

**Role of Nonverbal Communication in EFL Classrooms**

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

**Submitted by  
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**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2023**

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### **Declaration**

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

Date: 03/09/2023

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**Samsher Thapa**

## **Dedication**

*Dedicated to my parents who  
devoted their entire life to make  
me what I am today.*

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## Abstract

This study entitled **Role of Non-verbal Communication in EFL Classrooms** aimed at finding out the teachers use of non-verbal communication and role of it in ELT classroom in terms of classroom teaching. The researcher used purposive non-random, sampling method and collected data from 10 teachers, 30 students and 10 direct observation classes of secondary level schools in Ramechhap district Likewise the researcher used questionnaire and classroom observation checklist to collect the data for this study. Furthermore, qualitative data were analyzed using thematic categorization followed by descriptive tools. The major findings of the research study showed that the majority of teachers used gestures such as nodding head, eye contact, movement, wrinkling, smile, pointing, touching, patting in the classroom teaching and teachers' nonverbal behaviours such as smile, eye contact and nodding head encouraged the students towards learning.

This thesis contains five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms. The second chapter comprises review of the related theoretical and empirical studies, implications of the studies and conceptual framework. Likewise, third chapter consists design of the study and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter includes analysis of data and interpretation of results. Similarly, the fifth chapter focuses findings, conclusions and recommendations based on analysis and interpretation of the study. The references and appendices have been included in the last part of the thesis.

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## **List of Abbreviations and Symbols**

ELT	English Language Teacher
M.Ed.	Masters of Education
No.	Number
NVC	Non-Verbal Communication
www	World Wide Web

## **Chapter I**

### **Introduction**

The focus of this study is on nonverbal communication in the classroom. The backdrop of the study, the statement of the problem, the significance of the study, the purpose of the study, the research question, the delimitation of the study, and operational definitions of the important terms are all included in this section.

#### **Background of the Study**

Generally speaking, communication is the process of passing along beliefs, knowledge, and attitudes from one person to another. The sharing of thoughts, concepts, knowledge, abilities, feelings, and emotions between or among individuals is what is meant by communication. Bhandari (2015) asserts that "communication is the process of transferring information from one person to another" in this regard. The exchange of ideas, opinions, or information between two or more people is referred to. Therefore, a medium through which the information being sent can be comprehended by both the sender and the receiver is necessary for communication. It is a two-way process in which the sender and the receiver exchange meaning and understanding through verbal or nonverbal communication. . Nonverbal communication is a type of tool that teachers use to interact with pupils in the target language and to manage the class in order to foster effective communication and discipline. Language is a product of verbal and nonverbal information being converted through human conversation. Miller (1988) described nonverbal communication as "communication without words; it includes overt behavior such as facial expressions, eye contact, teaching, and voice tone as well as loss obvious messages such as dress, postures." Between two or more people in terms of space" (Negi 2009, p.1). Since our non-verbal behavior can be used to communicate with others, it is important for the instructor and pupils to convey and receive messages clearly.

Although it shouldn't be overly restricted, teacher-student verbal interaction is an important component of our education. The nonverbal aspect of communication that completes all teacher-student interactions. It follows that language is the biological component of speaking in humans. Thus, language is a tool for

communication. Duality of structure, originality, and specialization displacement are only a few of the traits that make up a language and are unique to human communication. So language is a characteristic that is unique to a species. There are numerous different forms of communication, including tactile, gustatory, and visual, that have an impact on the teaching and learning activities in ELT classrooms. Here, I'm referring to the paralinguistic characteristics of nonverbal communication.

Every day, messages between teachers and pupils are completed verbally in the classroom, but nonverbal communication is an option. Whether they are aware of it or not, teachers communicate nonverbally in the classroom. It's crucial to pay attention to and make use of this style of communication for the advantage of the teacher. For instance, teachers of young children frequently cover vocabulary-rich material. The teacher must support the student's connection to the language in order to help them integrate new words into their working vocabulary. Concepts and ideas that are abstract must be spoken explained. Often, the use of words to convey these ideas can be excessive, and nonverbal communication can help clarify complicated concepts. For instance, while explaining acceleration, one could use terms like "quicking," "speed," "haste," "increases of rate," and "increases of speed"; however, matching acceleration with a body language phrase like "around here and there" can assist describe the term. Our curriculum is enhanced with nonverbal cues including body language, music, and signs, which is very helpful for visual learners.

### **Statement of the Problem**

In the setting of Nepal, the majority of EFL instructors and students restrict their teaching and learning activities to verbal communication solely. Other forms of communication are not used or adopted by them. Even Nepalese male and female students used to avoid sitting together in class and felt awkward when speaking, but these days they can shake hands, sit and walk together, and some of them even frequently hug. The value of various paralinguistic features is something that both EFL teachers and students are quite aware of, and it plays a significant role in the intrinsic motivation of our students. However, they both lack the opportunity to put this knowledge into practice in the real world.

Without a doubt, "action speaks louder than words," and when a teacher addresses the class before, pupils base their opinions of them and their message both on what they hear and what they see. According to Ralph Waldo Emerson, "What you are speaks so loudly that I can't hear what you say." It implies that when you talk, listeners judge both you and your speech. They are not persuaded by your sincerity and earnestness, and they are also unlikely to accept your spoken message. In the same way, our excellent ELT teachers have found that using different sign languages to illustrate verbal expressions helps students understand the material at hand.

Teachers communicate clearly by using a variety of sign languages, which helps to eliminate unpredictability. However, when using sign language, the various gestures should be short, sharp, generous, moderate, not stiff and false. Also strengthening the charms of language is the utilization of eye contact. In order to achieve the goals of teaching developing teaching quality and the development of teaching methodology, nonverbal communication is an essential component of language teaching, and Pan (2014) argues that nonverbal communication plays a significant role in both our daily communication and in language classes. Negi (2009) thought that nonverbal communication, including facial expressions and body language, played a significant role in language classrooms since it enables teachers to more readily understand students rather than with verbal exchanges and subject-matter expertise.

Nevertheless, despite the significance of nonverbal communication, very few teachers and their students engage in practical application in our academic setting, which results in a significant level of understanding gap. For our English as a second language students. Including some of the Teachers in our nation just entered the classroom, telling the students to take out their books and read the relevant chapter. The teacher in question then sat on the chair in front of the class and began teaching, never once entering the classroom from the back. Even professors, readers, and university lecturers are experiencing it. Some of them stand in fixed positions while teaching, while others only sit in chairs, while others place their hands constantly in their pockets while lecturing because they are unsure of what will happen if they remove their hands and engage in active movement. This is the subject of my research project. To connect with others—verbally or nonverbally—we use language to

express our thoughts. The lack of these nonverbal signs and gestures in our ELT section, however, makes it difficult for our students to learn and increases the difficulty of the task for our teachers.

### **Objectives of the Study**

The following were the study's objectives:

- i) To find out the teachers employ nonverbal cues in the ELT classroom.
- ii) To find out the function of nonverbal communication in ELT classes.

### **Research Questions**

Nonverbal communication is the exchange of messages or signals using a nonverbal medium for instance, body language, gestures, posture, eye contact, and facial expressions. It also makes advantage of kinesics, distance, and the physical environment of speech and touch.

The following were the research questions for this study:

1. How can nonverbal communication aid in students' successful comprehension of the subject matter?
2. Is it essential for successful communication that nonverbal cues are used?
3. Do teachers who effectively employ body language or nonverbal communication have more effective classroom communication than those who do not?

