

Eye contact assumes a pivotal role in students' performance and behavior, representing one of the most potent tools for effective classroom instruction. When delivering a lecture to the entire class, maintaining eye contact becomes particularly vital as it encourages attentive participation and engagement, ultimately enhancing the learning experience (Sword, 2020).

Observations during the teaching interns' on-campus training unequivocally demonstrate their adeptness at establishing eye contact with students. Their skill in making consistent eye contact contributes significantly to effective message communication, fostering heightened attention in the classroom, and ultimately facilitating the achievement of desired learning outcomes.

The Teaching Interns' Perception of the Effectiveness of Using Kinesics in Classroom Instruction

When respondents are asked about their perceptions of the effectiveness of using kinesics, there were two prevalent answers that they stated. One is if it improves students' performance, and the other is if it facilitates the behavior of the students. It was found that using kinesics improves students' academic performance and enhance students' behavior.

The participants provided the following responses to their perceived effectiveness of using kinesics in classroom instruction, and several categories emerged. These are the following categories: *improves academic performance* and *improves student behavior in the classroom*.

Improves academic performance

Three out of ten participants' responses were identical. Their perceived effectiveness in assessing the use of kinesics in the classroom was rooted in its impact on students' performances and academic achievement.

"During the discussion, a significant amount of body language is employed. The gauge for the effectiveness of this body language is the subsequent evaluation. In these evaluations, students consistently demonstrated a strong grasp of the lessons, often resulting in high quiz scores following the discussions. Hence, it can be concluded that the use of body language is effective." -T11

"It's highly effective because, judging by their quiz scores, they achieved high marks. Thus, I believe that my use of kinesics also influenced them."-T12

"Highly effective because, through my implementation of kinesics in teaching, my students truly grasp the lessons, resulting in scores that consistently exceed my initial expectations. Perhaps my body language has also played a role in this, contributing to their significantly improved performance." -T17

As per the participants' feedback, the utilization of body language for delivering instructions significantly aids students in comprehending the material. Consequently, students achieve better outcomes than initially expected (Ruga, 2023). Effective employment of nonverbal communication through body language by teaching interns can foster an engaging and dynamic learning environment. This approach stimulates student involvement in the learning process, ensuring their attentiveness in the classroom, thereby enhancing motivation, retention, and comprehension levels.

Furthermore, the cooperating teacher acknowledges the efficacy of employing kinesics as a successful strategy for influencing students' performances. As articulated by CT3, *"It is very effective because the students are really learning."*

As per the feedback from the respondents, the use of kinesics proved beneficial, contributing to students' academic success at school. The positive integration of nonverbal communication within the classroom cultivates an engaging learning environment that encourages student participation and enhances their academic achievements (Sajjad et al., 2023).

Improves student behavior

Based on the data gathered from the conducted interviews, the research participants mentioned that using kinesics during classroom instruction facilitates behavioral change among students and has a positive impact on their discipline.

"I find it to be efficient. For instance, when delivering a discussion and some students are talking next to their seatmates, I make eye contact with them to halt the conversation and limit their distractions." - T11

"Even if you don't speak English fluently, through the use of non-verbal communication, your students' interpretation of you is, "This teacher is smart; I shouldn't take her lightly." So, their response is affected solely by your non-verbal cues."- T12

"Using kinesics in the classroom has had a significant impact on student behavior. Eye contact with students serves a dual purpose: either engaging them in the class or signaling a warning for them to pay attention to the teacher." -T19

The respondents' statements about using kinesics to improve behavioral change among students were supported by a cooperating teacher who stated,

"...if the posture is serious, then the students will act appropriately. For instance, when the teacher smiles, creating a light atmosphere or mood in the classroom, it

encourages students to participate. Using body language can be beneficial for managing student behavior and capturing their attention.”- CT1.

In the context of classroom management, the significance of body language in establishing authority cannot be overstated. The impact of teachers' body language on classroom management is substantial. Ineffective body language can lead to disruptions and unruly behavior among students. Conversely, displaying positive body language can maintain a calm and focused classroom environment (Antes, 1996).

