Using Positive Non-verbal Communication to Enhance Teacher-Pupil Interaction in The Mathematics Class of Grade 7

ការប្រើប្រាស់កាយវិការទំនាក់ទំនងបែបវិជ្ជមានរបស់គ្រូដើម្បីជំរុញទំនាក់ទំនងរវាងគ្រូនិងសិស្សនៅក្នុងថ្នាក់រៀនគណិតវិទ្យាថ្នាក់ទី៧

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ABSTRACT

The study aims to investigate the effectiveness of teachers' use of positive non-verbal communication (NVC) with students and how it enhances teacher-pupil interaction in math class. In this research, three students from Grade 7 were selected from a total of forty-three students at Chea Sim Samaky High School in Phnom Penh by using a qualitative research method. The researchers used observation and interviewing as data collection tools by observing three students four times and interviewing three students for 10 to 15 minutes each. The researcher analyzed the interview questions using the six steps of thematic analysis.

Based on the results of this research, the researcher can conclude that the use of positive non-verbal communication in the classroom influences the interaction between teachers and students and can help motivate students to be closer to the teacher, increase student interest in learning, support student engagement, and help reach the emotional support of students as well.

Finally, it is possibly suggesting further research on positive non-verbal communication be conducted at all levels of education based on the study's findings. After employing positive non-verbal communication in mathematics class, the researcher proposed that other teachers do it with greater frequency. Later, researchers should use this method on other subjects as well.

Keywords: Non-verbal communication, Teacher-student interaction

សង្ខិត្តន័យ

ការស្រាវជ្រាវលើការប្រើប្រាស់កាយវិការវិជ្ជមាន (NVC) ជំរុញទំនាក់ទំនងគ្រូនិងសិស្សនៅក្នុងថ្នាក់រៀនគណិតវិទ្យាមានគោលបំណងសំខាន់គឺដើម្បីពិនិត្យមើលអំពីប្រសិទ្ធភាពនៃការប្រើប្រាស់កាយវិការវិជ្ជមាន (NVC) របស់គ្រូក្នុងការដើម្បីជំរុញទំនាក់ទំនងរវាងគ្រូនិងសិស្សនៅក្នុងថ្នាក់រៀន។ ការស្រាវជ្រាវប្រតិបត្តិនេះធ្វើឡើងតាមបែបគុណវិស័យដោយអ្នកស្រាវជ្រាវបានជ្រើសរើសសិស្សចូលរួមស្រាវជ្រាវចំនួន ៣នាក់ក្នុងចំណោមសិស្សថ្នាក់ទី 7 ចំនួន ៤៣ នាក់ នៅវិទ្យាល័យជាស៊ីមសាមគ្គីដែលមានទីតាំងស្ថិតនៅក្នុងរាជធានីភ្នំពេញ។ អ្នកស្រាវជ្រាវបានប្រើទម្រង់សង្កេត (Observation checklist) និងការសម្ភាសន៍ (Semi-structured interview) ជាឧបករណ៍សម្រាប់ប្រមូលទិន្នន័យ។ ការសង្កេតសិស្សម្នាក់ៗបានធ្វើឡើងចំនួនបួនដងជារៀងរាល់ម៉ោងបង្រៀនគណិតវិទ្យា និងធ្វើការសម្ភាសន៍សិស្សចំនួនបីនាក់ដោយប្រើរយៈពេលចន្លោះពី ១០នាទីទៅ ១៥នាទីក្នុងម្នាក់ៗ។ អ្នកស្រាវជ្រាវបានធ្វើការវិភាគទិន្នន័យសម្ភាសន៍ដោយប្រើ 6 ដំហាននៃការវិភាគលំនាំ Thematic Analysis។

ផ្អែកលើលទ្ធផលនៃការស្រាវជ្រាវនេះ អ្នកស្រាវជ្រាវអាចសន្និដ្ឋានបានថា ការប្រើប្រាស់កាយវិការវិជ្ជមាន នៅក្នុងថ្នាក់រៀនពិតជាមានឥទ្ធិពលលើទំនាក់ទំនងរវាងគ្រូនិងសិស្សដូចជា៖ អាចជួយជំរុញសិស្សឱ្យកាន់តែមានភាពជិតស្និទ្ធជាមួយគ្រូ បង្កើនចំណាប់អារម្មណ៍ក្នុងការរៀនសូត្ររបស់សិស្ស ជំរុញឱ្យសិស្សមានការចូលរួម និងជួយឈានដល់ការគាំទ្រផ្លូវចិត្តរបស់សិស្សផងដែរ។