### **Significance of the Study**

Passion plays a big part in education. In order to educate kids how to study in a way that is meaningful and remembered, it is important to not just inspire them to learn. It involves taking pride in our work, being passionate about it, and sharing that enthusiasm with everyone, but especially with our students. The significance of the study lies in the fact that teacher-student contact is the cornerstone of all educational learning. For the sake of the student population, classroom communication should be direct and brief. Teachers are generally not trained in the use of nonverbal communication in school, college, and university settings. The majority of people in school learn about nonverbal communication from seeing their former teachers.

However, we also learn about eye contact, gestures, pitch and tone, posture, and general facial expression from our daily interactions with our peer group. We are responsible for ensuring that students study with a high level of competency. Any tool that can help us get better at our teaching methods is appreciated. It will be helpful for practitioners to look into how nonverbal gesture affects a student population's smoothness and effectiveness of student transitions.

### **Delimitations of the Study**

- ) This study only included 10 teachers and 30 secondary school students from the Ramechhap district.
- ) It was based on information gathered through observation checklists and interviews as data gathering methods.

### **Operational Definitions of the Key Terms**

**Physical expression.** Body language takes into account head and body movement as well as posture and facial expressions including frowning, frowning, and smiling. Communicating nonverbally.

**Nonverbal communication.** as defined by the Collins English Dictionary, refers to those aspects of communication like gesture and factual expressions that do not involve verbal communication but may still include nonverbal aspects of speech itself (accent; tone of voice; speed of speaking, etc.).

## **Chapter 2**

### **Review of Related Literature and Conceptual Framework**

The study's conceptual framework as well as primarily theoretical, empirical, and implications of the evaluated literature were covered in this second chapter.

#### **Review of Related Theoretical Literature**

Communication without words is referred to as nonverbal communication. It is an unspoken language that is expressed through expression, song, and symbol. The communication that is conveyed through touching, pointing, physical appearance, visuals, and logos is hence nonverbal communication. There are other subfields of study for nonverbal communication as well. This chapter will start with an introduction to nonverbal communication before moving on to how this technique can be used in the classroom. The specifics of nonverbal communication employed in a classroom environment with kids who have special needs will be the topic of the last chapter. This literature study should assist in highlighting the value of nonverbal communication and its position in educational settings.

#### **An Introduction to Nonverbal Communication**

Without using words, people can communicate nonverbally. It consists of quiet, ornamentation, paralanguage, artifacts, proxmies, oculosics, haptics, and kinesics. Silent language or sign language are other names for nonverbal communication. It is performed silently.

Negi (2009, p. 101) defines nonverbal communication as the process by which one person elicits meaning from another person or persons' mind through non-linguistic clues, such as facial expressions, gestures, etc. Therefore, meaning and ideas are exchanged by nonverbal cues such as facial expression, eye contact, touch, gestures, attire, and look. According to leather (1992) and Barry (2011), nonverbal acts are more effective and accurate than verbalization. Nonverbal communication includes sign language and silent communication, yet it expresses ideas more accurately than verbal language does. When we are unable to understand something clearly through nonverbal communication, we use nonverbal language. It communicates more forcefully than spoken communication. Therefore, it is seen as a

component of the overall communication. With regard to nonverbal cues, Calero (2005, p. 1) presents:

We understand nonverbal communication whenever we observe information that is neither written nor spoken. Other than what is written or spoken, humans are capable of receiving information. Our five senses—touch, sight, hearing, smell, signs, symbols, color, and facial expression—are the main channels via which we acquire nonverbal cues. It is a silent language that is not formally taught and that predates the invention of language.

From the definition given above, it can be inferred that communication does not only take place in written or spoken form. We also receive messages through nonverbal cues such as signs and symbols, which are created by god so that people have the ability to understand information that is produced in addition to what is spoken or written. In a same vein, nonverbal behaviors follow normative, intuitive standards. These language structure characteristics are less organized. Compared to verbal communication, nonverbal communication is subject to fewer rules. As a result, it is not formally taught but rather largely used in daily life.

### **Seven Areas of Nonverbal Communication**

The abundance of proverbs that highlight the significance of nonverbal communication, such as "A picture is worth a thousand words," "Your actions speak volumes," and "I can't hear what you are saying," serve as clear indicators of its significance. As the saying goes, "action speaks louder than words," and "first impressions are lasting impressions," it is not what you say but how you say it. (White 2000) Nonverbal communication, as defined by White, can be divided into seven categories: eye contact, posture, facial expressions, distance, touch, vocal intonation, and gestures. The following examination of the literature will talk about how these seven categories affect us and the world around us. We devote our entire lives to reading individuals and their nonverbal cues. We read other people knowingly and continuously, according to Glandis (1985). We cannot avoid nonverbal communication because it involves all of our senses at all times during the day. Given this, it makes natural that nonverbal communication would be a crucial component of interpersonal communication in the ELT classroom. Consider the assumption that

pupils spend their days reading their teacher if we assume that the classroom represents the real world. There are a number of alternatives based on their teacher's reading. One, so they are aware of what to expect from the day, two, so they can follow instructions to the letter, and three, so they won't miss social cues or the teacher's teacher-warming. By monitoring the teacher's nonverbal behavior, kids might pick up on many signs that they use to form opinions about them. the year 2003; Kansas State University Additionally, teachers' nonverbal behaviors during lessons and other classroom activities have been found to considerably increase the amount of student reaction than their verbal behaviors alone (wang, beras, and eberhard 2001). The seven nonverbal behavior facets that instructors need to be aware of in the classroom are covered in the following subsections.

**Kinesics (Body language).** Kinesics examines the movement of the head and limbs as well as the posture of the body, including facial expressions such a smile, frown, or wrinkled bow. For instance, raising the eyebrows can be used to convey surprise and interest, while clenching the teeth might convey rage.

Body language, also known as kinesics, is a form of unconscious nonverbal communication. Sometimes, our bodies can better convey our feelings and emotions than words can (Khan 2001). As a result, body movements and body language are connected.

**Culesics (Eye contact).** Oculescis examines the impact of sustained eye movement and eye contacts, which, according to Khan (2001), depict the emphasis, direction, and length of gaze in respect to other participants, on the message that is perceived. When we are aroused, for instance, our eyes narrow. Among many other messages, the eyes can convey interest, boredom, pity, animosity, attraction, comprehension, and misunderstanding. In an ELT lesson, the teacher can make eye contact with the students, ascertain their conditions, and provide appropriate care. Regarding the value of maintaining eye contact According to Brosnahan (1990, p. 105), "The eyes are overwhelmingly the most important part of the body for receiving nonverbal communication and within the range at which they can be observed, the eyes are probably the most important part of the body for sending NVC" (as cited in Schmidt &Fajlik, 2007).

**Haptic (Touch).** Touching behavior is referred to as haptic. This group includes physical interactions like handshakes, pats on the shoulder, and so forth. Haptic is a dimension that is related to kinesthetic dimensions. It is the nonverbal communication element with the most cultural connotations. In the ELT classroom, our interactions with the students are very crucial. Considering haptic in relation to the use of touch during discussion reveals a pretty evenly split opinion between these students who view such behaviors as friendly and those who view the use of touch as inappropriate.

**Facial expression.** The eyes are frequently thought of as being most significant. Facial expressions are a kind of nonverbal communication, yet even simple expressions like a frown, sneer, or smile can convey meaning. Each component of the face conveys a message to individuals who perceive the entire face. In the paragraph below, the three components of facial expressions—facial appearance, facial cues, and facial markers—are described. The look on a person's face conveys a lot of meaning, as the proverb "a picture is worth a thousand words" attests. Age, sex, race, ethnicity, origin, and status can all be inferred from a person's facial features, which also include wrinkles, muscular tone, skin color, and eye color. An individual's perception of attractiveness is influenced by a second, less persistent set of social cues, such as hair length, hairdo, cleanliness, and facial hair.

