

**Teachers' Experiences of Non-verbal Communication in English
Language Teaching**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

**Submitted by
Prema Dangi**

**Tribhuvan University
Central Department of Education
Kirtipur, Kathmandu, Nepal**

2026

**Teachers' Experiences of Non-verbal Communication in English
Language Teaching**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

Submitted by

Prema Dangri

**Tribhuvan University
Central Department of Education,
Kirtipur, Kathmandu, Nepal**

2026

T.U. Regd. No: 9-2-849-24-2016

Proposal Approval Date: 20/07/2025 (22/04/2082)

M.Ed. Fourth Semester

Thesis Submission Date: 05/02/2026 (22/10/2082)

Roll No: 7828036/78

Thesis Viva Date: 12/02/2026 (29/10/2082)

Declaration

I hereby declared that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 04/02/2026 (21/10/2082)

.....

Prema Dangi

Recommendation for Acceptance

This is to certify that **Ms. Prema Dangi** has prepared this thesis entitled **Teachers' Experiences of Non-verbal Communication in English Language Teaching** under my supervision

I recommend the thesis for acceptance.

Date: 05/02/2026 (22/10/2082)

.....
Dr. Priti Mandal (Supervisor)

Lecturer

Department of English Education

TU, University Campus, Kirtipur

Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Signature**Prof. Kamal Kumar Poudel, PhD**

.....

Head

Chairperson

Department of English Education

TU, University Campus, Kirtipur, Kathmandu

Dr. Priti Kumari Mandal, PhD (Supervisor)

.....

Lecturer

Member

Department of English Education

TU, University Campus, Kirtipur, Kathmandu

Mr. Resham Acharya

.....

Teaching Assistant

Member

Department of English Education

TU, University Campus, Kirtipur, Kathmandu

Date: 05/02/2026 (22/10/2082)

Evaluation and Approval

This thesis has been evaluated and approved by the following Thesis

Evaluation and Approval Committee:

Signature

Prof. Kamal Kumar Poudel PhD.

.....

Head

Chairperson

Department of English Education

TU, University Campus, Kirtipur, Kathmandu

Prof. Bal Mukunda Bhandari, PhD.

.....

Expert

Expert

Department of English Education

TU, University Campus, TU, Kirtipur, Kathmandu

Dr. Priti Mandal, PhD (Supervisor)

.....

Lecturer

Member

Department of English Education

TU, University Campus, Kirtipur, Kathmandu

Date: 12/02/2026 (29/10/2082)

Dedicated

To

My parents

Who have always held the dream of seeing their daughter become a master's degree holder. Their unwavering love, guidance, and encouragement have formed the foundation of my academic journey. I also dedicate this work to my brother, teachers and friends, whose consistent support, motivation, and inspiration have strengthened my determination throughout this research journey.

Acknowledgements

First and foremost, I would like to express my sincere gratitude to my supervisor, Dr. Priti Mandal, Lecturer at the Department of English Education, for her valuable guidance, constructive feedback, and continuous support throughout this research work. I am highly indebted to her for her academic mentorship and encouragement.

I am also grateful to Prof. Kamal Kumar Poudel, PhD, Head of the Department of English Education, for his constructive feedback and suggestions during the proposal and thesis stages. I would like to acknowledge Dr. Gopal Prasad Pandey, Reader and former Head of the Department of English Education, for his valuable feedback during the proposal and thesis viva. Similarly, I would like to acknowledge Prof. Dr. Bal Mukunda Bhandari for his insightful comments during my thesis viva. I extend my sincere thanks to Mr. Resham Acharya Lecturer at the Department of English Education, for her encouragement and support during the proposal viva. I am equally grateful to the respected teachers Dr. Kamal Raj Devkota, Dr. Renu Singh, Mr. Ashok Sapkota, Mr. Guru Prasad Poudel, and Mr. Resham Acharya for their encouragement and suggestions during this study. I also thank Mrs. Madhava Khanal, for her assistance with departmental tasks.

My heartfelt thanks go to my family for their love, patience, and constant motivation. I am also thankful to my friends and classmates for their support and encouragement. Finally, I extend my gratitude to the English language teachers and students of the schools I visited, whose cooperation made this research possible.

Prema Dangi

Abstract

This thesis, entitled “Teachers' Experiences of Non-verbal Communication in English Language Teaching,” examined the experiences of secondary-level English teachers and its impact on and role in the ELT classroom regarding the use of non-verbal communication in community schools of Dang district. This study used a qualitative approach and a narrative inquiry as a research design. Three teachers from three community schools of Dang district were purposively selected. The teachers were selected by applying non-random sampling. The data were collected through semi-structured interviews and the interviews were analyzed and interpreted thematically. The findings revealed that the teachers consider nonverbal communication an essential component of teaching, primarily developed through classroom experience rather than formal training. Gestures, facial expressions, eye contacts, postures, and movements were employed to support comprehension, classroom management, student engagement, and motivation, while also addressing emotional and cultural dimensions such as reducing anxiety and supporting shy learners.

The study findings imply that improving the effectiveness of non-verbal communication in ELT classrooms requires the coordinated efforts of policymakers, institutions, teachers, and researchers. It suggests that policymakers and educational institutions should incorporate structured training, resources, and supportive environments to promote the systematic use of non-verbal strategies. Furthermore, teachers need to consciously integrate and reflect on the use of gestures, facial expressions, posture, and eye contact in a culturally responsive manner, while ongoing research remains essential to examine learner perspectives, contextual variations, and long-term pedagogical impacts.

Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedicated</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>List of Figure</i>	<i>xii</i>
<i>Abbreviations</i>	<i>xiii</i>
Chapter I : Introduction	1
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	5
Research Questions	5
Significance of the study	5
Delimitations of the Study	6
Operational Definitions of the Key Terms	6
Chapter II : Review of Related Literature and Conceptual Framework	8
Review of the Relevant Concept	8
The Concept of Communication	8
Verbal Communication	9
Non-verbal Communication	10
Types of Non-verbal Communication	10

Kinesics.....	11
Proxemics.....	11
Haptics	11
Paralanguage	11
Chronemics	11
Physical Appearance	11
Culture and Non-verbal Communication.....	11
Non-verbal Communication in English Language Teaching (ELT)	12
Non-verbal Communication in the Teaching Learning Process	13
Review of the Theoretical Literature	13
Theories Supporting Non-verbal Communication.....	13
Social Constructivist Theory.....	14
Affective Filter Hypothesis.....	14
Social Learning Theory.....	15
Review of the Empirical Literature.....	17
Implications of the Literature Review for this Study.....	22
Conceptual Framework of the Study	25
Chapter III : Method and Procedures of the Research	26
Design of the Study.....	26
Population, Sample and Sampling Procedure	27
Data Collection Tools and Techniques.....	27
Sources of Data.....	28

Primary Sources	28
Secondary Sources	28
Data Collection Procedures.....	28
Data Analysis and Interpretation Procedure	29
Ethical Considerations	30
Chapter IV : Analysis and Interpretation of Results	31
Participant’s Narratives and Positions	31
Hari’s Story	31
Badal’s Story	35
Sita’s Story	37
Teachers’ Experiential Understanding of Non-Verbal Communication ..	39
Role of Non-Verbal Communication in Student Engagement and Emotional Support	42
Non-Verbal Communication as a Catalyst for Engagement and Comprehension in ELT	46
Discussion of the Findings.....	47
Chapter V : Conclusions and Implications	50
Conclusions.....	50
Implications.....	52
Policy-related Implications	52
Practice-related Implications	53
Further Research-related Implications	53

References

Appendix I

Appendix II

Interview Guideline for Teachers

Appendix III

List of Figure

Figure 1 Conceptual Framework.....25

Abbreviations

NVC: Non-verbal Communication

ELT: English Language Teaching

ESL: English as a Second Language

M.Phil.: Master of Philosophy

AI: Artificial Intelligent

Chapter I

Introduction

This study is on “Teachers' Experiences of Non-verbal Communication in English Language Teaching”. This introductory section includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms

Background of the Study

Communication is both verbal and non-verbal. It is the foundation of teaching and learning. In English Language Teaching (ELT), both spoken words and non-verbal communication play important roles. Teachers use verbal communication to deliver lessons, but they also send messages using non-verbal methods. Non-verbal communication includes gestures, facial expressions, body language, eye contact, tone of voice, and the distance between people (Burgoon, Guerrero, & Floyd, 2016). These non-verbal signals often carry important meanings that help students understand and respond better.

Studies showed that a large part of communication does not rely on words alone. According to a study by Jonas Frenkel and colleagues (2024), nonverbal cues such as facial expressions, gestures, and eye gaze play a crucial role in communication and significantly influence how learners understand and respond to instructional messages, even beyond the spoken content. Teachers also use hand movements or posture to explain or emphasize points (Ekman, 2003). The history of non-verbal communication research started in the 19th century. Charles Darwin was one of the first scholars to study emotions and expressions in humans and animals. In his 1872 work, *The Expression of the Emotions in Man and Animals*, he explained

how gestures and facial expressions communicate feelings universally across species (Darwin, 1872/1972). After Darwin, research on non-verbal communication was limited until the mid-20th century when scholars like Ray Birdwhistell and Michael Argyle advanced the field by focusing on body movements and interpersonal interactions (Birdwhistell, 1952; Argyle, 1988). Argyle (1988) identified five main functions of body language in communication: presenting oneself, cultural rituals, showing attitudes, expressing emotions, and accompanying spoken language.

Non-verbal communication is not universal in its meaning; culture heavily influences its use and interpretation (Hall, 1959). For instance, eye contact is seen as polite and shows interest in many Western cultures, but in some Asian or Indigenous American cultures, it can be considered disrespectful or aggressive. This cultural difference requires English teachers to be sensitive to their students' backgrounds to avoid misunderstandings (Hall, 1959; Matsumoto & Juang, 2008). Additionally, the social distance people feel comfortable with varies between cultures. Some cultures prefer close physical proximity during conversations, while others keep more distance (Hall, 1959).

Non-verbal communication often works together with verbal language. When both forms align, communication is clearer and more effective. However, when non-verbal signals contradict spoken words, it can confuse learners (Burgoon et al., 2016). For instance, a teacher saying "good job" but showing a disappointed expression may confuse students. Research also shows that non-verbal cues can be harder to fake than words, but sometimes people use body language intentionally to deceive others (Ekman & Friesen, 1969).

In many Indigenous American communities, learning happens largely through observing non-verbal cues rather than verbal instructions. Children learn by watching

gestures, posture, and facial expressions during activities. This non-verbal learning is natural and important for their socialization and cultural integration (Paradise, 1994). Understanding how different cultures use non-verbal communication helps English teachers create better learning environments in multicultural classrooms.

Despite the growing understanding of non-verbal communication's importance, ELT often emphasizes verbal skills such as reading, writing, listening, and speaking. Non-verbal communication remains an underexplored area in teacher training and classroom practice. This leaves a gap in fully effective communication between teachers and students.

Furthermore, reflecting on the issues raised in the statement of the problem, it is clear that although many teachers naturally use non-verbal communication like smiles and gestures, they often lack formal training or understanding of how to use these skills intentionally to improve teaching. This gap is especially important in Nepalese classrooms where cultural differences make non-verbal communication more complex. Since non-verbal communication remains less emphasized compared to verbal skills, it is important to study teachers' own experiences and views about it. Therefore, studying how teachers perceive and use non-verbal communication becomes necessary to improve teaching strategies and training programs, making communication more effective and helping students engage better in English learning.

Statement of the Problem

This study is motivated by both my personal experiences as a student and gaps identified in existing research specifically on non-verbal communication (NVC) in English Language Teaching (ELT). During my education, I observed that classes where teachers smiled, used gestures, and actively engaged with body language felt more lively and easier to follow. These non-verbal signals seemed to create a better

connection between teachers and students. However, this important aspect of communication was rarely addressed or taught explicitly in my academic environment. This personal observation highlights a significant gap: although many teachers instinctively use non-verbal communication, they often lack formal training or theoretical understanding to use it intentionally and effectively in the classroom.

Existing empirical research confirms this gap, especially in Nepalese ELT contexts. Negi (2009) emphasized that teachers' non-verbal communication plays an essential role in motivating students, managing classrooms, and enhancing understanding but noted that it remains underexplored in Nepal's educational research. Kshetree's (2023) study further supported this by showing that non-verbal communication positively impacts English classes, encouraging interaction and reducing misunderstandings. In spite of that, many teachers lack systematic knowledge or training about these non-verbal skills.

Additionally, Nepal's multicultural classrooms complicated the use of non-verbal communication. Diverse cultural backgrounds affect how gestures, eye contact, and personal space are interpreted. Hall (1959) explained that cultural differences in proxemics and kinesics often lead to misunderstandings unless teachers are culturally sensitive and aware of these variations. Despite this challenge, there is limited research documenting how Nepalese ELT teachers experience and interpret these cultural aspects of non-verbal communication.

Moreover, most empirical studies from Nepal tend to focus on verbal skills, textbook content, or general classroom practices, seldom exploring teachers' own perceptions and experiences of non-verbal communication (Negi, 2009; Kshetree, 2023). This lack of focus on teacher perspectives creates a gap in understanding the practical and perceived role of non-verbal cues in ELT.

Therefore, this study fills this gap by exploring how English language teachers perceive and use non-verbal communication in their classrooms based on their own experiences. By doing so, it intends to provide insights that can improve teacher training programs and teaching strategies, specifically in the Nepalese educational context.

Objectives of the Study

The objectives of this study were as follow:

- a. To explore the English language teachers' experiences of using non-verbal communication in the classroom.
- b. To analyse the role of non-verbal communication in English language teaching.
- c. To discuss and explain the impact of non-verbal communication on English language teaching.

Research Questions

The following research questions were used to elicit the data/ information from the participants so as to fulfill the objectives of the study:

- a. How do teachers describe their experiences of using non-verbal communication in their classrooms?
- b. How do teachers perceive the role of non-verbal communication in English language teaching?
- c. What impact do teachers believe non-verbal communication has on their teaching practices and students' learning?