ជាចុងក្រោយអ្នកស្រាវជ្រាវសូមសំណូមពរឱ្យអ្នកសិក្សាស្រាវជ្រាវជំនាន់ក្រោយលើប្រធានបទការប្រើប្រាស់កាយវិការវិជ្ជមាននេះធ្វើឡើងនៅគ្រប់កម្រិតថ្នាក់ទាំងអស់។ បន្ទាប់ពីការបញ្ជាបនៅការប្រើប្រាស់ទំនាក់ទំនងនៃកាយវិការបែបវិជ្ជមានរួចមកអ្នកស្រាវជ្រាវសូមស្នើរឱ្យអ្នកគ្រូលោកគ្រូអនុវត្តកាយវិការវិជ្ជមាន (NVC) នេះឱ្យបានខ្ជាប់ខ្ជួនជាមួយសិស្សគ្រប់រូប ដើម្បីឱ្យទំនាក់ទំនងរវាងគ្រូនិងសិស្សកាន់តែមានប្រសិទ្ធភាព។

ពាក្យគន្លឹះ៖ កាយវិការវិជ្ជមាននិង ទំនាក់ទំនងរវាងគ្រូនិងសិស្ស

1. INTRODUCTION

In daily lives, humans must communicate with others. Routine tasks demonstrate that many activities cannot be carried out without communication with other people. Communication is an essential component of our daily life. To express our thoughts, feelings, knowledge, abilities, and ideas, we communicate in different ways. It is common knowledge to associate voice and sounds with communication (Wodak and Koller, 2008). Communication is also an

important thing to note in the interaction between teachers and students or students with other students in the class. Moreover, in learning, interaction is very necessary so that learning can be more communicative (Wodak and Koller, 2008). Communication is a mix of verbal and nonverbal knowledge transfer. It is the foundation of all human contact, which is essential to human survival (Bunglowala & Bunglowala, 2015, p. 371). Literature suggests that more than 90 percent of human interaction might occur on a non-verbal level (Mehrabian, 1972).

Communication hurdles in the classroom make it harder for students to maximize their learning. Teachers frequently fail to develop compelling lessons and struggle to connect with their pupils individually (Van del Pol, 2013). Unaddressed language or speech impairments also contribute to poor communication among students (Van del Pol, 2013). Personality differences and bad teacher-student relationships or classroom interactions are the key parts to be worked on. Teachers' misbehavior had an indirect influence on student participation. Similar to the findings addressing student resistance, unsupportive classroom behaviors by teachers can reduce student participation. According to Daly et al. (1994); Fassinger (1995b, 2000), student evaluations of an instructor's approachability and support are a main factor in promoting student participation.

During the 2021–2022 internship at Chea Sim Samaky School, the researcher discovered that the majority of pupils had poor interactions with their teachers. The teacher's lack of positive non-verbal communication with pupils are the cause of the poor engagement with students. Teachers frequently play a role in education but do not apply positive interactions with all pupils. Students are less active in class and interact poorly with the teacher when the teacher does not smile or make encouraging gestures. On the other hand, teachers and pupils are not close, which makes for a poor learning

environment. Seeing that these issues are significant to address, the researcher decided to conduct this study to learn about the effectiveness of using positive non-verbal communication to stimulate communication between teachers and students and help make the learning environment more enjoyable.

2. METHODOLOGY

2.1. Research design

The researcher used the descriptive method; to analyze the data they used a qualitative approach. This approach includes observation and interviews. The reason for choosing this method of data collection is because researchers can get exact data from participants. The researcher employed two types of relevant instruments to provide the important data: an observation checklist plus a field note, and an interview.

2.2. Research setting and participants

To address the research objectives proposed in this study, a qualitative method was used. Data were collected among students of Chea Sim Samaky Secondary School. The researchers decided to conduct this research in the seventh grade after learning about the issues related to the interactions between teachers and pupils by using positive non-verbal communication to solve issues. This research was conducted qualitatively using class observations and face-to-face student interviews. Three students were chosen for the study based on their gender and participation in class. On the other hand, the researcher could not select more participants due to the short time.