Momentary expressions that indicate alterations in the forehead, brows, eyelid cheeks, nose, lips, and chin make up the third category of facial indicators. Some of the face expressions are obvious while others are brief. According to Kansas State University (2003), both types can reinforce spoken words in a favorable or negative way and provide clues about attitudes and emotions. All three of these facial nonverbal communication modalities are employed in the classroom. However, the third category is the one on which this review is focused. Signs on the face. Other than words, these fleeting expressions serve as the main indicator of a person's inner emotions. Although facial expressions comprise some of the smallest motions of the body, they have a significant educational influence. The instructor uses facial expressions more than any other kind of communication, whether on purpose or by accident (Kansas State University, 2003)

**Distance.** Distance describes how close the speakers are to the listener. Edward T. Hall (Kansas State University, 2003) identified four different types of distance. The first intimate distance is the spacing between people who are actually touching, up to eighteen inches away from another person. The second personal distance ranges from eighteen inches to four feet. Thirdly, there is social distance, which happens when people are four to twelve feet apart. Fourth, there is public distance, which is twelve feet and beyond, at which point the speaker is seen in a more formal context. The major worry that teachers should have about distance learning is that the message they convey to their pupils will change depending on the subject matter. According to Gladis, as teachers get closer to their students, the classroom environment becomes less sterile, more social, more intimate psychologically, and more personal. Depending on the issue, a teacher may adjust their distance, but it's important to be aware of the message that personal space sends.

**Vocal Intonation.** Vocal intonations, or paralanguage as it is sometimes termed (White, 2000), include things like loudness, pace, pitch, tone, and pronunciation. A speaker must pique interest through their actual delivery in order to be effective. According to studies, speakers who vary their vocal enunciation assist listeners retain more of what they say (Gladis, 1985). When teaching or supervising a group of students, this is extremely important for professors. Teachers can convey the importance of a topic by emphasizing it with loudness and word pronunciation, or they can help students understand the excitement of a subject by changing the pitch of their voices (White, 2000). In their lessons and activities, teachers use vocal intonation every day. Even if it is founded in vocalization, this is a type of nonverbal behavior. The phrase "class, I'd like your attention" can be used by a teacher to convey a range of emotions, from calmness to urgency. She can say it softly or loudly depending on the situation. The same statement could be used in a sarcastic manner by a teacher, conveying irritation and agitation. It is not what you say, but how you say it, that determines this nonverbal communication.

**Posture.** Before words are spoken, one can discern a person's mood from their posture and infer their general attitude. According to research from Kansas State University in 2003, posture and eye contact are utilized to express attitudes, status, moods that are effective, approval, deception, kindness, and other factors associated

to classroom engagement. In a teaching setting, posture is mostly used to show that a student is paying attention. Students who appear to be paying attention are frequently chosen by teachers who scan the room. The biggest telltale sign of a focused listener is posture. Students also studied about teacher posture, which said that a teacher needs to be calm and open in order to listen well (White, 2000). Teachers can hunch their shoulders toward the student to emphasize how serious the matter is and to signal the need for their full attention. It has also been demonstrated that this stance helps to direct dialogue toward decision-making (White, 2000). Despite the fact that posture alone lacks precise meaning, it can strongly support or contradict spoken words.

### **Use of Non-verbal Communication in ELT Classroom**

By giving language another dimension, nonverbal cues are effectively used in a variety of instructional activities. Implicit communication occurs nonverbally for both the teacher and the students. It's generally believed that one can always tell a language teacher apart from a non-teaching person by their gestures when they're having a normal conversation or teaching in a classroom.

The use of nonverbal communication, according to Darn (2005), reduces the amount of time teachers spend talking ineffectively, increases learners, decreases teachers' fear of silence, and makes students happier. Additionally, it provides clear instructions, effective classroom management, creates a positive learning environment, and enhances performance in pair and group activities. Although there are some universal nonverbal such as smile, laughter, and sour communication tends to be relatively ambiguous and open to interpretation while its influence frequently depends on the nature of the listener, which leads to misunderstandings because the function of paralinguistic forms varies from culture to culture. However, teachers must always keep in mind that gestures and other nonverbal cues must be taught in the same manner as the meaning of crucial classroom language and that they already possess a variety of nonverbal strategies. Make sure the students comprehend our codes and teach them how to utilize them by using techniques like the cuisenaire, colors, and charts that have been modified from them.

Nonverbal communication is also used to describe the purpose for which it is used. When a nonverbal cue is used in place of a verbal cue, it is referred to as a

substitution of nonverbal message. Nonverbal cues can also be used to complement, expand, or modify verbal messages, control the flow of a conversation, and even to contradict them, as in the case of irony and satire.

### **Importance of Non-verbal Communication in ELT Classroom**

Words are not as powerful as deeds. In an ELT classroom, nonverbal communication by teachers can have a bigger impression than subject-matter expertise and oral fluency. In the language classroom, there is a body language that is expressed through movement and gestures. The success of both students and teachers depends on their ability to communicate effectively in the classroom, but communication suffers when nonverbal cues aren't used correctly. In this sense, Stevick (1982) highlights the significance of nonverbal cues as follows:

What matters most in an ELT classroom is the teacher's body language. Your students' feelings of comfort and welcome with you will be greatly impacted by the way you use your eyes, how far away you stand from them, how you touch or don't touch them, and other observable behaviors in the classroom (Negi, 2009, p. 103).

In both language teaching and learning, nonverbal communication contributes significantly to the meaning of the languages. The language and students' understanding become more relevant as a result of the teachers' increased use of nonverbal communication in ELT classrooms. According to Atkinson (2010), only 7% of messages are verbally conveyed while 93% are non-verbally transmitted. Of this 93%, 38% are done through tones and 55% are done through facial expressions. (<http://www.strangehorizons.com>)

As a result, we might conclude that conversation involves much more than just the exchange of uttered words, even though we talk using our vocal organs. The importance of nonverbal communication can be simply determined. Hymer (1972), who pioneered the idea of communicative competence back in 1960, held that certain values were necessary for the proper application of linguistic or grammatical rules, while others were only for convenience. That is the nonverbal communication, as is obvious.

## **Review of Related Empirical Literature**

The most significant aspect of human communication is nonverbal behavior. Understanding the subject matter for our pupils in an ELT classroom is important. Although nonverbal communication receives the least attention compared to other forms of communication, numerous research have been conducted on it. Since then, numerous investigations have been conducted on it while paying attention. The following are a few of those that I read. A correlation analysis of English and Nepali was the subject of research by Bastola (2005). The kinesics of the English and Nepali languages have been compared in this study. The results of this study demonstrated that kinesics traits are language and culturally specific in some circumstances because they represent different meanings in English and Nepali.

Introducing nonverbal communication to Japanese university students: Determining content is a study Schmidt-Fajlik (2007) likely conducted. He has discussed nonverbal communication and its value at Japanese universities. On the basis of this research, he has made pedagogical implications and useful teaching recommendations. Research on nonverbal communication in ELT classrooms and its effect on student motivation was conducted by Negi (2009). Finding out how nonverbal communication affects students' motivation in ELT classes was the goal of this study. He discovered via his research that nonverbal communication between professors and students in ELT classes is crucial. Teachers' smiles inspire communication among the kids, etc. The study "Role of Nonverbal Communication in ELT Classroom" by Joshi (2009) is another example. This study sought to understand the function of the teacher in the ELT classroom. He has discovered the value of nonverbal cues and some pedagogical implications in the ELT classroom. In a similar manner, he learned how to act, make eye contact, make gestures, complimentary looks, etc.