Significance of the study

This study is significant in several ways. It focuses on an important part of classroom communication that is often ignored: non-verbal communication. The study

provides useful insights into how English teachers in Nepal think about and use non-verbal cues. These insights help teacher trainers develop courses that include non-verbal communication skills, preparing teachers to use these tools more confidently.

The study also contributes to understanding cultural differences in non-verbal communication, helping teachers to manage diverse student groups with respect and effectiveness. This improves the learning environment and student engagement.

Moreover, by filling gaps in existing research, this study adds new knowledge from the perspective of Nepalese ELT teachers. Similarly, it is useful for curriculum designers, textbook writers, policy makers, teachers, trainers, researchers, ELT practitioners, educators, and the perspective researchers who want to undertake research in the related area in upcoming days.

Delimitations of the Study

Due to the access of time, economy, participants, etc., this study had the limitations. The study only focused on the experiences of English language teachers, excluding students, policymakers, curriculum designers or other personnel. The research was confined to non-verbal communication within English language teaching and did not cover other subjects or broader educational contexts. Data were collected only from three community schools in Tulsipur Sub-Metropolitan City, Dang. The respondents were only three secondary level English teachers, one from each school. A purposive sampling technique was applied to select participants who had relevant experience and knowledge related to the study. The findings were based on qualitative data and will not be generalizable beyond the selected participants or context.

Operational Definitions of the Key Terms

In my study, the following key terms have been used, so the operational meanings of them have been discussed here:

Teachers: In this study, teachers mean those teachers who were taught English in secondary level community schools as well as using the non-verbal communication in the classroom.

Non-verbal Communication: Communication that occurs without spoken or written words, including gestures, facial expressions, posture, eye contact, body movements and so on used during classroom interactions.

Experiences: In this study, it refers to a kind of practical contact of teachers who were familiar with non-verbal communication in ELT classroom.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals with the review of the related literature. Conceptual, theoretical and empirical literatures have been presented and later their implications for the study are spelled out in this chapter. The chapter also presents the conceptual framework.

Review of the Relevant Concept

This section provides a comprehensive overview of the relevant concepts. This review supports the researcher in establishing the conceptual foundation of the study and situates it within a broader scholarly context. Through examining different conceptual perspectives on communication, verbal and non-verbal communication, culture, and teaching-learning processes, this section identifies the key concepts and gaps that justify the present research. This process ensures that the study is grounded in recognized academic principles and reflects a sound understanding of non-verbal communication in ELT.

The Concept of Communication

Communication is a fundamental human process through which people share ideas, emotions, information, and intentions. It is not limited to spoken or written language but includes a wide range of symbolic behaviours such as gestures, facial expressions, posture, and tone of voice (West & Turner, 2010). Communication enables individuals to build relationships, transmit knowledge, and coordinate social actions.

The communication process is dynamic and interactive, involving a sender who encodes a message, a channel through which the message is transmitted, a receiver who decodes the message, and feedback that confirms understanding

(McCornack, 2019). Effective communication occurs when the intended meaning of the sender matches the interpretation of the receiver. When this alignment fails, miscommunication may occur.

Scholars emphasize that communication is socially and culturally situated. Cultural background strongly influences how messages are produced and interpreted, affecting communication styles, meanings, and expectations (Gudykunst & Kim, 2017). In educational settings, particularly language classrooms, effective communication is essential for meaningful teaching and learning.

Verbal Communication

Verbal communication refers to the use of spoken or written words to convey meaning. It relies on language systems governed by grammar, vocabulary, and syntax, enabling people to express complex thoughts, emotions, and ideas (Trenholm & Jensen, 2013). In classrooms, verbal communication is the primary medium through which teachers explain lessons, ask questions, give instructions, and provide feedback.

The effectiveness of verbal communication depends on factors such as clarity, vocabulary choice, tone, pace, and volume of speech. A supportive and friendly tone can encourage student participation, whereas an inappropriate tone may create anxiety or disengagement (Floyd, 2011). In English language classrooms, verbal communication is particularly important as students are simultaneously learning content and language.

However, verbal communication has limitations. Language learners may struggle to understand spoken explanations due to limited vocabulary or unfamiliar structures. Additionally, certain meanings such as emotions, attitudes, sarcasm, or encouragement may not be fully conveyed through words alone. As a result, verbal

communication is often supported by non-verbal cues to enhance clarity and meaning (Knapp & Hall, 2010).

Non-verbal Communication

Non-verbal communication refers to the transmission of messages without the use of spoken or written words. It includes facial expressions, gestures, posture, eye contact, body movement, tone of voice, use of space, and physical appearance (Burgoon, Guerrero, & Floyd, 2016). Non-verbal communication often occurs unconsciously and continuously, making it a powerful component of human interaction.

Research indicates that a significant portion of emotional and relational meaning is conveyed through non-verbal cues rather than words (Mehrabian, 1972). For instance, a teacher's smile, nod, or eye contact can communicate encouragement and approval more effectively than verbal praise alone. Non-verbal communication has been described as a "silent language" because it communicates meaning subtly but powerfully (Hall, 1959).

Non-verbal cues may complement, reinforce, regulate, or contradict verbal messages (Argyle, 1988). When verbal and non-verbal messages are consistent, communication becomes more effective. However, when they contradict each other, confusion may arise. Importantly, non-verbal communication is culturally influenced, and its meanings vary across social and cultural contexts (Matsumoto, 2006).

Types of Non-verbal Communication

Non-verbal communication consists of several interrelated types, each contributing uniquely to meaning-making:

Kinesics. Kinesics refers to body movements such as gestures, facial expressions, posture, and eye contact. Facial expressions are considered universal indicators of basic emotions like happiness, anger, fear, and surprise (Ekman, 2003). Gestures often accompany speech to clarify or emphasize meaning (Birdwhistell, 1970).

Proxemics. Proxemics involves the physical distance maintained during interaction. Hall (1966) identified four spatial zones: intimate, personal, social, and public distance. These zones vary across cultures and reflect relationships, authority, and comfort levels.

Haptics. Haptics refers to communication through touch. Touch can express support, encouragement, power, or control. Cultural norms strongly regulate acceptable forms of touch, making it context-sensitive (Guerrero & Floyd, 2006).

Paralanguage. Paralanguage includes vocal features such as tone, pitch, speed, volume, and rhythm. These features shape how verbal messages are interpreted emotionally (Poyatos, 2002).

Chronemics. Chronemics refers to how time is used and perceived in communication. Punctuality, waiting time, and response speed convey respect, authority, or relational value (Levine, 1997).

Physical Appearance. Physical appearance, including clothing, grooming, and accessories, communicates social identity, professionalism, and attitudes (Kendon, 1990).

Culture and Non-verbal Communication

Culture plays a central role in shaping non-verbal communication. Different cultures have distinct norms regarding gestures, eye contact, touch, facial expressions, and spatial behaviour (Gudykunst & Kim, 2017). For example, direct eye contact is

valued in many Western cultures but may be interpreted as disrespectful in some Asian cultures (Matsumoto, 2006).

Hall (1976) classified cultures into high-context and low-context cultures. High-context cultures rely heavily on implicit messages and non-verbal cues, whereas low-context cultures depend more on explicit verbal communication. Misunderstandings often arise in multicultural settings when individuals are unaware of these differences.

Therefore, effective intercultural communication requires awareness, sensitivity, and adaptability. In multilingual and multicultural classrooms, teachers must understand cultural variations in non-verbal behaviour to avoid misinterpretation and foster inclusive learning environments.

Non-verbal Communication in English Language Teaching (ELT)

Non-verbal communication plays a crucial role in English language classrooms. Teachers use gestures, facial expressions, eye contact, and body movements to explain meanings, manage classrooms, and support learners' comprehension (Celce-Murcia, 2001). For learners with limited language proficiency, non-verbal cues serve as essential scaffolding tools.

Teachers' non-verbal feedback, such as nodding, smiling, or maintaining eye contact, signals attentiveness and encouragement, promoting student participation (Chaney & Burk, 1998). When verbal explanations are supported by appropriate non-verbal cues, learning becomes more interactive and meaningful.

However, in multicultural classrooms, non-verbal behaviors may be interpreted differently. Therefore, ELT teachers need awareness of cross-cultural non-verbal communication to ensure clarity, comfort, and inclusivity (Ishihara & Cohen, 2010).

Non-verbal Communication in the Teaching Learning Process

In the teaching-learning process, non-verbal communication continuously supports interaction between teachers and students. Teachers' gestures, posture, facial expressions, and tone convey enthusiasm, authority, warmth, and expectations (Hargie, 2011).

Non-verbal cues help regulate classroom interaction by signalling turn-taking, attention, and discipline (Andersen, 2008). They also provide immediate feedback, enabling teachers to assess students' understanding through facial expressions or body language (Marzano, 2003).

In language learning contexts, non-verbal communication reduces anxiety, enhances motivation, and bridges gaps in verbal comprehension. Teachers' conscious use of non-verbal behaviours reflects their attitudes toward students and significantly influences classroom climate and learning outcomes.

Review of the Theoretical Literature

This section provides comprehensive overview of existing theories regarding the use of non-verbal communication in classroom. This view supports me in establishing the theoretical foundation for my study. This helps me to find gaps in the body of literature, refine my research topics, and create a strong conceptual foundation for my study via looking at different theoretical perspectives.

Theories Supporting Non-verbal Communication

Several established learning theories explain how communication, interaction, observation, and social context contribute to learning. These theories provide a strong theoretical foundation for understanding the role of non-verbal communication in English language teaching.

Social Constructivist Theory

Vygotsky's Social Constructivist Theory emphasizes that learning is fundamentally a social process that occurs through interaction with others within a cultural context. Vygotsky originally proposed that learners develop higher mental functions through social interaction and introduced the concept of the Zone of Proximal Development (ZPD), which refers to the distance between what learners can do independently and what they can achieve with guidance (Vygotsky, 1978). In classroom contexts, teachers act as mediators who support learners through both verbal and non-verbal means. Non-verbal communication such as gestures, facial expressions, eye contact, posture, and tone of voice functions as scaffolding within the ZPD. These cues guide learners, signal encouragement, and provide immediate feedback, especially when verbal explanations are insufficient. This role of non-verbal communication in mediated learning has been widely discussed in later interpretations of Vygotsky's theory (Schunk, 2012).

Furthermore, Vygotsky emphasized that learning is culturally mediated. Since non-verbal communication is shaped by cultural norms, teachers' culturally sensitive use of non-verbal behaviour enhances interaction and understanding in multilingual classrooms. Therefore, Social Constructivist Theory strongly supports the examination of teachers' experiences with non-verbal communication in English language teaching.

Affective Filter Hypothesis

Krashen's Affective Filter Hypothesis explains the influence of emotional factors on second language acquisition. According to Krashen, learners acquire language more effectively when their affective filter, which consists of anxiety, motivation, and self-confidence, is low. When the affective filter is high, language

input cannot be fully processed, even when instructional quality is sufficient (Krashen, 1985).

In English language classrooms, teachers' non-verbal communication plays a crucial role in lowering learners' affective filter. Positive non-verbal behaviours such as smiling, nodding, maintaining open body posture, establishing appropriate eye contact, and using a calm tone of voice help create a supportive and low anxiety learning environment. These behaviours encourage learners to feel safe, confident, and willing to participate in classroom interaction.

Although Krashen primarily emphasized the role of comprehensible input, later researchers have highlighted that teachers' non-verbal behaviours significantly contribute to the emotional conditions required for effective language learning (Lightbown and Spada, 2013). Therefore, non-verbal communication indirectly supports language acquisition by fostering learners' emotional readiness to receive and process linguistic input.

Social Learning Theory

Bandura's Social Learning Theory proposes that learning occurs through observation, imitation, and modelling. Bandura argued that individuals learn new behaviours by observing others, particularly those perceived as role models, such as teachers (Bandura, 1977).

In English language classrooms, teachers serve as primary models of communication. Learners observe teachers' gestures, facial expressions, posture, eye contact, and vocal tone while learning how meaning is conveyed beyond words. Through this observational process, students acquire both verbal and non-verbal aspects of communicative behaviour. This interpretation of modelling in classroom

communication has been widely discussed in educational psychology literature (Ormrod, 2016).

Bandura identified attention, retention, reproduction, and motivation as key processes in observational learning. Teachers' expressive non-verbal communication attracts learners' attention, reinforces understanding, and motivates imitation. Therefore, Social Learning Theory provides strong theoretical support for the role of non-verbal communication in ELT and justifies exploring teachers' lived experiences of using non-verbal cues.

The selected learning theories strongly support the present thesis on 'Teachers' Experiences of Non-verbal Communication in English Language Teaching' from different perspectives. Vygotsky's Social Constructivist Theory explains that learning occurs through social interaction and mediated support, which directly relates to how teachers use non-verbal cues such as gestures, eye contact, and facial expressions to scaffold students' understanding in the classroom. Krashen's Affective Filter Hypothesis highlights the emotional dimension of language learning, showing that teachers' positive non-verbal behaviours help reduce learners' anxiety and create a supportive environment for effective language acquisition. Similarly, Bandura's Social Learning Theory emphasizes learning through observation and modelling, which aligns with how students learn communicative behaviours by observing teachers' non-verbal communication. Together, these theories provide a strong theoretical foundation for this study by explaining why teachers' non-verbal communication plays a vital role in classroom interaction, learner engagement, and effective English language teaching.

Review of the Empirical Literature

A growing body of research has examined the role of non-verbal communication in English language teaching and the perceptions of teachers regarding its use in classroom practices. These studies provide insights into how teachers employ non-verbal cues such as gestures, facial expressions, eye contact, and body language to support instruction, manage classrooms, and engage learners. Existing research also highlights the challenges teachers face in using non-verbal communication effectively, particularly in multicultural and multilingual contexts, and explores how teachers perceive the relevance of non-verbal behaviours to students' comprehension, motivation, and overall learning. Together, these empirical studies help to situate the present research within the broader context of classroom communication and justify the need to explore teachers' lived experiences of non-verbal communication in English language teaching.