2.3. Research instruments and data collection procedure

The researcher decided to conduct this research in the seventh grade after learning about the issues related to the interactions between teachers and pupils by using positive non-verbal communication (NVC) to solve issues. This research was conducted qualitatively using class observations and face-to-face student interviews. Three students were chosen for the study based on their

gender and participation in class.

The researcher constantly displays positive non-verbal communication with all pupils in the classroom throughout mathematics lessons. At first, researchers frequently use pleasant **facial expressions**, always smiling softly, to establish an enjoyable environment in a classroom setting. While students have questions, the teacher is always open to hearing them and generally answers them with a grin and a smiling expression. **Gestures** also serve an essential function in regulating the flow of communication with students. The researcher included common gestures such as pointing, waving, nodding her head for yes, and moving fingers to signify numeric amounts. The **positive postures** were also employed to suggest behaviors, status, affective moods, confirmation, warmth, movement, and other characteristics related to classroom interaction with the researcher.

The data was gathered at the beginning of the practicum, which went on for ten weeks in total. The data collection for the study began and was triggered during the fifth week of the entire practicum. The process makes use of field notes, interviews, and class observation checklists. Using field notes and class observation checklists, four observations of the classroom were conducted in total.

2.4. Data analysis

2.4.1. Observation analysis

According to Fraenkel and Wellen (2007), observation is an essential method of collecting data in qualitative research. The checklist of items a class observer was called an observation checklist. Observations were made in one class, where the researcher observed the different levels of three students. In the table of observations, it was possible to find out the effectiveness of non-verbal communication (NVC) in the learning process and interaction between teacher and student in class 7. In this stage, the researcher reads the data

from the instruments. It is done to make the researcher familiar enough with the data gotten from observation and field notes. The researcher describes the effectiveness of positive non-verbal communication (NVC) by the teacher with the pupils in the class. The researcher wants to determine what level of change occurs in pupils after getting a positive gesture or good facial expression from their teacher. The observation checklist was used by the researcher to determine how the teacher was implementing positive non-verbal in the classroom. An additional tool for data collection is field notes. Transcribed notes or summaries in writing are depended on information gathered through observations and are referred to as field notes. For the observation checklist, the researcher analyzed the list of observed and noted students' activities. The researcher transcripts each student's activities from the observation form and added other student activities that the researcher noted in the field note. Following transcribing all the statements, the researchers grouped them into small codes and split them into two themes after using positive non-verbal communication. The researcher transcripts each student's activities from the observation form and added other student activities that the researcher noted in the field note. Following transcribing all the statements, the researchers grouped them into small codes and split them into two themes after using positive non-verbal communication.

2.4.2. Interview analysis

The interview is an oral activity in which questions are asked to elicit responses from those who can provide the necessary opinions, details, or justifications for the study's data (Rianse, 2008). To gather information regarding the technique employed by math teachers, the writer of this study used semi-structured interviews. The method of finding out patterns or themes in qualitative data is known as thematic analysis which researcher used to analysis data. Thematic analysis provides such a clear and accessible framework for conducting theme analysis, this is the most influential approach (Braun & Clarke, 2013)

3. FINDING

3.1. Finding from observation

The researcher observed the students four times, and then I noticed that the students interacted with the teacher significantly more. Incorporating positive non-verbal communication enables students to have *good relationships* with teachers and an *interest in learning* as well. The teacher's presentation at NVC makes the students change from quiet to brave, active, and good-natured gestures to the teacher as well.

3.2. Finding from interview

Through the use of positive non-verbal communication (NVC), there are many benefits for teachers and students. The first step is to gradually improve the teacher-student relationship day by day. Positive interactions help to build strong teacher-student bonds. On the other hand, positive NVC encourages pupils to exhibit certain behaviors, such as respect for the teacher, respect for discipline, and gently returning the teacher's positive signals. Additionally, NVC can offer students emotional support. Positive body language encourages students to display positive emotions toward teachers, such as warmth, a desire to learn alongside the teacher, and a preference for the teacher's demonstrations. This can help pupils adopt a positive outlook. Also, contribute to creating a better classroom environment that is enjoyable and welcoming for student questions. Through the use of positive gestures, there are many benefits for teachers and students. Students can be interested in learning without hesitation. More than that they can be brave enough to speak, express ideas, and do various activities with their teacher. The student's learning is better, and they study quickly and well-focus. Lastly, NVC helps students show greater commitment. It inspires students to interact positively and openly with their teachers. It can encourage students to work harder and more diligently on tasks. In particular, NVC fosters positive interactions between

teacher and student.