In 2014, Akhinola conducted study on the topic of using nonverbal cues when teaching English in the Nigerian context. This essay made an effort to look at the use of several nonverbal cues that are pertinent to language training. It also looked at the advantages for language teaching. Combining quantitative and qualitative research techniques In other words, focus discussion group techniques and survey research methodology were used.

In addition to a ten-person focus group discussion designed to elicit information about their experiences using non-verbal communication, a total of 210 copies of questionnaires were given to the students, while 23 different copies were also given to the teachers. Findings demonstrated that despite teachers being informed of the advantages of nonverbal communication in language instruction, they lack access to the most crucial nonverbal teaching resources. The students' academic performance is being negatively impacted as a result of this. The report concludes with some ideas on how nonverbal communication knowledge and accessibility would enhance English language learners' academic success as well as make it simpler for teachers to impart knowledge.

A study on "Use of nonverbal communication in English language teaching classroom" was conducted by Mauni in 2021 with the goal of identifying the nonverbal cues that English language teachers use the most frequently or now and their function in the classroom. The qualitative method is used in this investigation. The research design was ethnographic observation. A set of closed-ended questionnaires, a checklist, and a classroom observation were used as a tool to gather data from one teacher and their twenty-four students in a class. These students were selected to complete a three-week classroom observation, and five to seven randomly chosen students from the same school and the specific one class were selected to complete the checklist and the questionnaire. The themes that emerged from the transcription, analysis, and interpretation of the recorded classroom observation and reported points were explored. The results of this study demonstrate that students are dissatisfied and that they are less engaging and inspiring for teachers who seldom ever use nonverbal cues in language instruction. However, teachers that frequently employ non-verbal cues in their lessons to communicate with their pupils about the English language are quite good at engaging them in the material. Insights into how English Language Teaching can be very effective and outcome-oriented are provided by the study to ELT teachers, educators, policy makers, curriculum creators, syllabus designers, as well as students.

Smith (2022) conducted a study titled *Nonverbal Communication in Intercultural situations: A Comprehensive Review*, which offers a thorough analysis of nonverbal communication in intercultural situations. It combines new research on

the impact of cultural settings, norms, and values on nonverbal behavior and interpretation. In addition to providing advice on how to build intercultural competence for effective communication, the review explores the potential and obstacles that intercultural nonverbal communication presents.

In the setting of Iraq, Nagham et al. (2023) conducted research on Nonverbal Communication in the EFL Classroom: Iraqi Teachers and Students' Perceptions. In the classroom at the college of education for women in Tikrit, this study attempts to investigate how Iraqi teachers and students feel about nonverbal communication. In people's daily lives, communication is crucial. Humans communicate both orally and non-verbally to convey their ideas, feelings, emotions, and skills. The educational process must include them as essential elements. To help students understand difficult subjects, teachers can use a variety of verbal and nonverbal techniques. This study illustrated the significance of nonverbal communication for English teachers and students. Using a scale from strongly agree to strongly disagree, a questionnaire served as the study's tool. At the English department/college of education for women and the college of education for humanities at the University of Tikrit, a total of 144 female students and 14 male and female teachers make up the study's sample. For each sample, this essay examines five non-verbal cues, including facial expressions, eye contact, body language, voice pitch, and physical distance. The results showed that nonverbal communication between teachers and students increased pupils' awareness of and involvement in the learning process, leading to higher learning outcomes for all parties. Teachers who used facial expressions, body language, eye contact, tone of voice, and geographic distance effectively helped pupils succeed. I discovered the need for research on the "Role of nonverbal communication in ELT classroom" in Nepal after conducting a thorough review of the literature. As a result, I made an effort to conduct research on the topic. This study will examine the importance of nonverbal communication in ELT classrooms.

### **Implications of the Review for the Study**

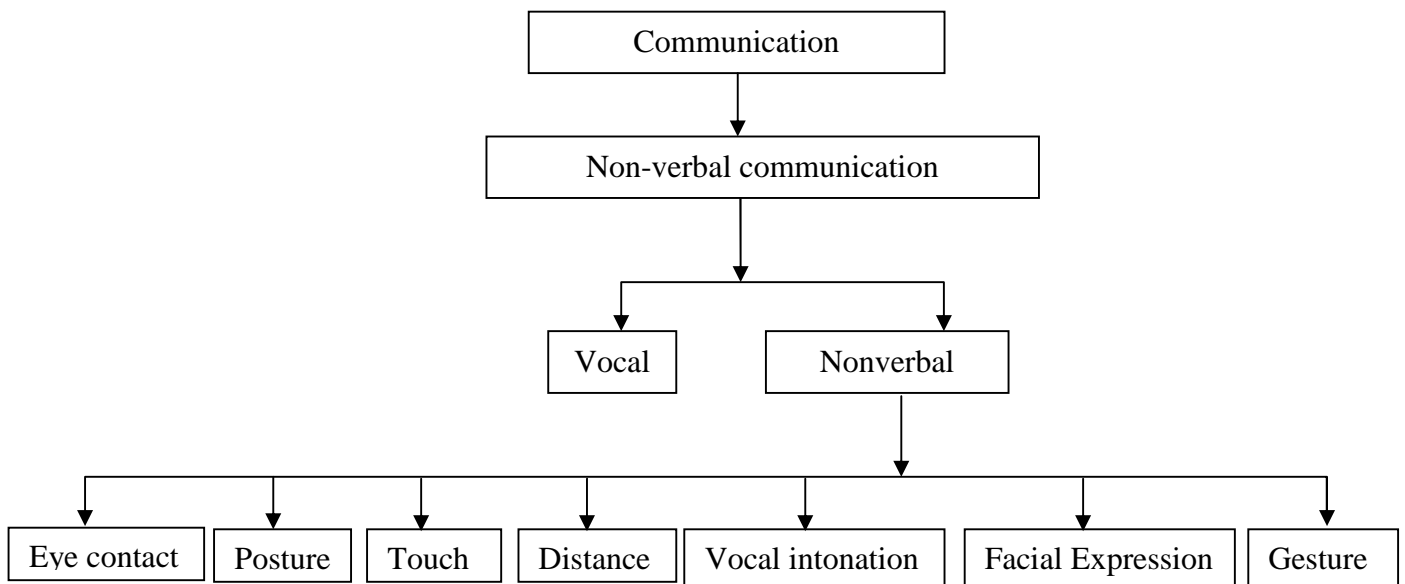
The literature evaluation plays a crucial role in practically every operational phase of conducting a research project and is an essential component of the overall process. The various reviews of various studies (theoretical and empirical) described above have given me in-depth knowledge about linked research, which aids in the

systematic conduct of research. Declaring the research question, methodology, and design all aid in illuminating the study's goal. After reading through various studies that were relevant to my issue, I was able to generate a lot of useful ideas for my research. First and foremost, the documents under consideration broaden our knowledge of the associated research field and provide theoretical framework for the study. Second, this procedure will make my academic path clearer and enable me to concentrate on my research question, the significance of nonverbal communication, and the various forms of nonverbal communication. I have evaluated a total of eight different thesis book documents, articles, journals, and online sources. In doing so, I was able to gain a clear and concise understanding of methodology sample and sampling procedure, research design, data gathering instruments and methodologies, etc. Reviewing related material gave me the confidence and courage I needed, and also gave me theoretical and useful insights from the work of Negi (2009) that helped me understand nonverbal communication and its role in motivating students. I also learned a lot about the significance of nonverbal communication from Joshi's 2009 study, which was similarly helpful to me. In order to have a solid understanding of nonverbal communication between teachers and students in ELT classrooms, all these reviewed documents enabled me to improve my knowledge of the linked research. Practical suggestions for conducting ethnographic observations and attempting to address the issue that has arisen in the research study work environment. Future research has been highlighted by this study, in addition to the practice implications. Comparably, the kinesics of the English and Nepali languages is the main focus of the empirical literature. The theoretical cultural specific can be found by doing a literature review. All of the aforementioned studies were done in the context of the ELT classroom and the importance of nonverbal cues. My research also relates to a particular field. The literature review has led to the following conclusions:

- ) Theoretical underpinnings for my research,
- ) The ability to identify unexplored research areas
- ) The ability to contextualize my findings.