Negi (2009) conducted research titled "The Role of Teachers' Non-verbal Communication in ELT Classroom" investigating how teachers' body language, facial expressions, and eye contact influence learners' motivation in Nepal. Using a mixed-method design combining surveys and classroom observations, the study sampled 10 higher secondary school teachers and 80 students from Kathmandu Valley. Data were gathered via a structured questionnaire examining student perceptions of teachers' non-verbal behaviours and observation forms recording actual teacher use of these cues during lessons. Results showed overwhelming student preference for positive non-verbal behaviours: all students felt motivated by smiling teachers, while 90% paid more attention when teachers used eye contact and moved around. Gender differences emerged as female students were more sensitive to negative non-verbal cues like "cold stares" or finger-pointing. Students indicated boredom when teachers

used monotonous tones but increased engagement when teachers used humour or involved them actively. The study concluded that non-verbal communication is as important as verbal instruction in motivating ESL learners and recommended conscious use of positive non-verbal cues to create more supportive classrooms.

Lamichhane (2016) research, "Non-verbal Skills: Unavoidable in Communication," focused on defining communication broadly with special attention to non-verbal communication and its vital role in both professional and interpersonal contexts. The study aimed to differentiate verbal and non-verbal communication, analyze several non-verbal skills, and explore cultural and gender influences on these skills. Using a qualitative analytical review approach, Lamichhane categorized non-verbal communication into vocalic elements (tone, pitch, volume, tempo) and non-vocalic aspects (facial expressions, gestures, posture, proxemics, eye contact, haptics, chronemics, symbolism) referencing scholars such as Ekman and Zoric & Pandzic. The research stressed that communication is a continuous, complex interaction where non-verbal cues often convey more meaning than words, especially if verbal and non-verbal messages conflict. It highlighted cultural differences in interpreting non-verbal signs, such as divergent personal space preferences and gesture meanings across cultures. The paper also emphasized the pedagogical importance of non-verbal skills in achieving clear, unambiguous communication, shaping first impressions, emotional engagement, and enhancing message delivery beyond spoken words. It concluded by advocating the inseparability of verbal and non-verbal communication for successful interaction and the necessity of mastering non-verbal skills for minimizing misunderstandings in professional and cross-cultural contexts.

Saleem, Rana, and Bashir (2022) investigated the "Role of Non-Verbal Communication as a Supplementary Tool to Verbal Communication in ESL

Classrooms: A Case Study" in Pakistan. The study sought to explore how gestures, eye contact, and facial expressions support English language teaching and learning. Employing a mixed-methods approach combining surveys and observational data at Lahore Liverpool Lingua College, the researchers purposively sampled 100 college-level ESL students and 5 teachers. Data collection involved student questionnaires rating the importance of non-verbal skills and teacher observations during classes. The findings indicated strong student agreement on the value of non-verbal communication: 80% found facial expressions helpful, 75% valued body language and eye contact, and 70% felt hand gestures aided learning. Teachers noticed that non-verbal cues helped students concentrate better, feel more confident, and understand lessons more easily, particularly when verbal English skills were limited. Both teachers and students agreed that non-verbal communication fills gaps left by verbal limitations and makes ESL classes more effective and motivating.

The study by Khan (2023) titled "Impact of Teachers' Adverse Non-Verbal Communication on University Students' Learning Outcomes (Within Classroom)" explored how teachers' non-verbal communication affects students' learning and emotional responses in university classrooms in Pakistan. The research aimed to understand the relationship between teachers' appropriate use of non-verbal communication and student learning outcomes, explore emotional reactions to negative non-verbal cues, and assess how adverse non-verbal communication impairs learning. The study adopted a qualitative design using ethnographical and case study approaches, collecting data through covert observations, interviews with teachers, and focused group discussions with 17 M.Phil. education students during normal classes. The findings revealed that positive teacher cues like eye contact, facial expressions, body movements, tone of voice, and spatial distance uplift students' confidence,

motivation, and academic performance. Conversely, negative behaviours such as aggressive facial expressions, ignoring students, mocking tones, smirks, and rigid postures led students to feel burdened, demotivated, bored, and disengaged, even resulting in absenteeism or silence. Students reported emotional effects including shame, insult, and frustration due to adverse non-verbal signals, which hampered class participation and understanding. The study concluded that non-verbal communication is critical in fostering a positive learning environment, and adverse cues severely obstruct learning and emotional involvement. It recommended teacher training in non-verbal skills, regular observations to promote varied teaching methods, and enhancement of emotional intelligence among teachers and students.

Kshetree (2023) studied the "Effect of Nonverbal Communication in English Classes" focusing on how teachers' body language, facial expressions, gestures, and other non-verbal signals influence student motivation and learning in Nepalese secondary schools. Using a mixed method design involving questionnaires and classroom observations, the population consisted of 40 grade ten students and six teachers from Butwal Sub metropolitan City. Students responded to items about how teacher non-verbal behaviours (like smiling, eye contact, frowning) affected their learning, while observations tracked 13 specific non-verbal cues used by teachers. The study found unanimous agreement that positive non-verbal behaviours enhance motivation: all students felt encouraged by teacher smiles, 95% paid better attention when teachers moved around, and 90% felt more confident with consistent eye contact and nodding. Conversely, negative cues such as cold stares, finger-pointing, and monotonous speech led to nervousness and boredom. Cultural factors also influenced perceptions; for example, some students felt uncomfortable with physical touches like shoulder pads due to conservative backgrounds. Students preferred

punctual, energetic, and well-dressed teachers. The findings emphasized the critical role of adapting non-verbal communication to students' cultural backgrounds for effective ELT.

Diadori (2024) conducted a study entitled "Nonverbal Communication in Classroom Interaction and Its Role in Italian Foreign Language Teaching and Learning" that examined how native Italian teachers use body language, especially gestures, in teaching Italian to international students. The study analysed a corpus of 212 short video clips recorded worldwide between 2003 and 2020, sourced from the CLODIS database of language classroom interactions. The population covered both native and non-native Italian teachers and students of diverse ages and cultural backgrounds. The methodology involved video recording analysis and transcription with Jefferson's notation system to capture gestures. Results showed Italian teachers frequently use iconic gestures (shaping hands to represent objects), metaphorical gestures (using space for abstract concepts like time), and culturally specific Italian emblems such as chin flicks to signify "I don't care." Importantly, students often mimicked these gestures but sometimes misunderstood their cultural meanings, which could lead to confusion outside the classroom. This study highlights how native teachers culturally rooted non-verbal behaviours may affect foreign language learners differently based on their own cultural backgrounds, underscoring the need for cultural awareness in non-verbal teaching strategies.

Simon and Mishra (2025) conducted a study, titled "Non-Verbal Communication and its Role in Trust-Building During Conversations," investigated how non-verbal elements such as facial expressions, gestures, eye contact, posture, tone, and personal space influence trust in conversations. With objectives to identify key non-verbal signals that enhance trust, understand the effects of communication

settings (formal/informal, face-to-face/virtual), and explore cultural differences in interpreting these signals, the study conducted a thorough literature review rather than collecting primary data. Using thematic and comparative qualitative analyses of peer reviewed journals and communication theory, their findings emphasized that open body language, consistent facial expressions like genuine smiles, appropriate and balanced eye contact, respectful use of personal space, and calm vocal tones strongly foster trust. Conversely, closed postures, mixed expressions, and inappropriate proxemics can cause distrust or discomfort. Moreover, significant cultural variations exist; for example, direct eye contact is positively valued in Western cultures but may be perceived as disrespectful in some Asian contexts. The impact of different communication environments was also highlighted, such as empathy cues being more important in healthcare, while leadership settings value authoritative non-verbal signs. This study underlined the importance of understanding non-verbal trust cues and cultural nuances for effective interpersonal and professional relationships and called for more empirical cross-cultural research and studies considering gender and digital communication contexts.

Implications of the Literature Review for this Study

The review of both theoretical and empirical literature is one of the integral parts of the present study. It provides a strong foundation for understanding the research topic and helps to clarify the purpose and direction of the study. Through the review of related literature, I was able to develop conceptual clarity about communication in English language teaching and identify key issues related to teachers' use of non-verbal communication. The literature review also supported the formulation of research objectives, research questions, and the selection of

appropriate research tools, thereby guiding the study to remain systematic and focused.

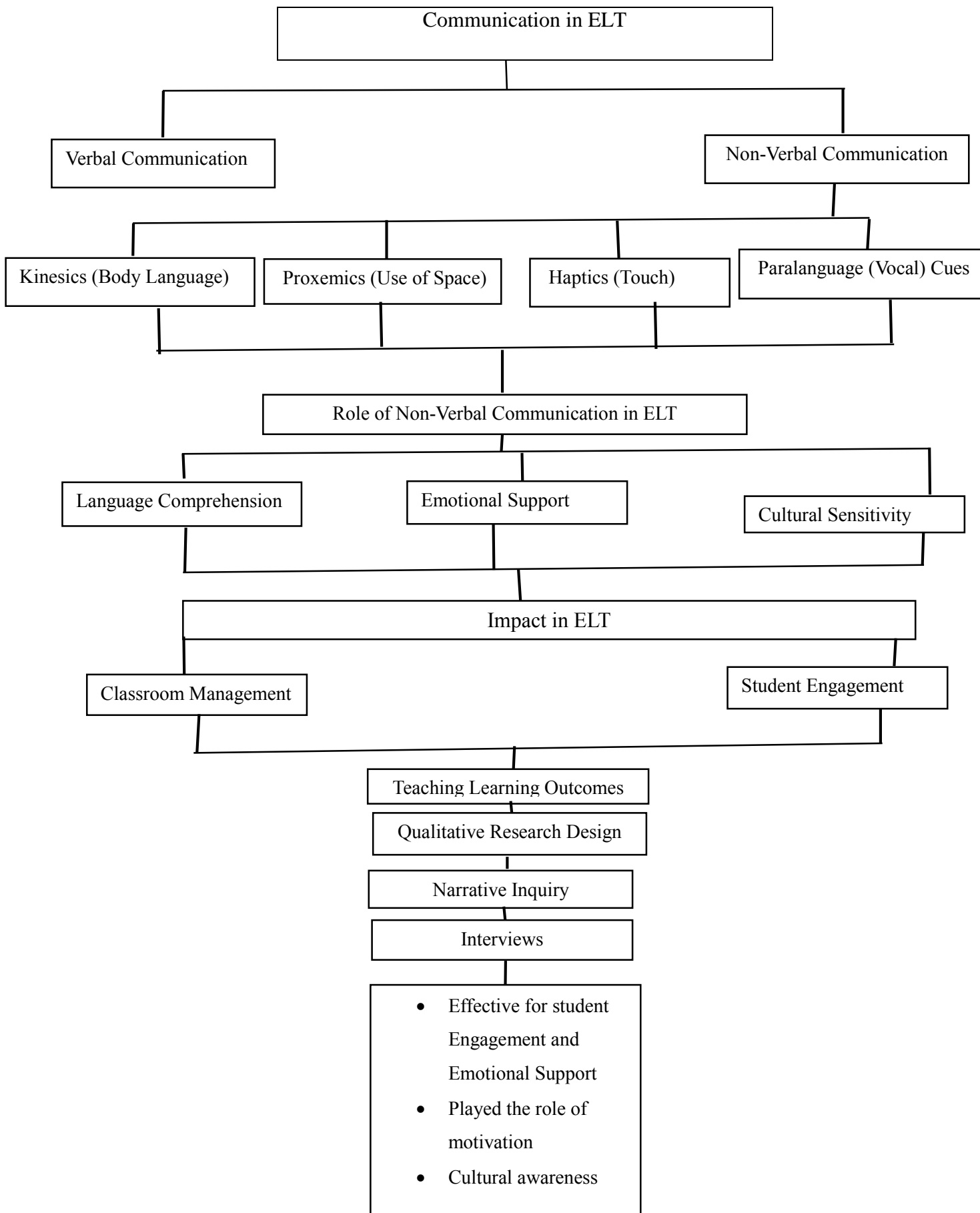
The study of Knapp and Hall (2006) helped me to understand the concept of non-verbal communication and its major components such as gestures, facial expressions, and body language in classroom interaction. Similarly, Matsumoto (2013) helped me to realize the cultural dimensions of non-verbal communication and its influence on meaning making in teaching and learning contexts. The work of West and Turner (2018) guided me to understand communication as a process that goes beyond verbal language, while Gudykunst and Kim (2003) helped me to recognize the possibility of misunderstanding when non-verbal cues are ignored, particularly in intercultural classrooms. Likewise, Celce-Murcia and Andersen (2014) helped me to view non-verbal communication as an effective pedagogical tool in English language teaching. From the empirical studies, Negi (2009) helped me to understand the role of teachers' non-verbal behaviours in enhancing students' motivation and classroom engagement, whereas Kshetree (2023) provided contextual insights into Nepalese English language classrooms. Similarly, Khan (2023) helped me to understand how negative non-verbal behaviours may affect students' emotional responses and participation in classroom activities. The study of Simon and Mishra (2025) guided me to recognize the importance of non-verbal communication in building trust between teachers and students, while Diadori (2024) and Saleem et al. (2022) helped me to understand the influence of cultural variation on the interpretation of non-verbal cues in multilingual classrooms.

In conclusion, the previously conducted research helped me to identify important gaps related to teachers lived experiences and perceptions of non-verbal communication in English language teaching. The review guided me to focus on

teachers' day-to-day classroom experiences and their personal understanding of how non-verbal cues support or hinder teaching and learning. It also helped me to refine the objectives and research questions of the study and to adopt an appropriate qualitative approach. Therefore, the literature review has directly influenced the direction, focus, and methodological framework of the present study and has provided a meaningful basis for drawing pedagogical implications related to teacher training, classroom interaction, and effective English language teaching.

Conceptual Framework of the Study

Figure 1 represents the Conceptual Framework of the Study.



Chapter III

Method and Procedures of the Research

Methodology and procedure are the backbone of research since appropriate methodology and procedures direct the research towards objectives effectively. This chapter incorporates the design of the study, sources of data, population of the study, sample population, sampling procedure and tools and process of data collection.

Design of the Study

This research was based on qualitative research approach because Its primary goal was to understand teachers lived experiences, feelings, and perspectives regarding non-verbal communication in their English language classrooms. Qualitative research is ideal when exploring human behaviours and meanings, rather than numerical measurement (Khan, 2023; Negi, 2009).