As The researcher did analyze the interview and observation data, the researcher also come up with four main themes (*See: Figure 1*) such as:

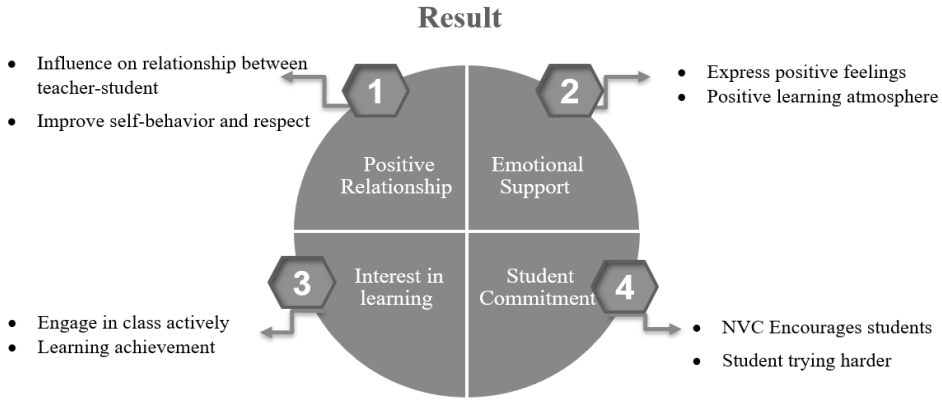


Figure 1: **Effectiveness of positive NVC**

4. DISCUSSION

The researcher was able to obtain results after getting the data, which can be verified by other works of literature, which remark that they commonly arrive at the same conclusions as mine. According to Biggs (2003) said that effective teachers use positive non-verbal to communicate with students, build rapport with them, and make them feel safe and supported, nonverbal cues bestead many purposes in the communication process and there are many channels of non-verbal communication, a teacher willing to communicate effectively with their students will need to pay attention to their body language, gestures, facial expressions, eye contact, and presentation, known as the impact of these cues are valuable steps toward success as a teacher (Biggs, 2003). Ghorzang (2021) showed that non-verbal communication (NVC) has been recognized as an important technique, which has a positive influence on the comprehend-sion of students. Also, non-verbal communication signals encourage students to engage and interact during their lectures and they feel warm (Ghorzang, 2021). As stated by Megawati (2020) teacher use of non-verbal communica-tion impacts student's motivation. Teachers' hand gestures urge students to

engage during the lesson and motivate them to be interested in studying and the learning process. Positive NVC can reinforce teacher-student interaction, enhance the relationship between teacher-pupil, and promote the teaching and learning process (Miller, 2005). Also, non-verbal communication signals encourage students to engage and interact during their lectures (Ghorzang, 2021).

5. CONCLUSION

In conclusion, non-verbal communication is not just for teachers, but it's also for students, useful learning and teaching are more effective and enhance interaction. Positive non-verbal cues can also affect the student's attitude and the environment in the classroom, which can enhance the effectiveness of teaching and learning in the classroom. With non-verbal signals, teacher and their students can communicate with each other quietly, quickly, and discreetly. More importantly, it can improve the positive rapport between teacher and pupil and encourage students to express their satisfaction at having a kind instructor who always shows good NVC to them. Students' involvement and excitement in the subject can be observed through their peaceful faces and smiles. Therefore, we can conclude that positive non-verbal communication between teachers and pupils is vital to effective classroom instruction. It motivates pupils to show affection, a willingness to learn with the teacher, and a preference for the teacher's demonstrations in their interactions with them. Since non-verbal cues are effective tools for both teaching lessons and managing the class, they should be used properly to improve classroom instruction and relationships

After researching this topic, the researcher has information to impart to other teachers. Teachers that have only a high level of specialized, and pedagogical knowledge are not enough. To all students, the teacher should be kind and use gentle language. Teachers must know how to use gestures, posters, and facial expressions that are good for all students. Teachers should

not use negative non-verbal communication, as it can lead to fear and a loss of confidence in learning. Therefore, for the teacher-student interaction to be more effective, the teacher plays a crucial role in leading this relationship well by using positive non-verbal communication in addition to teaching and learning.

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