## Conceptual Framework

Any research that uses a conceptual framework makes it easier to pinpoint the study's factors. It alludes to the mental image of the factors to be taken into account during the study. According to Miles and Huberman (1994, p. 18), "Conceptual framework is a written or visual representation that explains either graphically or in narrative forms" on the basis of all these reviewed papers. The present study was based on the conceptual framework that I had constructed, which is described below.



### **Chapter 3**

#### **Methods and Procedures of the Study**

This chapter covered the study's design and methodology, population, sample, and sampling strategy, as well as the instruments and methods used for gathering data. It also covered the collecting of data as well as its analysis and interpretation.

#### **Design of the Study**

Different research designs, including survey, correctional experimental, quasi-experimental, ethnographic, auto ethnographic case study, action research, etc., were used for this study. A popular research method in social and educational studies is the survey. The survey research strategy that I used as my methodology for this study is briefly described here. Current challenges are always addressed via survey research, either to ascertain the state of the situation or to provide potential remedies. It is great for gauging people's opinions. In educational research, which can range from small-scale to large-scale study, it is one of the most frequently utilized sole ways of investigation. Typically, surveys are conducted outside. In survey design, information is gathered using questionnaires, interviews, test results, attitude scales, etc. Based on samples from the designated target demographic. A sample of each individual unit is taken in order to generalize it and make it typical of the defined population.

Creswell (2013, pp. 380–381) states that "Sampling from a population, collecting data through questionnaires or interviews, designing instruments for the data collection, and obtaining a high response rate are the characteristics of survey research." In a similar vein, Nunan (1992) contends that surveys are conducted to capture the circumstances, attitudes, and occurrences at a particular moment in time. This indicates a cross-sectional design or a single data collection from a large number of respondents. The survey research's conclusions can be applied to the entire population and are generally generalizable. They also include descriptive, inferential, and exploratory data.

This study was primarily conducted to determine the function of nonverbal communication in ELT classrooms and to ascertain how teachers employ nonverbal communication in these settings. The instrument for gathering data will be a

questionnaire. To sample the study's population, a purposeful non-random sampling technique will be used. As a result, the research design for this study was a survey.

### **Population, Sample and Sampling Procedure**

The participants in my study were all secondary school instructors and students in the Ramechhap district. 30 kids and 10 teachers from the Ramechhap district made up the study's sample population. Purposive non-random sampling techniques were utilized by the researcher to choose the respondents.

### **Research Tools**

This study's research instruments included a questionnaire and a checklist for observing classes. To accomplish the goals of the study, a variety of open-ended questions were used.

### **Sources of Data**

To accomplish the goals of this study, data from both primary and secondary sources were employed.

#### **Primary Sources**

The primary sources of information in Ramechhap district were secondary level instructors and students.

#### **Secondary Sources**

Secondary data for this study were gathered from books, thesis publications, papers, and websites worldwide.

### **Data Collection Procedures**

I used a variety of techniques to gather the data for my study. I started by creating a checklist for observations and a set of questions. I next traveled to the research location, a district of Ramechhap school. After that, I went to the appropriate person and requested permission after explaining the reason for my visit. I used the pre-formulate question to interview the professors after obtaining permission. Then I watched as the teacher's class used the observation checklist form. After that, I gave

the sample a questionnaire. After thanking the responders for their wonderful cooperation and assistance, I finally gathered these responses from them.

### **Data Analysis Procedures**

I utilized open-ended questions in a questionnaire as the means for gathering data. Raw data were used to begin the data analysis. In this study, data analysis involved segmenting the data into digestible topics. The goal of this analysis was to gain understanding of the function of nonverbal communication in ELT classrooms. The purpose of this study was to describe how certain English teachers and students saw certain situations. I utilized the descriptive approach to analyze the respondent's responses.

### **Ethical Considerations**

One of the most crucial aspects of the research can be identified as ethical consideration. A researcher should adhere to it as one of their most important guidelines when carrying out their research. In order to finish my research. I thought about several morals. I've been to the neighborhood of choice. I obtained official approval before doing my survey research. I became friendly with the people who were concerned. I informed everyone about my aim and task when I ran my survey study offer, collected the data solely with their consent, and maintained the respondents' responses' confidentiality. Except for the one that was cited, all of the ideas developed throughout this research were original to me. I made sure to correctly attribute all sources by including their names in the references. I made an effort to avoid plagiarism and utilized the facts in my research project with accuracy and confidence. Different topics have been assigned to the questions. The analysis below was completed based on the following themes and study goals.

Communication without words is referred to as nonverbal communication. It involves moving the hands, face, or other parts of the body, such as nodding, brow-furrowing, smiling, touching, moving, or pointing. It is essential in the ELT classroom. For the purpose of finishing my research study. I questioned the chosen professors in various ways, then I carefully organized and thematically analyzed the data.

## **Chapter 4**

### **Analysis and Interpretation of Results**

This chapter includes the analysis and interpretation of the data that have been collected. Which were gathered utilizing various instruments. For this study, a series of questionnaires and a checklist for classroom observations were used to collect the data. In order to analyze and understand the data gathered, I primarily employed the descriptive approach. The data are examined through analysis and interpretation of data collected from students and teachers, as well as analysis and interpretation of data collected from teachers.

#### **Analysis of Data and Interpretation of Results**

In order to determine the usage of teachers' nonverbal behaviors in English language classrooms, 30 students and 10 secondary English teachers were first chosen. Following that, the results were evaluated and interpreted. As a result, the analysis I discovered in the data I obtained is presented in the following part.

#### **Interpretation and Analysis of Data Obtained from the Teachers and Students**

20 questions have been created for the 19 secondary school teachers and students as part of my research study. Different topics have been assigned to the questions. The analysis below was completed based on the following themes and study goals.

Communication without words is referred to as nonverbal communication. It involves moving the hands, face, or other parts of the body, such as nodding, brow-furrowing, smiling, touching, moving, or pointing. It is essential in the ELT classroom. For the purpose of finishing my research study. I questioned the chosen professors in various ways, then I carefully organized and thematically analyzed the data

**Nodding Head.** One of the most crucial forms of nonverbal communication (NVC) is head nodding. In general, it is helpful to converse with someone in their own language. In relation to this, teacher 'B' stated that:

*When the kids provide accurate, satisfactory, and positive responses, I nod. In a similar manner, I nod to communicate to the kids what is being covered in the English language course.*

Similarly, I mentioned to the teacher

*Depending on the topic, I nod my head in agreement or disagreement. I utilize this signal to gauge their obedient and supportive behavior.*

From the responses mentioned above. When their kids gave the right or correct response, it is obvious that the majority of the teachers nodded their heads. Similar to this, teachers would nod in agreement or disagreement with a student's position by doing the same. It was discovered that teachers' nodding heads encouraged their students to pay closer attention to them. The teachers in ELT classrooms employ the nodding head to convey a variety of meanings, including positive, negative, and neutral.