Within qualitative research, I used a narrative inquiry research design. Narrative research focuses on collecting and analysing stories or personal accounts of individuals to better understand how they make sense of their experiences. Polkinghorne (1995) defined narrative inquiry as a way of “collecting and analysing the stories people tell about their lives and experiences, seeking to reveal the meanings embedded within them.” According to Clendenin and Connelly (2000), narrative inquiry is “the study of experience as story, where narrative thinking is a key way of understanding and representing the lived experience of research participants.” Webster and Mertova (2007) also noted that narrative inquiry “addresses the complexities and subtleties of human experience in a holistic and meaningful way.”

Since this study focused on teachers’ personal experiences and how they interpret and use non-verbal communication in their daily teaching, narrative design suits my purpose best. It allows me to capture rich, detailed descriptions in their own

words rather than reducing their views to fixed categories (Lamichhane, 2016; Saleem, Rana & Bashir, 2022).

Using narrative research helped me explore the meaning teachers give to their nonverbal behaviours and how these affect classroom management and student engagement. It supported an in-depth exploration of individual teacher experiences, which is central to developing a fuller understanding of this under-researched area.

Population, Sample and Sampling Procedure

This study was conducted among English Language Teaching (ELT) teachers working at the secondary level in community schools of Dang district. The population includes all secondary ELT teachers within this area. To ensure that participants have substantial teaching experience and insight relevant to professional development, only those teachers who have been in service for more than five years included. Specially, teachers who were familiar with non-verbal cues and using those cues in teaching and learning activities were selected. I selected three teachers purposively for this study. Purposive sampling was chosen because it allowed selecting participants who have rich experience, knowledge, and willingness to share about the non-verbal communication in their teaching. This non-random sampling technique helped me to focus on information-rich cases that were most relevant to the research questions. Selecting experienced secondary ELT teachers ensured an in-depth understanding of the phenomenon.

Data Collection Tools and Techniques

The main tool for data collection was semi-structured interviews. This tool was suitable because it provided a flexible yet focused setting where prepared guiding questions can be used, but the participants also have the freedom to express their thoughts, experiences, and examples more openly. Semi-structured interviews

encourage deep reflection and allow clarifications or probing when needed (DiCicco-Bloom & Crabtree, 2006).

Semi-structured interviews are effective for exploring complex topics like non-verbal communication, where teachers' perceptions and experiences are rich and varied. Helmer and Eddy (2003) noted that face-to-face interaction is especially important when exploring body language and non-verbal cues, which are best understood through personal accounts.

Sources of Data

To accomplish the research work, I used both the primary and secondary sources of data. The following were the sources of data in my study:

Primary Sources

The primary source of data to fulfil the objectives of my study constituted the three English teachers of three community schools of Dang district.

Secondary Sources

The Secondary data for this study were obtained through an extensive review of relevant books, peer-reviewed journal articles, academic research papers, theses and dissertations, and institutional publications focusing on non-verbal communication and (ELT). These sources provided essential theoretical, empirical, and pedagogical insights into the nature, types, and functions of non-verbal communication in language classrooms.

Data Collection Procedures

The data for this study were collected through in-depth interviews with the selected English teachers. Prior to data collection, I personally contacted the teachers to explain the purpose, nature, and procedures of the study and to request their voluntary participation. After obtaining informed consent from each participant, the

researcher visited the respective schools and scheduled interview sessions at times convenient for the teachers. The interviews were conducted in quiet and comfortable settings to promote openness and honest responses. Each interview followed a semi-structured approach, allowing the researcher to ask guiding questions while also providing flexibility to probe further and seek clarification on emerging issues related to the study. With the participants' permission, the interviews were audio-recorded to ensure accuracy, and supplementary notes were taken during the sessions. When necessary, follow-up interviews were conducted to clarify unclear responses or to explore significant points in greater depth. All data were collected ethically, treated confidentially, and used solely for academic purposes. This systematic procedure ensured the collection of authentic, reliable, and comprehensive data suitable for inclusion in the thesis.

Data Analysis and Interpretation Procedure

The collected data were analyzed using a thematic analysis approach. After completing the data collection process, all audio-recorded interviews were transcribed verbatim to produce accurate written texts for analysis. The researcher then repeatedly read the transcripts to become familiar with the data and to identify meaningful words, phrases, and ideas relevant to the research focus. These initial insights were labeled as codes.

In the next stage, the coded data were organized and grouped into broader categories based on similarities, patterns, and relationships. From these categories, overarching themes were developed to represent the key findings and recurring patterns emerging from the participants' responses.

Finally, the identified themes were interpreted in relation to the research questions and supported by insights from the reviewed literature. This process enabled

a deeper understanding of teachers' perceptions and experiences regarding the role of non-verbal communication in English Language Teaching. The integration of empirical data with existing literature provided a comprehensive interpretation that aligned with the objectives of the study and strengthened the validity of the findings.

Ethical Considerations

This study needed the data and information for reaching its objectives. Therefore, I was conscious and respectful regarding my respondents in terms of their personalities, weakness and professional ethics. For this at first, approval was taken from the department of English education, T.U and research guidance committee along with the objective, the methodology and expected outcomes. I marked proper use of all the available materials that are provided to me. I did not misuse them. I followed all necessary steps and to make proper use of given materials in my research study.

I was sure that the privacy and identities of the respondents must be safe guarded. I kept the entire collected information secret and stored the data securely. No names of participants and school are used; instead of it I gave pseudonym for participants and schools identified with specific codes or number. Similarly, I avoided plagiarism by giving citation of the cited text. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Analysis and Interpretation of Results

This chapter presents the analysis and interpretation of the data. The data were elicited through the three interviews of the secondary level English teachers of community schools of Dang district. The data were analysed and interpreted being consistent with the objectives. Thematic analysis has been made for the purpose of data interpretations.

Participants' Narratives and Positions

In this section, I drew the picture of my three research participants exploring their brief stories. In the context of ELT, this study explored Non-verbal communication. This study showed the how various types of non-verbal communication cues helped in the English language teaching. Here, in the stories of my participants too, they were shown about effectiveness of non-verbal communication in ELT. Using the non-verbal cues helped ELT in the context of Community schools of Nepal. However, my participants drew remarkable positions investing in language learning

Hari's Story

The participant of this study is a devoted English teacher who has been serving in the same school since 2058 B.S. For more than two decades, he has continuously taught English, mainly to students of Class 10 and Class 11. His teaching journey reflects commitment, stability, and a deep attachment to his institution and learners. Over the years, he has witnessed educational changes, curriculum revisions, and the introduction of new technologies, yet his dedication to classroom teaching has remained constant.

I first approached him with a sense of respect and curiosity about his long experience in teaching. When I requested him to participate in my research, he welcomed the idea warmly. Although he had regular classroom responsibilities, he generously agreed to share his professional journey and reflections. Our conversation took place in the school environment where he has spent much of his professional life. Sitting in a quiet space after his classes, he began narrating his story with calmness and sincerity.

His inspiration to become an English teacher date back to his school days at Srigau MAB School. He vividly remembered his English teacher, Mr. Bahadur K.C., whose method of teaching grammar left a lasting impression on him. In those days, there were no guidebooks or ready-made materials. His teacher wrote notes on the board and explained each concept clearly and systematically. That clarity, discipline, and dedication deeply influenced him. He shared that it was from that moment he decided to pursue English teaching as his profession. His identity as a teacher, therefore, was shaped not only by formal education but also by the powerful modelling of his own teacher.

Throughout his career, he has actively participated in various professional development programs conducted by the Educational Development Center and training centers such as TOT in Bhairahawa. These trainings introduced him to modern teaching techniques and classroom strategies. However, he reflected critically that not all theoretical techniques are fully applicable in real classroom contexts, especially in large classes with more than sixty students. Over time, he has learned to adapt training knowledge into practical classroom realities. His teaching style, as he described, has gradually become more practical, flexible, and student-centered.

In his classroom, he primarily follows a student-centred approach. He frequently uses the question–answer method and encourages students to participate actively. After completing lessons, he assigns responsibility to students to discuss and even explain concepts on the board. He believes that such participation builds confidence and ownership of learning. One unforgettable experience he shared was about a Class 10 student who volunteered to explain question tags to her classmates. Watching her confidently clarify the grammar rules for others became one of the most rewarding moments of his teaching career. For him, such instances represent the true success of teaching when students become capable of teaching others.

As our conversation progressed, we discussed nonverbal communication in teaching. Initially, he admitted that teachers may not consciously think about nonverbal communication, yet they use it constantly. Gestures, facial expressions, posture, silence, smiles, and eye contact naturally become part of the teaching process. He defined nonverbal communication as communication without words through body movement, expressions, and actions that convey meaning beyond verbal explanation.

Among various nonverbal behaviours, he emphasized eye contact as the most effective. He uses eye contact both collectively and individually. If a student appears distracted, a simple direct gaze can bring them back to attention without interrupting the lesson. He also values body movement. He never sits while teaching, believing that an active teacher encourages active learners. Walking around the classroom, especially in large classes, helps him maintain energy and discipline.

He shared an interesting strategy for managing noise: sometimes silence works more effectively than scolding. When students become noisy, he simply stops speaking and smiles. The unexpected silence creates curiosity, and students gradually

become quiet. Through this, he demonstrated how nonverbal communication can maintain discipline without confrontation.

He also discussed how he reads students' understanding through their facial expressions and posture. Confused faces, restless movement, or disengaged body language signal the need for clarification. Smiles, nods, and attentive posture indicate comprehension and interest. In this way, communication becomes reciprocal and dynamic.

Appearance and tone of voice, according to him, also influence classroom atmosphere. Being well-dressed increases his confidence, which positively affects his teaching delivery. Similarly, varying tone; sometimes high, sometimes soft helps sustain attention and manage the classroom environment effectively.

Although he mentioned that verbal communication remains essential for explaining content clearly, he acknowledged that nonverbal communication creates curiosity, motivation, and emotional connection. He believes that smiling, nodding, and supportive gestures encourage shy or struggling students to participate. Moving closer to hesitant learners and offering personal attention builds trust and reduces anxiety.

By the end of our discussion, he appeared more reflective than at the beginning. He admitted that although he had been using nonverbal communication for years, he had not consciously analysed its importance. This conversation helped him recognize its deeper role in building a positive classroom culture. He strongly suggested that nonverbal communication should be an integral part of teacher training and regularly revisited to refresh teachers' awareness.

Listening to his story, I realized that his professional identity has been constructed through inspiration, experience, continuous learning, and reflective

practice. His narrative reveals a teacher who balances tradition with adaptation, authority with friendliness, and verbal explanation with expressive body language. His journey portrays teaching not merely as a job but as a living interaction between teacher and students where words and silence, movement and stillness, all contribute to meaningful learning.

Badal's Story

The participant in this study is an experienced English teacher with nearly three decades of teaching practice. Over the past 25 to 30 years, he has worked in both private boarding schools and government schools. About ten years of his early career were spent in private institutions, and later he shifted to government schools, where he currently teaches secondary level students, mainly Grades 9 and 10. His long service has allowed him to observe different educational systems, student backgrounds, and classroom environments.

When I approached him for this research, he welcomed the opportunity with openness and sincerity. We met at his school after his regular classes. His calm tone, steady posture, and reflective responses reflected the very ideas of communication we later discussed. Teaching, for him, has always been a noble profession. Inspired by the saying “Vidya daan maha daan ho,” he believed from an early age that sharing knowledge is a meaningful contribution to society. He was also influenced by his own teachers, whose dedication and discipline motivated him deeply. Although other career paths were available to him, he felt naturally drawn to education, particularly English teaching.

Among different aspects of English, he enjoys teaching pronunciation and the sound system the most. He finds it rewarding to help students understand stress and

tone, which are different from Nepali language patterns. Seeing shy students gradually gain confidence in speaking English gives him great satisfaction.

His teaching style has evolved over time. Earlier, he followed strict lesson planning, but with experience, he has become more flexible and situation-based. He adapts his methods according to class size, student level, and topic. Real-life examples, interactive questioning, and humor are common features of his classroom practice.

Although he did not formally study nonverbal communication in theory, he has developed strong practical awareness through experience. He defines nonverbal communication as expressing meaning without words through gestures, facial expressions, posture, and eye contact. He frequently uses gestures to explain vocabulary and grammar. For example, he demonstrates emotions like anger or happiness through facial expressions and uses hand movements to show time when teaching tenses.

Eye contact is one of his most effective tools. It helps him maintain attention, manage discipline, and encourage shy students. He also moves around the classroom to keep students active and focused, especially in large classes. Silence, standing near a noisy group, or a serious look often restores order without the need for scolding.

Over time, he has become more conscious of his body language. Earlier in his career, he appeared stricter, which sometimes made students hesitant. Gradually, he adopted a friendlier facial expression and open gestures. He noticed that students became more confident and interactive as a result.

He also recognizes the importance of cultural sensitivity and adapts his gestures carefully to maintain inclusiveness. During assessments, he keeps his posture

calm to reduce student anxiety. For struggling or shy learners, a smile, nod, or gentle encouragement often makes a significant difference.

Reflecting on his experience, he believes that both verbal and nonverbal communication are essential in teaching. Verbal explanation delivers content, while nonverbal cues build trust, motivation, and classroom energy. He strongly suggests that nonverbal communication should be included in teacher training programs so teachers can use it more consciously.

His narrative presents a teacher whose professional identity has grown through experience, reflection, and adaptation. His story highlights that effective teaching is not only about words but also about the silent messages conveyed through gestures, expressions, and presence.

Sita's Story

At Aashwara Secondary School in Tulsipur, Dang, she has been teaching English for twelve years. She began her career at the lower secondary level with Grades six and seven and gradually moved to teaching Grades nine and ten, where she has spent the past seven years. Teaching in a community school has been challenging but deeply meaningful, especially for students from rural backgrounds with limited exposure to English.

Her inspiration to teach English came from her own school days. A teacher who explained lessons through gestures and expressions left a lasting impact. Even when words were unclear, meaning was conveyed through actions. This experience showed her the power of English to open opportunities, motivating her to pursue teaching.