Teaching Interns' Use of Kinesics to Improve Classroom Engagement

Using kinesics is more effective in motivating and supporting students in their learning (Afdaliah, Halim & Sultan, 2017). According to the research findings, nonverbal communication plays a significant role in classroom instruction and exerts a beneficial influence on students' behavior, comprehension, and engagement in learning. The participants' responses regarding their use of kinesics to enhance classroom engagement yielded several distinct categories. These are the following categories: *Showing good posture and confidence and displaying friendly body language.*

Showing good posture and confidence

Several participants noted that displaying good posture and confidence toward students enhances classroom engagement, ultimately contributing to successful communication. Maintaining calm postures while presenting material to facilitate student comprehension, boost motivation, and enhance learning (Ybañez & Barrientos, 2023).

“I consistently maintain a good posture and employ gestures that convey openness, while explaining concepts with confidence and enthusiasm when interacting with students. This approach encourages them to feel more at ease sharing their ideas.” -TI5

“Employing effective body language encourages student participation in class. Demonstrating confidence through body language alone is sufficient to convey to my students that, through my skills, they will be motivated to engage in every assigned activity.” -TI7

The participants noted that employing kinesics, such as demonstrating good posture and confidence, significantly contributed to effective communication in the classroom. When teaching interns use suitable kinesics, students are more likely to comprehend the lesson thoroughly, leading to increased participation and a heightened inclination to learn.

“They employ suitable body language. We notice that when teaching, the intern employs precise gestures.” -SP1

Using kinesics positively fosters successful communication in the classroom. Enhanced non-verbal communication skills correlate with improved academic performance among students (Mashburn et al., 2008). Additionally, interactions with students and the use of non-verbal cues can profoundly influence their perceptions of learning, their roles in the classroom, their self-esteem, and their motivation to succeed (Dobbs & Arnold, 2009).

Displaying friendly body language

The research participants indicated that displaying friendly body language during classroom instruction encourages students to be more engaged in learning. Consequently, educators often use friendly body language, including welcoming gestures and smiling faces, to pique their students' interest in the learning process and enhance comprehension of the lesson.

"Students in the classrooms will feel more comfortable and find it easier to participate in class when friendly greetings are used."-T13

"Students will have a better understanding of the topic being discussed when a friendly body language is displayed. This increased attention leads to more effective classroom communication."- T12

Students tend to feel more comfortable when their teaching intern demonstrates friendly gestures, and they are more likely to pay closer attention in class when spoken instructions are accompanied by appropriate hand gestures, facial expressions, body postures, eye contact, and movement.

During observations of English major teaching interns participating in on-campus training, it was evident that these interns consistently exhibited friendly body language, creating a more relaxed and comfortable atmosphere for students. The teachers adopted relaxed body postures while explaining the material, often accompanied by warm smiles, indicating their approachability. In an educational setting, employing positive body language has the potential to inspire, engage, and motivate students. The proper use of kinesics can help build positive relationships among students, cultivate a favorable classroom atmosphere, and enhance students' receptiveness to learning. By incorporating kinesics, teachers can improve communication with their students, increase student engagement, and deliver lessons that enhance the overall teaching and learning experience (Afdaliah, Halim & Sultan, 2017).

Teaching Interns' Use of Kinesics to Influence Behavior in the Classroom

To influence classroom behavior, teaching interns employ strategies aimed at effective classroom management and addressing student behavior. They emphasize the importance of applying authoritative non-verbal cues at the right moments to handle student conduct. Competent teachers possess a keen understanding of harnessing body language, encompassing expressions, gestures, eye contact, and more, to optimize the learning environment and promote a tranquil atmosphere (Tai, 2014).

The responses from the participant yielded several categories regarding the utilization of body language to impact classroom behavior. These are the following categories: *improves classroom management* and *deals with students' excessive talking*.

Improve classroom management

Participants mentioned that using kinesics is a beneficial technique for maintaining student discipline and ensuring the smooth operation of the classroom.

"I consistently develop strategies to capture their interest and efficiently manage the class. To garner their attention during lessons, I opt for using gestures and establishing eye contact."-T16

"Body language can also play a role in classroom management. As mentioned earlier, for instance, maintaining eye contact encourages students to listen attentively and remain quiet. Additionally, as a student teacher, standing confidently and upright instill belief in what you are conveying and discussing with your students." -TI10

Participants stated that showing non-verbal cues to the students, especially to manage the classroom effectively, is immensely helpful. To handle student behavior, teaching interns make eye contact and use hand gestures. Teaching interns often used this technique, particularly with noisy students during explanations, to signal them to be quiet. According to them, it's a successful method for calming students without verbal communication. In this context, it can be inferred that eye contact serves as a disciplinary tool.