**Pointing.** Instructors can employ a variety of nonverbal behaviors for this purpose, but pointing is considered to be the most common sort of NVC utilized by instructors. Teacher C responded:

*Naturally, I direct the pupils' attention while posing the questions. However, just a small percentage of students approve of my behavior, and the majority disapprove of my pointing. During class, I make a point to every one of my students. I occasionally employ the "Apple Technique" rather than pointing to what Apple signifies. Overall a question to be asked P-pick up a student and p-pause for a bit. E-evaluate them and L-listen intently.*

Therefore, it was determined from the aforementioned response that all teachers pointed their students, but only a small number of students enjoyed the teachers' pointing behaviors – the majority of the students did not like teachers' pointing behavior. In the English language classroom, teachers call out student

behaviors that have a detrimental rather than a positive impact. As a result, the instructor needs to exercise caution when directing the kids' attention in the classroom.

Similar to this, the teacher will point to specific pupils while instructing them to get up or sit down or in other situations. This is a typical practice among ELT teachers. Concerning, student K stated:

*When I am compelled to obey the demands, I feel strange, afraid, and unpleasant. The teacher is pointing at me, and I feel awkward and uncomfortable. I believe I have a duty to abide by the rules and instructions of the teacher. Due to the teachers' pointing behavior, I am demotivated in this situation.*

Similarly, student 'D' said:

*Having the ability to respond to the question posed makes me happy and excited. This suggests that I value the professors' pointing techniques more. The arrogant behavior of professors makes me feel proud of myself.*

Likewise, students 'P' said

*My teacher indicates where I've made blunders. I concur with the instructor's directives. My friends, however, often act in opposition to what the teacher instructs.*

According to the replies indicated above, it was discovered that the majority of children felt uneasy, abnormally afraid, and scared because of the teachers' pointing behavior. They did not appreciate the teachers' pointing behavior when the students were studying English and the teachers were asking and indicating. Only a small percentage of the children, however, liked the teacher's behavior in this way, and they were proud of themselves for being able to respond to the teacher's pointing.

Therefore, the least number of participants preferred teachers' pointing behavior that had a positive, negative, or neutral impact on students' learning. Most kids lost interest in learning in the classroom as a result of the teachers' pointing behaviors.

**Movement.** The teacher's movement in the classroom is crucial. To get pupils' attention in the classroom, teachers utilize a variety of actions. Some teachers like to spend the most of their class time in one location, either in the center of the room or in front of the class. The other teachers spend a lot of time pacing back and forth or moving quickly up and down the aisles in between the chairs. The teacher 'C' said the following in relation to this:

*I roam about from one place to another. When I am teaching in a classroom, I control the class and draw the pupils' attention to the material.*

Since the majority of the teachers moved around the classroom while teaching to manage the class and inspire the students, it is evident that teacher movement is crucial in a language classroom to draw the students' attention, assess individual student performance, and keep an eye on and keep track of all the students. The classroom was constantly being moved around by the enthusiastic and active teachers, which benefited the pupils' learning.

In the classroom, movement is a potent teaching tool. Movement is crucial for managing teachers in the classroom. Each teacher moves about the classroom, grabbing the pupils' interest in what they are learning. In the classroom, the teacher thus occupies a different space. Student 'C' responded to this by saying:

*I participate in the class as a whole rather than just standing in front of it, and I dislike teachers who merely stand in front of the class. The same responses are shared by my pals as well. In order to manage the classroom, keep an eye on the students, and learn what they are doing during class, I wander around the entire group of pupils. I love dynamic professors who move about the classroom because it keeps me focused and eager to study English.*

From the above description, it was determined that classroom mobility appeared to be crucial for controlling the class and drawing the kids' attention to certain areas.

The students preferred that the teachers go throughout the entire class. It caused the pupils to become more engaged, alert, and quiet in the classroom. The most crucial component of effective teaching is classroom movement because it

allows teachers to watch and observe what is happening in the class while it is in session. Students' learning is positively impacted by teachers' mobility in the classroom.

**Wrinkles of Forehead.** Teachers typically form wrinkles on their foreheads to convey different ideas in various contexts. Unknowingly or intentionally, they cause wrinkles while lecturing in the classroom. In response to this, teacher 'H' said:

*When I'm unhappy or upset, to hide the students' expression, or when I'm puzzled, I make a wrinkle on my forehead. When students are unclear about the instructional material, I make forehead wrinkles. They will occasionally display this sign to indicate their displeasure or to reject a student's response.*

Thus, based on the aforementioned fact, it can be deduced that the majority of teachers creased their foreheads in frustration when their students failed to pay attention and caused a disturbance in class. When perplexed or expressing sadness, few teachers produced creases on their faces. It was also discovered that teachers occasionally pretended not to give their students' consent. Therefore, depending on the circumstance, wrinkling on the forehead can transmit many meanings such as consent, agreement, and disapproval.

**Touching.** In the ELT classroom, teachers occasionally touch the pupils to express a variety of messages. The pupils are inspired to learn by the professors' kind behavior, however it can occasionally be disruptive. Teacher 'F' commented on this as follows:

*In order to motivate kids who aren't paying attention, I do touch them on the shoulders, backs of their bodies, and heads occasionally.*

Direction of learning. I touch the students in order to get close to them and to compliment them on a job well done. I've tried touching pupils to get them interested in learning and attention, but it never works. It should be applied in line with student demand.

But instructor 'C' had a different response and said:

*It is ineffective for me to touch the students. It could keep students from learning. Because it is inappropriate for some students, I do not touch them. Students who are shy or fearful of developing a close relationship with professors may become discouraged as a result.*

From the description above, it can be inferred that most professors touched their pupils' shoulders, checks, and back regions in an effort to inspire, uplift, and establish a personal connection. While instructing in the classroom, very few teachers, though, avoided touching. They also said that it might deter students who experience strange and uncomfortable feelings when their teacher touches them while they are in class. Most frequently, teachers interacted physically with their students, but this was not always helpful. On pupils' learning, it could have a beneficial or bad effect depending on the situation. As a result, the instructor needs to exercise caution while employing nonverbal cues and act appropriately for the circumstance.

Similar to this, professors touch their pupils in order to encourage engagement and alertness in the learning process, but occasionally this might impede student progress because not all students enjoy the touching behavior. 'T' remarked the following in reference to this student:

*Yes, while teaching in the classroom, our teachers touch me on my body and head, and when they do, I feel uneasy and out of the ordinary. While instructing in the classroom, all teachers touch the pupils. Because of the teacher's touching behavior, we feel anxious and ashamed. The teachers check me and touch my shoulders, back, and head, but I don't like this touching behavior and I'm hesitant to get closer to their teachers. It keeps me from studying.*

Students 'B' similarly responded, 'I feel happy and support learning more,' while other pupils gave similar responses. When teachers touch pupils while teaching, it can sometimes inspire kids to learn. They experienced joy and happiness as a result of their teachers' observations and expectations of positive performance from them. As a result, few kids preferred teachers' physical behavior.