Initially, her teaching style was textbook-centred, focusing on grammar and written exercises. Over time, experience with large classes led to a more interactive

and flexible approach. She moves around the classroom, uses gestures, eye contact, and facial expressions to keep students engaged. Small actions, like smiling or nodding, help students feel encouraged, especially those who are shy.

Non-verbal communication plays a central role in her teaching. Gestures explain vocabulary, body movements illustrate grammar concepts, and facial expressions bring literature to life. Eye contact helps maintain discipline, encourage participation, and read students' understanding or confusion. Respectful distance and cultural awareness ensure comfort for all students, and previous experiences, such as avoiding finger-pointing, have refined these practices.

Tone of voice, posture, and movement further support learning and classroom management. Calm tones reduce anxiety, while gestures and movement energize students. Silent cues often communicate as much as words, helping students gain confidence, particularly in speaking English.

Reflecting on her experience, she emphasizes that teaching is more than delivering content. It is about building trust, motivation, and connection. Non-verbal communication, consciously and respectfully used, enhances learning, supports shy or struggling students, and creates a positive classroom culture. In rural settings, where many students face linguistic challenges, these silent but powerful tools are indispensable for effective teaching.

This study aimed to investigate the teachers' experiences and role as well as impact of non-verbal communication in ELT classroom. So, in this section, I have presented the findings based on the data taken from the semi-structured interview. Based on the above narratives and data taken from semi-structured interview, the following findings are identified.

Teachers' Experiential Understanding of Non-Verbal Communication

Overall, this theme indicates that teachers' understanding of non-verbal communication was deeply rooted in their lived classroom experiences rather than formal theoretical knowledge. Teachers did not perceive non-verbal communication as a separate teaching skill; instead, they viewed it as a natural and inseparable part of daily teaching practice. Their narratives showed that continuous interaction with students helped them gradually recognize the power of gestures, facial expressions, and body language in supporting comprehension and classroom interaction. This experiential understanding reflects the practical reality of community school contexts, where teachers often learn pedagogical skills through practice, observation, and reflection rather than structured professional training.

Non-Verbal Communication as Communication Beyond Words

The findings revealed that all participating teachers had a clear experiential understanding of non-verbal communication, even though they lacked formal theoretical training on the concept. Teachers described non-verbal communication as the way teachers communicate meanings through gestures, facial expressions, eye contact, posture, movement, tone, and even silence. One teacher explained that non-verbal communication is not separate from teaching but deeply embedded in everyday classroom interaction. The teacher shared that *“when explaining lessons, even without speaking much, gestures, facial expressions, and body movements help students understand ideas more clearly than long explanations, especially when students struggle with English.”*

This perception indicates that teachers view non-verbal communication as a practical and essential component of teaching rather than an abstract concept. In language classrooms, where students often rely on visual and emotional cues, non-

verbal communication supports comprehension and engagement. Recent research confirms that non-verbal cues play a significant role in conveying meaning and supporting learning in ELT contexts (Burgoon et al., 2016; Knapp et al., 2022).

Learning Non-Verbal Communication Through Teaching Experience

Another important finding was that teachers learned non-verbal communication mainly through teaching experience rather than structured training. Teachers explained that during the early stages of their careers, they were not fully aware of their body language. Over time, by observing students' reactions and reflecting on classroom situations, they became more conscious of how gestures, eye contact, and posture influenced learning. One participant shared that *“at first, non-verbal communication happened naturally without planning, but later, after years of teaching large classes, the teacher began to use it more intentionally to manage students and explain lessons effectively.”*

This experiential learning process highlights the role of reflection in teacher development. Contemporary studies suggest that teachers often develop communicative competence through classroom experience and reflective practice, especially when formal teacher education programs provide limited focus on non-verbal communication (Farrell, 2018; Richards, 2017).

Classroom Use of Non-Verbal Communication in ELT

This theme highlights that non-verbal communication functioned as a practical instructional strategy in English classrooms. Teachers used gestures, eye contact, movement, and posture not only to explain language content but also to manage classroom behaviour and maintain students' attention. The consistent use of non-verbal cues allowed teachers to bridge linguistic gaps, especially when students struggled to understand verbal explanations. This suggests that non-verbal

communication acted as a supportive teaching tool that enhanced clarity, reduced reliance on translation, and made lessons more interactive and student-centered.

Gestures and Facial Expressions for Explaining Content

All teachers reported frequent use of gestures and facial expressions to support teaching and learning. Gestures were commonly used while teaching vocabulary, grammar, and action-related concepts, while facial expressions were especially helpful in teaching literature and emotional meanings. One teacher explained that *“when teaching difficult vocabulary or abstract grammar points, demonstrating meaning through hand movements and facial expressions made lessons easier for students to understand and more enjoyable.”* The teacher also added that students tended to remember such lessons better during revision.

Similarly, while teaching poems and stories, teachers used facial expressions to act out emotions such as happiness, sadness, or anger. This made literary texts more meaningful for students. Research supports that gestures and facial expressions reduce cognitive load and help learners process meaning more effectively (Goldin-Meadow, 2015; Tellier & Stam, 2019).

Eye Contact as a Tool for Attention and Discipline

Eye contact emerged as one of the most powerful non-verbal strategies used by teachers. Teachers reported using eye contact to encourage participation, maintain attention, and manage discipline without interrupting the flow of teaching. One teacher described that *“instead of scolding students verbally, maintaining silent eye contact or stopping briefly while looking at the class often made students realize their behavior and become attentive again.”*

Teachers also relied on eye contact to understand students' learning conditions. According to participants, students who avoided eye contact, looked down, or

appeared restless were often confused or anxious, whereas students who nodded, smiled, or leaned forward were considered engaged. This finding is consistent with recent studies highlighting the role of eye contact in regulating interaction and maintaining classroom control (Wang & Hall, 2018; Li & Dewaele, 2021).

Body Movement, Posture, and Use of Classroom Space

Teachers consistently emphasized the importance of body movement and posture in managing classrooms, particularly large classes. Teachers reported that remaining physically active by walking around the classroom helped maintain students' attention and reduced off-task behavior. One teacher shared that "*standing still or sitting for a long time made students passive, whereas moving closer to students and using expressive posture made the class more energetic and focused.*"

Teachers also used classroom space strategically by standing near noisy students or moving toward less attentive groups. This use of proxemics helped establish authority while maintaining a friendly environment. Recent research suggests that teachers' movement and spatial behavior positively influence student engagement and classroom climate (Zhang & O'Halloran, 2019; Kunter et al., 2020).

Role of Non-Verbal Communication in Student Engagement and Emotional Support

The findings under this theme show that non-verbal communication played a significant emotional and motivational role in the classroom. Teachers' non-verbal behaviours such as smiling, nodding, and calm body posture helped create a supportive learning environment where students felt safe to participate. This emotional support was particularly important for shy and low-proficiency learners, who often hesitate to speak in English. By using positive non-verbal cues, teachers

were able to build students' confidence gradually and foster a classroom atmosphere that encouraged active participation and engagement.

Reducing Anxiety and Supporting Shy Learners

Teachers strongly believed that non-verbal communication played a crucial role in reducing students' anxiety, especially among shy and weaker learners. Participants reported that smiling, nodding, relaxed posture, and gentle eye contact created a supportive atmosphere. One teacher explained that *“when shy students were encouraged through small gestures such as nodding or smiling, they gradually gained confidence and started participating without fear of making mistakes.”*

This finding aligns with research in second language acquisition that emphasizes emotional safety as a key factor in learning. Positive non-verbal behaviors help lower students' anxiety and increase their willingness to communicate (Dewaele & MacIntyre, 2019; Gregersen & MacIntyre, 2017).

Enhancing Motivation and Classroom Energy

Non-verbal communication was also found to significantly influence student motivation and classroom energy. Teachers reported that expressive gestures, energetic movement, and variation in tone made lessons lively and prevented boredom. One participant shared that *“when the teacher used active body language and expressive gestures, students automatically became more interested and alert, even during difficult lessons.”*

This supports recent findings that teachers' non-verbal immediacy positively affects learners' motivation and engagement (Estepp & Roberts, 2015; Violanti et al., 2018).

Cultural Sensitivity and Challenges in Using Non-Verbal Communication

This theme reveals that teachers were conscious of the cultural and social context in which non-verbal communication occurred. Teachers carefully adjusted their gestures, eye contact, and physical distance to respect students' cultural norms and personal comfort. Their reflections on minor misunderstandings further demonstrate a thoughtful and reflective approach to teaching. Rather than viewing challenges as failures, teachers used them as learning opportunities to improve their communicative practices. This highlights the importance of cultural awareness and reflective thinking in the effective use of non-verbal communication.

Cultural Awareness in Classroom Interaction

Teachers demonstrated strong awareness of cultural sensitivity while using non-verbal communication. Participants reported being careful with gestures, eye contact, and physical distance, particularly in mixed-gender classrooms. One teacher mentioned that *“maintaining respectful distance and avoiding unnecessary physical closeness helped students feel comfortable and respected, especially female students.”*

This awareness is essential in multicultural classrooms, as non-verbal cues may carry different meanings across cultures. Recent research highlights that culturally responsive non-verbal communication supports inclusive classroom environments (Matsumoto & Hwang, 2019; Ishihara & Cohen, 2021).

Reflective Adjustment and Minor Misunderstandings

Although serious misunderstandings were rare, teachers acknowledged that minor issues occasionally occurred. One teacher recalled that *“a particular hand gesture unintentionally embarrassed a student, which led the teacher to reflect and replace that gesture with more open and respectful movements.”* This shows teachers' ability to reflect and adjust their behavior based on student reactions.

Such reflective practice is considered an essential aspect of professional teaching competence (Farrell, 2020).

Need for Professional Training on Non-Verbal Communication

The final theme clearly indicates a strong perceived need for professional training on non-verbal communication. Teachers acknowledged that although they used non-verbal strategies regularly, their practices were largely intuitive rather than systematic. They believed that structured training would help teachers become more aware of their body language, avoid unintended negative signals, and use non-verbal cues more purposefully. This finding suggests that integrating non-verbal communication into teacher education and professional development programs could enhance teaching effectiveness and improve classroom interaction in English language teaching contexts.

All participating teachers strongly emphasized the need for professional training on non-verbal communication. Teachers believed that although non-verbal communication is used naturally, systematic training would help teachers use it more consciously and effectively. One teacher stated that *“if teachers receive proper training on body language, gestures, and facial expressions, they can avoid misunderstandings and create more supportive learning environments.”*

Recent studies suggest that teacher education programs often overlook non-verbal communication despite its significant impact on teaching effectiveness (Harmer, 2021; Richards, 2017). The findings of this study clearly indicate the need to integrate non-verbal communication into ELT teacher training programs.

Non-Verbal Communication as a Catalyst for Engagement and Comprehension in ELT

The findings revealed that non-verbal communication plays a transformative role in enhancing both student engagement and comprehension in English Language Teaching (ELT), particularly in contexts where learners struggle with linguistic proficiency. Participants emphasized that gestures, facial expressions, eye contact, and body movement function not only as supportive tools but as central mechanisms for meaning-making. One participant explained that *“when teaching complex topics, especially poems or abstract ideas, I often rely on facial expressions and body posture to show emotions like sadness, happiness, or hope, and students who usually remain silent become more interested and even say they understand the lesson better without needing long verbal explanations”*. Similarly, another participant highlighted the role of non-verbal cues in classroom management and motivation, stating that *“sometimes without speaking anything, just by maintaining silence, smiling, or using eye contact, I can make students attentive, create curiosity, and encourage even shy students to participate more actively, which ultimately improves their confidence and learning motivation”*. These insights demonstrated that non-verbal communication significantly shapes the classroom environment by reducing language barriers, sustaining attention, and fostering emotional connection. Supporting this, existing literature also confirms that non-verbal behaviours are crucial in facilitating understanding, engagement, and interaction in ELT classrooms (Burgoon et al., 2016).

Overall, the reflection indicated that non-verbal communication served as a powerful pedagogical tool that goes beyond supporting verbal instruction and actively shapes the teaching-learning process in ELT classrooms. It helped bridge gaps in language proficiency, especially for learners who may struggle to follow spoken

English, while also creating a more inclusive and supportive learning environment. By encouraging participation, reducing anxiety, and enhancing students' emotional connection with the lesson, non-verbal cues contribute to deeper understanding and sustained motivation. Therefore, integrating conscious and reflective use of non-verbal communication can significantly improve teaching effectiveness and classroom interaction in diverse ELT contexts.

Discussion of the Findings

This study explored the experiences and attitudes as well as role of secondary-level English teachers about the use of non-verbal communication in ELT in community schools of Dang district. Based on interviews with three teachers from different schools, this discussion interprets how teachers experience non-verbal communication in practice, how they perceive its instructional value, and how it influences teaching and learning in English language classrooms.

The findings indicate that teachers' understanding and use of non-verbal communication are predominantly shaped by classroom experience rather than formal training. Teachers described non-verbal communication such as gestures, facial expressions, eye contact, posture, and movement as an inseparable aspect of daily teaching practice, rather than a distinct teaching skill. This experiential understanding aligns with research showing that teachers often develop communicative competence through practice and reflective observation, particularly when formal programs provide limited focus on non-verbal strategies (Farrell, 2018; Richards, 2017). Teachers reported that repeated classroom interactions helped them recognize how non-verbal cues enhance comprehension, engagement, and overall classroom interaction.

Teachers' perceptions of non-verbal communication were consistently positive. They described it as a practical and essential instructional tool that supports student understanding, particularly in language classrooms where learners rely on visual and emotional cues. Gestures were frequently used to clarify vocabulary, grammar, and action-based concepts, while facial expressions conveyed emotions in literary texts, making lessons more engaging and memorable. These findings support existing literature highlighting the role of gestures and facial expressions in reducing cognitive load and enhancing learning (Goldin-Meadow, 2015; Tellier & Stam, 2019).

Eye contact emerged as a critical non-verbal strategy for sustaining attention, encouraging participation, and managing classroom behavior without interrupting lesson flow. Teachers also used eye contact to monitor students' comprehension and emotional states, identifying confusion, anxiety, or engagement. This corresponds with research emphasizing the importance of eye contact in regulating classroom interaction and maintaining student focus (Wang & Hall, 2018; Li & Dewaele, 2021).