One of the cooperating teachers pointed out that the use of kinesics in the classroom commands respect from both teachers and students. It also encourages students to be attentive and responsive to the teaching interns' instructions.

"It influences them because the students respect the teaching intern, and in turn, the teaching intern also builds respect for the students." -CT3

Using body language to convey power emphasizes authority, confidence, and credibility, instilling a sense of security in the teaching interns' abilities. Granting students authority through body language effectively governs the classroom, thereby enhancing classroom management. This improved classroom management positively impacts student behavior, ultimately enhancing the teaching and learning process.

Deals with students' excessive talking

The research participants indicated that managing talkative students in the classroom can be facilitated through the use of body language. This non-verbal communication method helps redirect the students' attention to the lessons being taught.

"Some students may tend to be loud in class; however, using kinesics, such as making a quiet sign with a hand gesture, can help manage their behavior." -TI1

"By using body language, including gestures and facial expressions, students are able to focus more effectively on the discussion. Additionally, it serves to reduce excessive chatting among students seated together." -TI7

Participants indicated that body language, such as gestures and facial expressions, is the most effective technique that teaching interns employ to address students who talk excessively. Instead of resorting to yelling, they manage student behavior in a calm manner, using kinesics, such as maintaining direct eye contact. The objective is to promptly restore positive conduct by addressing disruptive student behavior.

Even the cooperating teacher mentioned that the use of kinesics is indeed a helpful method for disciplining and addressing students who make noise while the teacher is conducting a lesson.

"...using kinesics reprimand the students from chatting too loudly." -CT1

The integration of non-verbal cues into the classroom environment contributes to a

relaxed and conducive learning atmosphere. Such an environment, free from unnecessary disruptions, fosters a positive ambiance and enriches the learning experience (Yang, 2017). Incorporating kinesics into teaching practices has brought vitality to the classroom atmosphere, sparking increased student interest and enhancing the quality of instruction. This integration has also yielded improved academic performance among students, promoting positive outcomes and facilitating behavioral changes (Almazan, 2023). Moreover, the use of kinesics in the classroom enables teachers to communicate effectively with their students, ensuring clear instruction.

In primary and secondary school, kinesic communication tends to have a significant impact on social interactions among students. Gestures, facial expressions, and body language play crucial roles in forming peer relationships and navigating social dynamics. In higher education, the impact of kinesics may shift towards more formal and professional contexts. Students often engage in academic presentations, discussions, and collaborations where effective non-verbal communication becomes important for conveying ideas in a more structured manner. The differences lie in the evolution from primarily social interactions in earlier education levels to a blend of social and professional communication in higher education (Koley, Das, & Nandi, 2023).

The findings of this study suggest that teaching interns should embrace the practice of kinesics to motivate students and refine their teaching approaches by integrating nonverbal behaviors positively. By creating an impactful learning environment, student participation and learning outcomes are likely to improve, ultimately leading to enhanced academic performance.

CONCLUSIONS

Based on the summary of findings, it is concluded that the participants described the use of kinesics as a crucial element of non-verbal communication in the classroom during instruction. The participants found that employing kinesics enhanced their teaching effectiveness and simplified communication, although some limitations were noted. The participants expressed that utilizing kinesics was beneficial for their teaching practice. The ability of teachers to convey information nonverbally significantly influences students' learning experiences in the classroom.

However, a subset of respondents indicated a lack of confidence in their teaching, which had a negative impact on student learning. This underscores the importance of teachers, particularly those in internship positions, to be attentive to how they leverage their nonverbal behaviors to optimize student learning outcomes. Recognizing kinesics as a valuable communication tool in the classroom, the researchers recommend that teachers remain mindful of both the positive and negative aspects of their body language. Thus, they should actively develop and refine their non-verbal communication skills to create an optimal learning environment that enhances the effectiveness of both teaching and learning.

LIMITATION & FURTHER RESEARCH

After conducting a thorough analysis of the findings from the respondents, it is important to consider some limitations that may affect the reliability of the results. One major limitation is the limited number of cooperating teachers and students for each teaching intern to be interviewed. For future researchers, it is important to incorporate data from cooperating teachers and students of each teaching intern to corroborate the interns' perspectives on the use of kinesics as a non-verbal communication method in the classroom. By doing so, this could provide a comprehensive view of the experiences related to this aspect of teaching.

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