It is clear from the above description that most pupils did not like the teachers' touching behavior, which caused them to become uneasy and afraid. However, some

of the kids (especially the boys) liked it more, felt comfortable, and were interested in what the teacher would say. As a result, touching by the teacher on a student's body, head, or cheek may not always be effective. Sometimes it may have an impact on students in a favorable, negative, or neutral way. Here, teachers' touching behavior seemed to have less of an impact on the learning environment and student interaction. The teacher should be aware of how each student behaves and handle them appropriately given the circumstances.

**Eye Contact.** Nonverbal communication includes eye contact. For ELT classes, it is crucial. In an ELT classroom, it awakens students and serves as a motivational tool. Teachers engage their pupils in the classroom by making eye contact with them in context. To complete my coursework. To the pupils, I posed a query. In response to this, student D stated:

*When the instructor makes eye contact with me, I pay closer attention and also become more engaged, attentive, and driven to learn. Every student concentrates more when the teacher looks them in the eye. As we learn, we become more conscious, engaged, and vigilant. While teaching in the classroom, teachers who make eye contact with the pupils stop doing superfluous things.*

This led researchers to the conclusion that making eye contact with children helped them become familiar with their teacher. The majority of kids preferred that teachers make eye contact with them. So based on the descriptions above. It is clear from the analysis that eye contact between the teacher and the students is crucial for engaging them in the lesson and drawing their attention. Every pupil responds favorably to their teachers making eye contact. It lessens the pupils' clamor and foolish behavior. In an English language classroom, it also benefits the relationship between the teachers and students.

In a similar vein, teacher 'G' said:

*I pay equal attention to the weak student as well as the talented student, making eye contact, smiling, and nodding and pointing. However, there are occasions when I ask the less talented children to work alongside the others.*

While instructing in the classroom, it was observed that the teachers paid attention to both talented and weak students. They also looked the two students in the eyes. Sometimes as a result of the set amount of time teachers spend in the classroom. They requested that the less talented kids work with the more capable ones.

Comparatively, teacher 'E' said:

*.....I concentrate on the talented pupils, but I feel compelled to do so since they learn quickly and exhibit the professors' behaviors. I do, however, occasionally have to make a distinction between talented and weak kids. I think gifted students can pick up information quickly and easily because they watch their teachers teach and engage in learning activities. Therefore, when teaching in a language classroom, the teachers should place more emphasis on the gifted students than the weaker ones.*

Teacher 'D' added the following:

*Although I attempt to treat everyone equally, some situations and subjects prevent me from doing so. Due to a variety of factors, including student attitudes, behaviors, and activities, I occasionally do not behave equitably. I treat all of the students fairly and kindly in this circumstance. In a similar vein, when I bring up an absurd idea or issue during a lesson, the pupils sometimes respond to me seriously.*

From the comments given above, it can be deduced that more than half of the teachers concentrated equally on both talented and weak students, while the other half of the teachers utilized gestures such raising their hands, pointing, and touching to primarily focus on the talented pupils. With their students, all of the teachers had good relationships. When students asked pointless questions of both male and female classmates, they occasionally became serious.

There were just a few teachers who behaved differently, and they gave the females extra priority. Thus, it is evident that not all professors treated their students equally, which has a natural as well as unavoidable effect on how well children learn. But because they are teachers, they should treat every kid fairly.

The majority of teachers concentrated equally on both talented and weak pupils, while other teachers made a distinction between the two and asked the talented student to work with them. Weak one was unimportant to them. Similar to this, few teachers prioritized the less talented kids above the weaker students. Extra classes were set up, and it was made possible to practice a lot. Teachers should treat all of their pupils fairly and give them the opportunity to reach their goals. Therefore, the instructor should do everything possible to help the students and in the best possible methods. Therefore, teachers behaving equitably has a positive effect on the kids.

**Paralinguistic Features.** Non-verbal communication is the exchange of ideas or meaning by the movement of a body part, often the hand, head, or eye. Similar to this, paralinguistic is the part of oral communication that lacks words. Beyond the simple verbal message or speech, it is the study of vocal signals. Aspects of paralanguage, such as pitch, tone, intensity, pauses, and even silence, can be used to communicate consciously or unconsciously. The majority of the time when speaking, especially by the teachers in language classes, paralanguage is employed.

Depending on the context, it conveys a variety of meanings. I posed the following query to the teachers in regards to paralanguage: "Do you produce sounds like umm...ahhh... during speaking? Where do you often make decisions? In response to this inquiry. I learned several perspectives about the teacher. Almost all of the teachers pause to make sounds like "umm" and "ahh" as they speak. Teacher. In response to this, teacher H said:

*When I forget, think about, or recollect the topic, I talk with such an umm...ahh sound. I make these noises when I lose my bearings and forget what I was teaching. Furthermore, I employ these sounds to help me recall information that will be useful when I'm teaching.*

Likewise, teacher 'G' said:

*... I make sounds like these when kids comprehend and accept something. I make these noises when kids give teachers encouraging replies and they are encouraged to move forward.*

According to the instructors' perspectives above, it was discovered that when speaking, all of the teachers made the sounds uh... ahh... but that the situations varied, such as when they were forgetting the subject, getting confused, or having trouble grasping the material. Most of the instructors paused. Speaking in class while remaining silent. When they attempted to remember the topic after forgetting it. Few teachers made as much noise as they did when their students responded to questions. So, whether intentionally or unintentionally, teachers were found to utilize paralanguage, but when they did so in English class, pupils appeared to be less engaged and motivated.

Then I questioned the pupils in a similar way. What do you think when your teachers use sounds like "umm," "hunn," and other similar ones when they are speaking, the inquiry asked? I heard a variety of answers to this query. Regarding this, the students who marked themselves as "R" said:

*...I believe that when I am unclear or forget a topic, I try to recollect it by using the pause fillers like um...hun etc.*

According to the responses given above, it was discovered that the majority of teachers paused and kept quiet when they were trying to remember something or were confused about it. However, only a small number of teachers produced these noises as they felt anxious while awaiting the answers from the pupils to their questions. Similar to how more than half of the teachers ceased speaking when their pupils were disruptive and failed to pay attention to what they were being taught, several teachers ceased speaking while they were trying to retain or recall a lesson they had forgotten.

In the teaching process, the teacher's pause and subsequent quiet has multiple meanings. Without employing verbal communication, students can understand teachers' nonverbal cues quite accurately. The good, negative, and neutral effects of students' learning in the ELT classroom can all be attributed to silence, which aids in understanding the content clearly.

**Personality of Teachers.** Every teacher aspires to be an effective educator. A great instructor has an excellent personality. Consequently, a good teacher must have a certain personality.

Students are attracted to teachers with positive personalities, which improves communication, understanding, and eventually yields positive outcomes. The pupils prefer, are drawn to, and are fascinated in smart teachers, and this has a favorable effect on the students.

I talked to the professors and asked them some questions about their personalities. What effect do you think teachers' clever personalities have on their students' learning, according to the first question? Teacher 'F' replied to this query by saying:

*.....I believe that a teacher's personality affects pupils' learning significantly and encourages, excites, and fosters an interest in learning. Teachers that are intelligent and beautiful inspire pupils to learn, make them feel less bored, and are better able to manage the classroom environment. The professors' mannerisms, attitudes, and appearance draw pupils in and pique their interest in what they have to say.*

Another question I posed to the teachers was, "Do you treat the students differently inside and outside of the classroom?" Teacher 'B' replied to this query as follows:

*Yes, I do behave differently with students in and out of the classroom. Since there is a set schedule and time in the classroom, I must be formal. But outside of the classroom, I get to know the kid better and more casually, almost as a friend.*

The responses mentioned above, It was shown that the majority of teachers placed a high value on having personalities that engage students, keep them engaged, reduce boredom, and make managing the class simple. Only a few teachers, however, claimed that their personality was unimportant and that it depended on the teachers' expression and teaching methods. Most instructors are also treated differently within and outside of the classroom. They developed into being rigid in the classroom and supple and friendly outside. Students have the opportunity to learn additional information and skills thanks to their teachers' behavior, which has a positive influence on their learning.