Body movement, posture, and the strategic use of classroom space were also significant in promoting student engagement and maintaining classroom energy. Teachers reported that walking around, adjusting posture, and moving closer to less attentive groups helped sustain attention, reduce off-task behavior, and create a positive learning environment. These practices are consistent with studies highlighting the influence of teacher movement and spatial behavior on classroom climate and student participation (Zhang & O'Halloran, 2019; Kunter et al., 2020).

Non-verbal communication additionally played an emotional and motivational role. Teachers emphasized that smiling, nodding, and calm body posture created a supportive atmosphere, reducing anxiety and encouraging participation, particularly among shy or low-proficiency learners. Expressive gestures and dynamic movement

enhanced classroom motivation and attentiveness, reflecting findings that teacher immediacy improves engagement and learning outcomes (Dewaele & MacIntyre, 2019; Estep & Roberts, 2015; Violanti et al., 2018).

Cultural sensitivity was another important consideration. Teachers reported adjusting gestures, eye contact, and physical proximity according to students' cultural norms and comfort levels, particularly in mixed-gender classrooms. Minor misunderstandings were treated as opportunities for reflection, demonstrating teachers' adaptive and culturally responsive practice. This aligns with research emphasizing that culturally aware non-verbal communication supports inclusive classroom environments (Matsumoto & Hwang, 2019; Ishihara & Cohen, 2021).

Finally, the findings reveal a strong perceived need for professional training on non-verbal communication. While teachers used these strategies intuitively, structured training could increase awareness, prevent unintended signals, and enable purposeful instructional application. This supports literature indicating that teacher education programs often overlook non-verbal communication despite its significant impact on teaching effectiveness (Harmer, 2021; Richards, 2017).

In summary, non-verbal communication is an integral component of effective English language teaching in community school contexts. Teachers' experiential knowledge demonstrates that gestures, facial expressions, eye contact, posture, and movement support comprehension, engagement, classroom management, emotional safety, and motivation. However, these practices remain largely intuitive and unstructured, highlighting the need for systematic professional development to enhance conscious, culturally sensitive, and effective use of non-verbal communication. Addressing this need can significantly improve teaching quality and student outcomes in English language classrooms in Dang district.

Chapter V

Conclusions and Implications

This chapter presents the overall conclusions drawn from the findings of the study and offers recommendations for policymakers, school administrators, teachers, and future researchers. The conclusions are based on the experiences of secondary-level English teachers regarding the use of non-verbal communication in classroom teaching. The implications aim to provide practical insights for improving the effective use of non-verbal communication in ELT classrooms in community schools of Nepal.

Conclusions

This study aimed to investigate secondary-level English teachers' experiences, the role, and the impact of non-verbal communication in ELT classrooms. The data were collected from interviews with three teachers working in community schools of Dang district. The findings reveal several key conclusions aligned with the research objectives:

- The teachers' experiences indicate that non-verbal communication is an integral part of their daily teaching practices rather than a separate skill. They use gestures, facial expressions, eye contact, posture, and movement spontaneously to facilitate comprehension and interaction.
- The teachers reported that their understanding of non-verbal communication developed largely through classroom experience, observation, and reflection rather than formal training.
- The study found that non-verbal communication helped teachers explain abstract concepts, support weak learners, and make lessons more interactive, engaging, and comprehensible.

- Teachers consistently used non-verbal strategies to manage classrooms, maintain students' attention, and regulate behaviour without interrupting lesson flow.
- Gestures and facial expressions were frequently employed to clarify vocabulary, grammar, and literary content, making lessons more memorable and meaningful.
- Eye contact, posture, and movement were used strategically to enhance classroom energy, encourage participation, and provide subtle emotional and disciplinary cues.
- Non-verbal communication was found to support student engagement, motivation, and emotional safety, particularly for shy or low-proficiency learners.
- Non-verbal communication significantly enhanced teaching effectiveness by bridging linguistic gaps, reducing reliance on verbal explanations, and promoting learner-centred instruction.
- Teachers observed that students understood concepts more clearly, participated more actively, and retained lessons better when non-verbal cues were integrated effectively.
- Positive non-verbal behaviours such as smiling, nodding, and calm posture reduced learner anxiety, built confidence, and encouraged risk-taking in English communication.
- Cultural sensitivity emerged as an important factor; teachers adjusted non-verbal behaviours to respect students' norms and comfort, which enhanced inclusivity and classroom harmony.

- Despite these benefits, teachers acknowledged that their use of non-verbal communication was largely intuitive and unstructured, highlighting the need for systematic professional development.

Overall, the study concludes that secondary-level English teachers in community schools of Dang district recognize the pedagogical significance of non-verbal communication. It plays a critical role in supporting comprehension, engagement, classroom management, motivation, and emotional safety, but its full potential is constrained by the absence of formal training and structured guidance.

Implications

Based on the findings and discussion of this study, several recommendations are proposed to enhance the use of non-verbal communication in ELT classrooms. These are categorized into policy-related, practice-related, and further research-related implications.

Policy-related Implications

- Policymakers should integrate non-verbal communication modules into teacher education curricula and professional development programs to enhance teachers' awareness and systematic use of gestures, facial expressions, eye contact, and posture.
- Education authorities should provide resources such as instructional guides, workshops, and training materials on culturally responsive non-verbal communication.
- Policies should encourage continuous reflective practice and peer observation among teachers to strengthen experiential learning and classroom competence in non-verbal strategies.

- School-level guidelines should ensure that classroom design and spatial arrangements support effective movement and visibility, enabling teachers to use non-verbal strategies optimally.

Practice-related Implications

- Schools should facilitate workshops, peer-learning sessions, and demonstration classes to train teachers in deliberate and effective use of non-verbal communication.
- Teachers are encouraged to consciously integrate gestures, facial expressions, posture, and eye contact as part of lesson planning, particularly in vocabulary, grammar, and literary instruction.
- Teachers should reflect on student responses to refine non-verbal strategies, maintaining cultural sensitivity and inclusivity.
- Collaborative practices, such as sharing experiences and classroom strategies among English teachers, can enhance effective use of non-verbal communication.
- Classroom management strategies should include deliberate use of movement, posture, and proximity to improve attention, participation, and engagement, especially in large classes.

Further Research-related Implications

- Future research could examine students' perceptions of teachers' non-verbal communication to assess its impact on learning outcomes, participation, and motivation.
- Comparative studies could explore differences in non-verbal communication practices between rural, semi-urban, and urban schools to understand contextual influences.

- Longitudinal research could investigate how systematic training in non-verbal communication influences teaching quality, classroom engagement, and student achievement over time.
- Further studies could examine the integration of non-verbal communication with other pedagogical strategies, including digital tools, to explore combined effects on ELT effectiveness.
- Research could also explore culturally specific non-verbal practices in Nepali classrooms to develop context-sensitive guidelines for teacher training.

References

- Adler, R. B., & Rodman, G. (2017). *Understanding human communication* (13th ed.). Oxford University Press.
- Andersen, P. A. (2008). *Nonverbal communication: Forms and functions* (2nd ed.). Waveland Press.
- Argyle, M. (1988). *Bodily communication* (2nd ed.). Methuen.
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Birdwhistell, R. L. (1970). *Kinesics and context*. University of Pennsylvania Press.
- Bowman, J. M. (2024). *Nonverbal communication: An applied approach* (2nd ed.). SAGE Publications.
- Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2016). *Nonverbal communication* (2nd ed.). Routledge.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.
- Darwin, C. (1972). *The expression of the emotions in man and animals* (3rd ed.). University of Chicago Press. (Original work published 1872)
- Dewaele, J.-M., & MacIntyre, P. D. (2019). The predictive power of emotions in second language learning. *Journal of Multilingual and Multicultural Development*, 40(7), 1–15. <https://doi.org/10.1080/01434632.2019.1613954>
- Diadori, P. (2024). Nonverbal communication in classroom interaction and its role in Italian foreign language teaching and learning. *Languages*, 9(5), Article 164. <https://doi.org/10.3390/languages9050164>
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40(4), 314-321. <https://doi.org/10.1111/j.1365-2929.2006.02418.x>

- Ekman, P. (2003). *Emotions revealed*. Times Books.
- Estep, C. M., & Roberts, T. G. (2015). Teacher immediacy and student motivation. *Journal of Agricultural Education*, 56(1), 30-44.
<https://doi.org/10.5032/jae.2015.01030>
- Farrell, T. S. C. (2018). *Reflective practice for language teachers*. Equinox.
- Farrell, T. S. C. (2020). Professional development through reflective practice. *RELC Journal*, 51(1), 1-14. <https://doi.org/10.1177/0033688220914867>
- Frenkel, J., Cajar, A., Engbert, R., & Lazarides, R. (2024). *Exploring the impact of nonverbal social behavior on learning outcomes in instructional video design*. *Scientific Reports*, 14, 12867. <https://doi.org/10.1038/s41598-024-63487-w>
- Floyd, K. (2011). *Interpersonal communication*. McGraw-Hill.
- Goldin-Meadow, S. (2015). *The role of gesture in communication and thinking*. Psychology Press.
- Gregersen, T., & MacIntyre, P. D. (2017). Positive psychology in SLA. *Multilingual Matters*.
- Gudykunst, W. B., & Kim, Y. Y. (2017). *Communicating with strangers* (5th ed.). Routledge.
- Hall, E. T. (1959). *The silent language*. Anchor Books.
- Hall, E. T. (1976). *Beyond culture*. Anchor Press.
- Harmer, J. (2021). *How to teach English* (3rd ed.). Longman.
- Hargie, O. (2011). *Skilled interpersonal communication* (5th ed.). Routledge.
- Helmer, J., & Eddy, U. (2003). Body language in the classroom: The nonverbal secret to teaching success. *Educational Research Monthly*, 12(2), 5-9.
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics*. Pearson.
- Ishihara, N., & Cohen, A. D. (2021). *Teaching and learning pragmatics*.

Routledge.

- Kendon, A. (1990). *Conducting interaction: Patterns of behavior in focused encounters*. Cambridge University Press.
- Khan, P. (2023). Impact of teachers' adverse non-verbal communication on university students' learning outcomes (within classroom). *Journal of Positive School Psychology*, 7(6), 1289-1299.
<http://journalppw.com/index.php/jpsp/article/view/17592>
- Knapp, M. L., & Hall, J. A. (2010). *Nonverbal communication in human interaction* (7th ed.). Wadsworth.
- Knapp, M. L., Hall, J. A., & Horgan, T. G. (2022). *Nonverbal communication in human interaction* (9th ed.). Cengage Learning.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Kshetree, A. K. (2023). Effect of nonverbal communication in English classes. *Vox Batauli*, 8, 1-18. <https://doi.org/10.3126/vb.v8i1.54849>
- Kunter, M., et al. (2020). Teachers' professional competence. *Educational Psychology Review*, 32(3), 1-27. <https://doi.org/10.1007/s10648-019-09514>
- Lamichhane, Y. R. (2016). Non-verbal skills: Unavoidable in Communication. *Researcher's Journal*. ISSN 2467-950X.
- Levine, R. (1997). *A geography of time: The temporal misadventures of a social psychologist*. Basic Books.
- Li, C., & Dewaele, J.-M. (2021). Classroom emotions and engagement. *System*, 98, 102–115. <https://doi.org/10.1016/j.system.2021.102415>
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Marzano, R. J. (2003). *Classroom management that works*. ASCD.

- Matsumoto, D., & Juang, L. (2008). *Culture and psychology* (5th ed.). Wadsworth.
- Matsumoto, D. (2006). *Culture and nonverbal behavior*. Sage.
- Matsumoto, D., & Hwang, H. C. (2019). Culture and nonverbal behavior. In *Oxford handbook of cultural psychology*. Oxford University Press.
- McCornack, S. (2019). *Reflect and relate* (5th ed.). Bedford/St. Martin's.
- Negi, J. S. (2009). The role of teachers' non-verbal communication in ELT classroom. *Journal of NELTA*, 14(1-2), 101-106.
<https://doi.org/10.3126/nelta.v14i1.3097>
- Ormrod, J. E. (2016). *Human learning* (7th ed.). Pearson.
- Paradise, R. (1994). Interactional style and nonverbal meaning: Mazahua children learning how to be separate-but-together. *Anthropology & Education Quarterly*, 25(2), 156–172.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In J. A. Hatch & R. Wisniewski (Eds.), *Life history and narrative* (pp. 5-23). Falmer Press.
- Poyatos, F. (2002). *Nonverbal communication across disciplines*. John Benjamins Publishing.
- Richards, J. C. (2017). *Teaching English through English*. Cambridge University Press.
- Saleem, A., Rana, S., & Bashir, M. (2022). Role of non-verbal communication as a supplementary tool to verbal communication in ESL classrooms: A case study. *Propel Journal of Academic Research*, 2(2).
<https://doi.org/10.55464/pjar.v2i2.39>
- Simon, N., & Mishra, U. (2025). Non-verbal communication and its role in trust-

- building during conversations. *International Journal of Research Publication and Reviews*, 6(4), 6954-6960.
- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pearson.
- Tellier, M., & Stam, G. (2019). Gesture in language learning and teaching. *Gesture*, 18(1), 1-6. <https://doi.org/10.1075/gesture.18001.tel>
- Trenholm, S., & Jensen, A. (2013). *Interpersonal communication* (7th ed.). Oxford University Press.
- Violanti, M. T., et al. (2018). Instructor clarity and immediacy. *Communication Education*, 67(1), 1-20. <https://doi.org/10.1080/03634523.2017.1379231>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.
- West, R., & Turner, L. H. (2010). *Introducing communication theory* (4th ed.). McGraw-Hill.
- Zhang, Y., & O'Halloran, K. L. (2019). Classroom multimodality. *Visual Communication*, 18(2), 1-22. <https://doi.org/10.1177/1470357219833327>

Appendix I

**Teachers' Experiences of Nonverbal Communication in English
Language Teaching**

Consent Form for Semi-Structured Interview

I,,
voluntarily agree to participate in the research study conducted by Prema Dangi, a
Master's level student at the Department of English Education, Tribhuvan University,
Kirtipur, Nepal. The study aims to explore teachers' experiences and role of teacher
and impact of non-verbal communication in English Language Teaching (ELT)
classrooms. I understand that my participation will involve a semi-structured
interview lasting approximately 30–45 minutes. I am informed that my participation is
entirely voluntary, and I may withdraw from the study at any time without any
consequences. I acknowledge that all information provided by me will be kept
confidential and used solely for academic purposes. My identity will not be disclosed
in any report or publication arising from this research. I have read and understood the
information above and give my informed consent to participate in this study. If I have
any questions or concerns, I can contact the research team at
premadangi55@gmail.com

Signature:

Date:

Appendix II

Interview Guideline for Teachers

For this Research Title: **'Teachers' Experiences of Nonverbal Communication in English Language Teaching**

Semi-Structured Questionnaire for Interview

1. Could you describe your teaching journey and how you first became interested in teaching English?
2. What do you enjoy most about being an English teacher, and how would you describe your overall teaching style?
3. What helps you connect most with your students during daily classroom interactions?
4. How do you usually communicate with students beyond spoken language?
5. Can you recall a recent class that went particularly well, and what contributed to its success?
6. How familiar are you with the concept of nonverbal communication in teaching, and how would you define it in your own words?
7. What types of nonverbal cues do you consciously use during your English lessons?
8. Can you share an example where gestures, facial expressions, or body movement helped explain difficult vocabulary or grammar?
9. How do you use eye contact and tone of voice to manage classroom atmosphere and student engagement?
10. How do you use space, movement, posture, or appearance to support your teaching and classroom management?

11. What kinds of nonverbal feedback do you observe from students during lessons?
12. How do you recognize student confusion, engagement, or anxiety through nonverbal signals?
13. How do students' nonverbal responses help you adjust your teaching in real time?
14. Do you adapt your nonverbal communication for different lesson stages, topics, or types of students?
15. How do students' cultural backgrounds or gender differences influence their responses to your nonverbal communication?
16. Are there any gestures or nonverbal behaviors you consciously avoid in the classroom? Why?
17. Do you plan your nonverbal communication intentionally, or does it occur more spontaneously?
18. Have you ever experienced a misunderstanding caused by nonverbal communication? How did you handle it?
19. How important do you think nonverbal communication is compared to verbal communication in English language teaching?
20. Which nonverbal behaviors do you find most effective for maintaining discipline and managing large classes?
21. How does your body language influence classroom energy, student motivation, and willingness to speak?
22. How do students interpret your nonverbal behavior during assessments or evaluations?

23. Have you noticed improvements in learning outcomes, trust, or classroom culture through the use of nonverbal communication?
24. What challenges do you face in using nonverbal communication effectively, and how do you overcome them?
25. What advice would you give to new English teachers regarding nonverbal communication, and is there anything you wish you had learned earlier?

Note:

Each interview lasted approximately 20–30 minutes and was audio-recorded with consent.

Field Notes

Field notes were taken to capture key observations, non-verbal expressions, and important points raised by the respondents during the interviews.

Appendix III

Transcription of Interview

(Personal information and irrelevant discussions have been removed)

Interview 1

Interviewer: Namaskar, sir. Thank you for giving us your time. To begin with, could you please share a bit about your teaching journey so far? How long have you been teaching, and which levels have you taught?

Respondent: Namaste. Actually, I started my teaching career in 2058 B.S. Since then, I have been continuously teaching in this school. Mainly, I teach English to Class 10 and Class 11 students.

Interviewer: Thank you, sir. How did you first become interested in teaching English? Was there any specific inspiration?

Respondent: Yes. In the beginning, I studied at Srigau MAB School. At that time, Mr. Bahadur K.C. Sir was our English teacher. He used to teach grammar very effectively. There were no guidebooks or test papers in those days. He wrote notes on the board and explained everything clearly. I was highly inspired by his teaching style. Because of him, I decided to become an English teacher.

Interviewer: That is inspiring. What do you enjoy most about working as an English teacher? Can you share a rewarding experience?

Respondent: I enjoy teaching-learning activities with students the most. Some students are very intelligent, and I get opportunities to share my knowledge with them. Sometimes, I also learn from students. That interaction makes teaching enjoyable and meaningful.

Interviewer: How would you describe your teaching style? Has it changed over time?

Respondent: I have attended many training programs conducted by the Educational Development Center and other training centers like TOT in Bhairahawa. I learned many teaching techniques from those trainings. However, not all techniques are fully applicable in real classroom situations. Still, I try my best to apply what I learn from both training and experience. Over time, my teaching style has improved and become more practical.

Interviewer: In your daily classroom interactions, what helps you connect with students? Any specific routines?

Respondent: I mainly follow student-centered teaching. I use the question–answer method regularly. After completing a lesson, I give responsibility to students for discussion. Sometimes, students come to the front and write answers on the board. If they face difficulty, I facilitate them. This method helps students feel confident and connected.

Interviewer: How do you communicate with students beyond words?

Respondent: Honestly speaking, teachers are not always conscious about nonverbal communication. But indirectly, we use it all the time. Gestures, facial expressions, smiling, and body movements happen naturally in teaching. Even though we may not plan it, nonverbal communication becomes part of our teaching process.

Interviewer: Can you recall a class that went especially well?

Respondent: Yes, I clearly remember one class. I was teaching question tags in grammar. One student from Class 10E showed great interest. She asked permission to come to the front and explained the rules to the whole class by herself. She made everything clear for other students. That moment was unforgettable and one of the most rewarding experiences of my teaching life.

Interviewer: How familiar are you with the concept of nonverbal communication in teaching?

Respondent: I have learned about nonverbal communication during different training programs. Facial expressions and body movements were taught, but the concept was not clearly labeled as “nonverbal communication.” Still, I have knowledge of it and use it knowingly or unknowingly in my classroom.

Interviewer: How would you define nonverbal communication in your own words?

Respondent: Nonverbal communication means communication without words. It includes body movement, actions, facial expressions, and gestures. Through these, students can understand meanings without verbal explanation.

Interviewer: What types of nonverbal cues do you use consciously in class?

Respondent: Some nonverbal cues are used consciously, and some unconsciously. Over time, they become natural habits while teaching.

Interviewer: Can you share an example where gestures or expressions helped your lesson?

Respondent: In large classes, when students become noisy, silence or a smile works effectively. Students start wondering why the teacher is silent or smiling, and they become attentive. Without saying much, the class becomes quiet.

Interviewer: How do you use eye contact in class?

Respondent: I use eye contact with both individual students and the whole class. If a student is not paying attention, I use eye contact individually. Otherwise, I maintain eye contact with the entire class frequently.

Interviewer: Have you used posture or body movement to emphasize teaching?

Respondent: Yes. Body posture is very important. I never sit on a chair while teaching. I believe that if a teacher sits, students become lazy. I move around the

classroom to keep students active, especially because our classes have more than 60 students.

Interviewer: How do you read students' understanding or confusion nonverbally?

Respondent: By observing their facial expressions, posture, physical movement, and sitting behavior, I can understand whether students are confused or engaged.

Interviewer: Do you adapt nonverbal cues for different lessons?

Respondent: Yes, nonverbal cues are used differently in different lessons, knowingly or unknowingly, whether it is grammar or literature.

Interviewer: Are there any gestures you avoid due to culture?

Respondent: No. Most students come from the same cultural background, so gestures do not create problems in our classroom.

Interviewer: Do male and female students respond differently to your nonverbal cues?

Respondent: No, I have not noticed any difference. Boys and girls respond similarly in my classroom.

Interviewer: Do you plan your nonverbal communication or use it spontaneously?

Respondent: Mostly, I use it spontaneously. But after discussing this topic, I have become more aware and reflective.

Interviewer: Has nonverbal communication ever caused misunderstanding?

Respondent: No, that has never happened in my experience.

Interviewer: How important is nonverbal communication compared to verbal communication?

Respondent: Verbal communication is more important because it explains content clearly. However, nonverbal communication is also important because it creates curiosity and interest among students.

Interviewer: Which nonverbal behaviour do you find most effective?

Respondent: Eye contact is the most effective nonverbal behaviour in my experience.

Interviewer: How does tone of voice affect classroom atmosphere?

Respondent: Tone of voice plays an important role. Using high or low tone at the right time helps manage students' attention and classroom environment.

Interviewer: How do you use space and movement?

Respondent: I walk around the classroom and sometimes stand near students. I use both methods.

Interviewer: Do you think teacher appearance affects students' perception?

Respondent: Yes, absolutely. If a teacher is well-dressed, they feel confident. When I am not well-dressed, I feel uncomfortable, which affects my teaching.

Interviewer: Can nonverbal communication help maintain discipline?

Respondent: I have not tested it consciously, but I believe it plays an important role.

Interviewer: Can nonverbal communication reduce student anxiety?

Respondent: I agree that it can reduce anxiety, although I have not experienced it directly.

Interviewer: Have you changed your nonverbal behavior based on student feedback?

Respondent: Students have not given direct feedback. They generally accept my teaching style.

Interviewer: How do you use gestures for difficult vocabulary or grammar?

Respondent: Earlier, I used matchstick figures. Now, with digital boards, visuals and actions are shown easily.

Interviewer: How do facial expressions encourage participation?

Respondent: Smiling and positive expressions make students comfortable and friendly. This improves their learning outcomes.

Interviewer: What is the relationship between body language and classroom energy?

Respondent: Body language makes teaching lively. Without it, teaching becomes boring. With movement and gestures, students feel excited and engaged.

Interviewer: Should nonverbal communication be part of teacher training?

Respondent: Yes, absolutely. Such training should be repeated regularly to refresh teachers' skills.

Interviewer: How does nonverbal communication influence students' willingness to speak?

Respondent: It inspires students, including shy ones, to participate more actively.

Interviewer: How does it influence motivation to learn?

Respondent: Nonverbal communication creates curiosity and interest. I have experienced improved motivation among students many times.

Interviewer: How does nonverbal communication help build trust?

Respondent: Eye contact, movement, and proximity create closeness and a friendly environment between teacher and students.

Interviewer: Does it contribute to a positive classroom culture?

Respondent: Yes, certainly. It helps create a positive and friendly classroom culture.

Interviewer: How do you adapt nonverbal communication for shy students?

Respondent: I go near them, talk to them personally, and try to understand their problems. They usually respond positively.

Interviewer: How do you encourage struggling students nonverbally?

Respondent: Smiling, nodding, and supportive gestures make students feel encouraged and motivated.

Interviewer: Finally, is there anything else you would like to add?

Respondent: This discussion made me reflect on my teaching practices. I realized that nonverbal communication plays a greater role than we often realize. I will try to use it more consciously in my future teaching.

Interview 2

Interviewer: Could you please share a bit about your teaching journey so far? How long have you been teaching? Which levels/grades have you taught?

Respondent: I have been teaching for almost 25 to 30 years now. During this long period, I have taught in both private boarding schools and government schools. Around ten years of my career were spent mainly in private boarding schools, and after that, I shifted to government schools. I have experience teaching from primary level to secondary level. At present, I am teaching secondary level students, mainly Grades 9 and 10. So, I can say I have seen different types of students, systems, and classroom environments.

Interviewer: How did you first become interested in teaching English? Was there a specific event or inspiration?

Respondent: Teaching always felt like a noble profession to me. There is a saying, “Vidya daan maha daan ho.” That idea stayed in my mind. I was also inspired by my senior teachers when I was a student. They were very dedicated and disciplined. Their way of teaching motivated me a lot. Although the Public Service Commission office was near my house, I never felt attracted to that path. I always felt comfortable in education, especially teaching English.

Interviewer: What do you enjoy most about working as an English teacher? Can you share an example of a rewarding teaching moment?

Respondent: What I enjoy most is teaching English pronunciation and sound system. Nepali language does not have stress patterns like English. Teaching students about

stress, tone, and pronunciation is very interesting for me. When students try to pronounce words correctly and slowly improve, I feel very satisfied. One rewarding moment is when students who were afraid to speak English start speaking confidently, even with small sentences.

Interviewer: How would you describe your teaching style in general? Do you think your style has changed over time?

Respondent: I do not follow one fixed teaching style. My style depends on the class size, student level, subject matter, and available materials. Earlier in my career, I used to plan everything very strictly. But now, after long experience, my teaching style has become more flexible and situation-based. I use innovative methods when needed and change my approach according to the classroom situation.

Interviewer: In your daily classroom interactions, what helps you connect most with your students? Any specific habits or routines?

Respondent: I connect with students mainly through real-life examples. Topics related to society, daily life, and visible situations attract students easily. I also try to maintain eye contact, use a friendly tone, and sometimes ask simple questions to involve them. These small habits help me connect with them better.

Interviewer: How do you usually communicate with your students beyond just words? Do you use gestures, facial expressions, or other cues?

Respondent: Yes, I use gestures, facial expressions, and body movements regularly. Sometimes, I also bring real objects to the classroom. For example, when teaching about the Earth, I use a globe. These non-verbal methods help students understand better, especially when words are not enough.

Interviewer: Can you recall a recent class that went especially well? What made it successful?

Respondent: My Grade 9 and 10 classes are generally going well. The classes are successful because students are interested, and I try to make lessons interactive. Using examples, gestures, and sometimes humor makes the class lively and effective.

Interviewer: How familiar are you with the concept of nonverbal communication in teaching? Did you learn about it in training or through experience?

Respondent: I am not very familiar with the theoretical concept of nonverbal communication. Whatever I know is mainly from teaching experience, not from formal training. I learned it naturally while handling students in real classroom situations.

Interviewer: How would you define nonverbal communication in your own words? Could you give examples from your classroom?

Respondent: Nonverbal communication means communicating without words, like using gestures, facial expressions, posture, eye contact, and body movements. For example, when I smile, students feel comfortable. When I use hand gestures to explain actions, students understand faster.

Interviewer: What types of nonverbal cues do you consciously use during lessons?

Respondent: I mostly use gestures, eye contact, and body posture. I move my hands while explaining, maintain eye contact to keep students attentive, and stand or walk in a way that keeps the class active.

Interviewer: Could you share an example where a gesture or expression helped explain a lesson?

Respondent: When teaching vocabulary like angry, I show anger by clenching my fists, tightening my face, and wrinkling my forehead. For happy, I smile widely. Students usually laugh and understand the meaning clearly. These expressions make learning enjoyable.

Interviewer: How often do you use eye contact and for what purposes?

Respondent: I use eye contact very often. When explaining lessons, I look at the whole class. When a student looks confused or distracted, I make eye contact with that individual student to bring attention back.

Interviewer: Have you used posture or body movement to emphasize a point?

Respondent: Yes, I use body movement a lot. For example, when explaining words like stare, glance, or gaze, I physically show those actions. This makes the meaning clear and students remember it better.

Interviewer: What kinds of nonverbal feedback do you observe from students?

Respondent: Yes, I can. Students who understand sit straight and look attentive. Confused students may look down, talk to others, or play with objects. These signs help me understand their learning condition.

Interviewer: How do you identify when a student is confused or engaged without them saying it?

Respondent: Engaged students maintain eye contact and posture. Confused students may lean on the bench, avoid eye contact, or look restless. These signs are very clear to experienced teachers.

Interviewer: Do you adapt your nonverbal cues for different topics or lesson stages?

Respondent: Yes, I adapt my cues. Grammar lessons need more gestures and board work, while literature lessons involve more facial expressions and emotional tone.

Interviewer: Are there any specific gestures you avoid in class?

Respondent: Yes, I avoid gestures that may cause cultural misunderstanding or discrimination, especially related to caste or social background. Inclusiveness is very important.

Interviewer: How do students' cultural backgrounds influence your choice of gestures or expressions?

Respondent: Yes, students from different backgrounds interpret gestures differently. I try to be careful and respectful. Sometimes, I modify my behavior to avoid discomfort.

Interviewer: Have you noticed differences in how male and female students respond to your nonverbal cues?

Respondent: Yes. Female students are generally more shy, especially in sensitive topics. Male students are usually more expressive and confident. I adjust my approach accordingly.

Interviewer: Do you plan your nonverbal communication or use it spontaneously?

Respondent: Earlier, I used to plan more. Now, it happens automatically based on experience. Spontaneous use feels more natural.

Interviewer: Can you recall a time when nonverbal communication caused misunderstanding?

Respondent: Personally, I have not faced serious misunderstandings due to nonverbal communication.

Interviewer: How important is nonverbal communication compared to verbal communication?

Respondent: Both are important. However, in our context, verbal communication is about 60 percent, and nonverbal communication supports the remaining 40 percent.

Interviewer: Which nonverbal behaviors do you find most effective in teaching?

Respondent: Eye contact, gestures, and facial expressions are most effective because they directly affect student attention and understanding.

Interviewer: How does your tone of voice affect classroom atmosphere?

Respondent: A commanding voice helps control large classes. A calm voice creates a relaxed environment. Both are useful depending on the situation.

Interviewer: How do you use space and movement to manage teaching?

Interviewer: I move around the classroom; front, back, left, and right. Standing near students increases their attention.

Interviewer: Do you think appearance affects students' perception?

Respondent: Yes, appearance affects first impressions. But knowledge and teaching ability matter more. I remember a science teacher at Tulsi Boarding School who looked physically weak but had excellent knowledge and a commanding voice. Students respected him deeply.

Interviewer: How do nonverbal cues help in maintaining discipline?

Respondent: Nonverbal cues help a lot in maintaining discipline, especially in secondary level classes like Grades 9 and 10. Many times, I do not need to scold students verbally. Simple eye contact, standing near a noisy group, or a hand gesture is enough. For example, when students start talking among themselves, I just stop speaking and look at them seriously. When they notice my silence and eye contact, they understand immediately and become quiet. Sometimes, I raise my hand slightly or move closer to the bench. This works better than shouting because students feel respected, not threatened.

Interviewer: Can nonverbal communication help reduce student anxiety?

Respondent: Yes, nonverbal communication definitely helps reduce student anxiety. When students feel that the teacher is friendly and supportive, they become relaxed. For example, before asking a difficult question, I smile and nod my head to show encouragement. I also keep my posture relaxed. When I see students smiling back or

sitting comfortably, I understand they are less anxious. If a student is nervous, gentle eye contact and a small smile help them feel safe to respond.

Interviewer: Have you changed your nonverbal behaviour based on student feedback?

Respondent: Yes, over time, I have changed my nonverbal behaviour. Earlier in my career, my posture was more strict, and my face looked serious most of the time. Some students felt afraid to ask questions. Gradually, from experience, I realized that students learn better when the teacher looks approachable. So now, I use more smiles, open gestures, and calm movements. I did not receive direct feedback verbally, but I noticed students became more interactive and confident.

Interviewer: How do you use gestures for difficult vocabulary or grammar?

Respondent: Gestures are very useful for difficult vocabulary and grammar. When teaching action words like walk, stare, glance, or run, I demonstrate the action using my body. In grammar, when teaching tenses, I use hand movements to show time—pointing backward for past, straight for present, and forward for future. Students understand faster when they can see the meaning physically.

Interviewer: How do you use facial expressions to encourage participation?

Respondent: Facial expressions play a big role in encouraging students. When a student tries to answer, even if the answer is not fully correct, I smile and nod to show appreciation. Sometimes, I raise my eyebrows slightly to encourage them to continue speaking.

Interviewer: What is the relationship between body language and classroom energy?

Respondent: Body language directly affects classroom energy. If I stand still and speak softly, students become passive. But when I move around, use hand gestures,

and speak with energy, students also become active. If the class feels sleepy, I walk around more, change my tone, and use expressive gestures.

Interviewer: How do students interpret your body language during assessments?

Respondent: During assessments, students observe the teacher very closely. If my face looks angry or strict, students become nervous. So, I keep my posture calm and my facial expression neutral or friendly.

Interviewer: Should nonverbal communication be part of teacher training?

Respondent: Yes, nonverbal communication should definitely be part of teacher training. Many teachers use it naturally, but they do not understand its importance. If teachers receive proper training, they can use gestures, posture, and facial expressions more effectively.

Interviewer: How does nonverbal communication affect students' willingness to speak?

Respondent: Nonverbal communication greatly affects students' willingness to speak. Shy students usually avoid eye contact and speaking. When I use gentle eye contact, smile, and nod, shy students slowly gain confidence.

Interviewer: In what ways does it influence motivation to learn?

Respondent: Nonverbal encouragement motivates students a lot. When students receive a nod, smile, or thumbs-up, they feel proud. Motivation increases without using many words.

Interviewer: Have you seen better learning outcomes with intentional nonverbal use?

Respondent: Yes, I have noticed better learning outcomes. Students understand lessons faster and remember concepts longer. Lessons taught with gestures and demonstrations are recalled easily during revision.

Interviewer: How does nonverbal communication help build trust?

Respondent: Trust is built through eye contact, open gestures, and relaxed posture.

When students see that the teacher is confident and friendly, they feel safe.

Interviewer: Does it contribute to a positive classroom culture?

Respondent: Yes, it contributes to a positive classroom culture. When nonverbal communication is respectful, students feel valued.

Interviewer: How do you adapt your nonverbal communication for shy students?

Respondent: Yes, I approach shy students differently. I avoid strong eye contact at first and use soft gestures. I smile, nod, and speak gently.

Interviewer: Have you used nonverbal cues to manage large classes?

Respondent: Large classes are challenging. Nonverbal cues like raising a hand, silence, and moving around the classroom are very effective.

Interviewer: How do you use nonverbal encouragement for struggling students?

Respondent: For struggling students, nonverbal encouragement is very important.

When a struggling student tries to answer, I smile gently and nod my head. Even if the answer is not fully correct, I use hand gestures like a small clap or thumbs-up.

Interviewer: Can you share a time when nonverbal communication turned a problem into a positive moment?

Respondent: Yes, I remember a situation where a student was very afraid to read aloud in English. Instead of forcing him to read, I stood near him and smiled reassuringly. While he was reading, I nodded continuously. He completed the reading slowly but successfully.

Interviewer: How do you balance verbal and nonverbal feedback?

Respondent: Both verbal and nonverbal feedback are necessary. Verbal feedback explains mistakes, while nonverbal feedback gives instant encouragement.

Interviewer: How do students' nonverbal responses help you adjust teaching?

Respondent: Students' body language tells a lot about their understanding. If they look confused or restless, I repeat the explanation or change my method.

Interviewer: What are the biggest challenges in using nonverbal communication?

Respondent: The biggest challenge is the lack of formal training. Large class size and cultural sensitivity are also challenges.

Interviewer: What strategies help you overcome these challenges?

Respondent: Experience and observation help me overcome these challenges. I adjust gestures and expressions based on student reactions.

Interviewer: What advice would you give new English teachers?

Respondent: New teachers should understand that nonverbal communication is as important as verbal communication. They should observe students carefully and learn from experience.

Interviewer: Is there anything you wish you had learned earlier?

Respondent: I wish I had learned more theoretical knowledge about nonverbal communication earlier in my career.

Interviewer: Is there anything else you would like to add?

Respondent: Nonverbal communication plays a strong role in effective teaching. It helps in classroom management, student motivation, and building trust. I wish you success in your research and hope your study will help future teachers.

Interview 3

Researcher: Could you please share a bit about your teaching journey so far? How long have you been teaching and which levels have you taught?

Respondent: Yes, of course. I have been teaching English for about twelve years now. I started my teaching career in a lower secondary school, teaching grades six and seven. Gradually, I moved to secondary level, and for the last seven years I have been

teaching grades nine and ten here at Aashwara Secondary School. Teaching English in a community school like this has been challenging but also very meaningful for me.

Researcher: How did you first become interested in teaching English? Was there a specific inspiration?

Respondent: Actually, yes. When I was a student myself, my English teacher used to explain things very clearly, not only by speaking but also by using gestures and expressions. Even when I did not understand the words, I could understand the meaning from his actions. That inspired me a lot. Later, I felt that English is a powerful subject that can open many opportunities, especially for students from rural backgrounds like ours.

Researcher: What do you enjoy most about working as an English teacher?

Respondent: The most enjoyable part is when students who are initially shy start participating. Sometimes they don't speak much, but I can see from their eyes and facial expressions that they are understanding. When a student finally speaks confidently, I feel my effort is rewarded.

Researcher: How would you describe your teaching style? Has it changed over time?

Respondent: Earlier, my teaching style was very textbook-based. I used to focus more on grammar and explanation. But over time, especially after teaching in large classes, I realized that words alone are not enough. Now my teaching style is more interactive. I move around the class, use hand gestures, eye contact, and expressions to keep students attentive. So yes, my style has changed a lot with experience.

Researcher: In your daily classroom interactions, what helps you connect most with students?

Respondent: Eye contact and smiling help a lot. When I enter the classroom with a serious face, students become silent and scared. But if I smile and greet them warmly,

they feel relaxed. I also try to nod my head when students answer, even if the answer is not perfect.

Researcher: How do you usually communicate with students beyond words?

Respondent: I use a lot of gestures. For example, when explaining “increase” or “decrease,” I move my hands up and down. Facial expressions are also very important. Sometimes just raising eyebrows makes students think again. I also use body movement to show emphasis.

Researcher: Can you recall a recent class that went especially well?

Respondent: Yes, last month I was teaching a poem from grade ten. The language was difficult. Instead of explaining every line verbally, I acted out some emotions like sadness and hope using my face and posture. Students became more interested, and even weak students said they understood the meaning.

Researcher: How familiar are you with the concept of non-verbal communication?

Respondent: Honestly, I did not learn much about it during my formal teacher training. Most of my understanding came from experience. Later, through workshops and reading, I came to know that what I was doing naturally is called non-verbal communication.

Researcher: How would you define non-verbal communication in your own words?

Respondent: For me, non-verbal communication is everything we express without speaking, our gestures, facial expressions, eye contact, posture, and even silence. In the classroom, it speaks louder than words sometimes.

Researcher: What non-verbal cues do you consciously use?

Respondent: I consciously use eye contact, hand gestures, facial expressions, and tone of voice. I also pay attention to how I stand or move in the classroom.

Researcher: Could you share an example where a gesture helped explain a lesson?

Respondent: While teaching prepositions like “over,” “under,” and “between,” I used my hands and books to demonstrate. Students immediately understood without long explanations. They even laughed and enjoyed the class.

Researcher: How often do you use eye contact?

Respondent: Very often. I try to make eye contact with all students, not only the front benchers. For individual students, eye contact helps encourage them. For the whole class, it helps maintain discipline.

Researcher: How do you identify confusion or engagement without students saying it?

Respondent: Confused students usually avoid eye contact, look down, or frown. Engaged students nod, smile, or lean forward. I have learned to read these signs over the years.

Researcher: Do cultural backgrounds influence your non-verbal behaviour?

Respondent: Yes, definitely. Some students feel uncomfortable with too much eye contact or physical closeness. I avoid touching students and use respectful distance, especially with female students.

Researcher: Have you ever faced misunderstanding due to non-verbal communication?

Respondent: Once, I pointed my finger while correcting a student, and later I realized the student felt embarrassed. After that, I stopped finger-pointing and started using open palm gestures.

Researcher: How important is non-verbal communication compared to verbal communication?

Respondent: I would say 50-50. Sometimes even more than verbal, especially for weaker students.

Researcher: How does your tone of voice affect the classroom atmosphere?

Respondent: A calm tone reduces fear. When I raise my voice too much, students become nervous. So now I try to control my tone.

Researcher: Do you think non-verbal communication reduces student anxiety?

Respondent: Yes, very much. A smile or nod can give students confidence to speak. I have seen shy students become more active because of encouragement without words.

Researcher: Should non-verbal communication be part of teacher training?

Respondent: Absolutely. Many teachers use it unknowingly, but proper training would help us use it more effectively and avoid misunderstandings.

Researcher: What advice would you give new English teachers?

Respondent: I would advise them to observe their own body language. Teaching is not only about speaking English but also about how you make students feel comfortable.

Researcher: Is there anything you wish you had learned earlier?

Respondent: Yes, I wish I had learned earlier that students communicate a lot through silence and expressions. Understanding this earlier would have helped me support them better.

Researcher: Any final reflections?

Respondent: Non-verbal communication is a powerful tool. In a place like Dang, where many students struggle with English, it becomes even more important. Teachers should use it consciously and respectfully.