In a similar vein, it was discovered that teachers' personalities tended to be crucial in the language classroom. The majority of the students were drawn to and inspired to learn by the teacher because of her appealing demeanor. However, a small minority of people asserted that the effectiveness of teaching is dependent on the teachers' methods, activities, and expression rather than just their personalities. Similar to this, the majority of students appreciated teachers who came to class wearing perfume, and nearly every teacher had a different approach to students inside and outside of the classroom. Thus, a teacher with a clever personality could readily draw children to learning. It enabled the students and professors to become more intimate and to share additional knowledge. Therefore, a teacher's personality has a more positive impact on students than a bad one.

### **Analysis of Data Collected through Classroom Observation Checklist**

The use of nonverbal communication in the classroom when teaching a foreign language is crucial for teaching both subject and language elements and abilities. I created a classroom observation checklist based on this presumption and visited sample teachers' classes. Five secondary-level English teachers were sampled for this study. Each of the sample teachers' three courses was observed. I discovered that teachers were very conscious of classroom body language. According on the classroom setting, the situation, and the subject matter, they used various nonverbal behaviors. I discovered that practically all of the secondary level English teachers utilized nonverbal behavior in their classes in one form or another.

The teachers used a variety of nonverbal techniques in the 15 classes that were observed. Smiles from teachers toward students were the first nonverbal cue. Most educators gave students a smile. This was the nonverbal cue that was most frequently employed during class instruction. Teachers pointing their fingers in the direction of the children was the next nonverbal behavior. Some educators pointed to indicate and pose questions to the pupils. Teachers nod their heads to indicate "yes" and "no" in a similar manner. Teachers did this to compel their students to agree that what they stated was correct. Students paid better attention to teachers when they nodded their heads, it was also discovered. The next nonverbal behavior was clapping by teachers and foot trapping by teachers to inspire children. Rarely, the teacher would clap to encourage the children, but there were no teachers who disapproved of foot trapping.

Similar to how the 'Teacher moving in the classroom' nonverbal behavior teachers move around the classroom when they are watching the pupils or waiting for comments from them. Classroom and teachers make eye contact with the kids. Similar to this, all of the teachers looked the students in the eye to encourage a greater interest in learning. Similarly, more than half of the teachers exhibited this nonverbal behavior in their classrooms by making sounds like "ahh," "um," or "etc." while speaking, as well as by furrowing their brows. When their students appeared inert and slouched and the class was boisterous, the professors became irritated. The following non-verbal behavior is, "Teachers make close proximity to the students and teachers react the students friendly." Most teachers reacted positively and made close approach to the kids. Only a few pupils chose not to. Similar nonverbal behaviors include "Teachers remain silent when students make noise" and "Teachers tell jokes to make students laugh." On occasion, teachers went into silence when their students failed to pay attention and disrupted the classroom. While observing their class, I was unable to find any teachers who deliver jokes and make the pupils laugh. The next nonverbal cue is when a teacher pats a student on the shoulder. A small number of teachers occasionally patted their students on the shoulders. Students developed a careful and curious demeanor as a result of this behavior.

It is evident from the aforementioned data that practically all of the professors grinned alongside their students while instructing in the classroom. While asking questions, some teachers pointed towards the pupils, which is less preferred by the students. A certain student was singled out by the teacher for attention and questioning. Similar to how the pupils in the English classroom expressed themselves, all of the teachers nodded while dropping their heads to indicate approval and to say "yes." They also rotated their heads to indicate disagreement. Teachers who clap to encourage students were nonexistent. In a similar manner, practically every teacher made eye contact with every student and moved around the classroom to supervise and inspire the students' learning. They walked to keep an eye on the children and get their attention. The students appeared engaged and the classroom noise level decreased. Similar to this, when students disrupted class or acted passively or lazily, the majority of the teachers wrinkled their foreheads. Due to the chattering class and observation of the pupils' unnecessary behavior inside the classroom, the teacher abruptly fell silent.

Sometimes when teaching in the classroom, the teacher would touch the students' shoulders, cheeks, and pulsing hair. Some of the kids experienced nervousness, while others experienced no change. Consequently, based on the data, we can conclude that the teachers primarily used non-verbal cues in the ELT classroom, such as smiling, pointing, patting, caressing, frowning, and nodding the head.

## **Findings**

The bulleted points below list the key findings in a thematic manner:

- The majority of students expressed an appreciation for the teachers' nonverbal cues, such as smiling, making eye contact, and nodding the head, which inspired them to learn. However, teachers who behaved in this manner—touching, pointing, and frowning—discouraged students from learning.
- The appealing personalities and approachable manner of the lecturers greatly inspired each of the 30 students. They thought that engaging and honest teachers actually improve their students' learning.
- To manage the class, control noise, keep kids engaged, and favor all of the pupils, all 10 teachers moved throughout the entire classroom while teaching.
- Eight teachers made their pupils active, focused, and motivated to learn; nevertheless, only 17 students said they preferred this behavior from their teachers.
- All of the teachers had forehead wrinkles, but the circumstance was different. When the pupils were making noise and refusing to pay attention throughout the lesson, seven teachers tensed up. When they grew confused or wanted to prevent students from expressing themselves, the three teachers produced wrinkles.
- While teaching in the classroom, four teachers used NVC to focus more on the talented students than the weak students, while six teachers used NVC to focus equally on both the talented and weak students. However, the kids did not favor this discriminatory behavior.

- When the 10 teachers were confused or forgot what they were supposed to be teaching, they all made sounds like "umm," "hun," and "ahh," and the students thought it was because they weren't doing their jobs as teachers.
- All the professors made gestures, mostly head nods, eye contact, movement, wrinkles, and smiles, but only five of them pointed. In the English language classroom, eight teachers touched the students, and two of them bit the desks with dusters, etc.
- Every single one of the 10 teachers agreed that nonverbal cues were crucial for maintaining order in the classroom, saving time, grabbing students' attention, and imparting lasting and valuable lessons.
- Seven educators said that their intelligent demeanor made the pupils less bored, inquiring, eager, and interested in studying. However, three of the teachers felt that the teaching approach, technique, and strategy depended on the students' learning, regardless of the personality of the teacher.

#### **Use of Teachers Nonverbal Behaviors in English Classroom in Terms of Classroom Interaction**

- When a student responded well to a question or correctly, all of the teachers nodded. Teachers found it simpler to respond by nodding their heads than to speak.
- Six teachers interacted with male and female pupils in a cordial manner. The classroom behavior of four teachers, however, was different for male and female students.
- When teachers made eye contact with their students, they felt that they were somewhat closer to them. All ten teachers did this. The teachers and students' relationships were sparked through eye contact.
- Of the 10 teachers, nine were more used to and close to the kids, while only one remained unfamiliar with them outside of the classroom.

- When the teachers made eye contact with the 30 pupils and they sensed that the teacher was closely observing them, they all paid more attention.
- The teachers' smiles were generally well-liked by the students. In ELT classrooms, it made interactive teaching and learning possible. The professors' grin inspired the kids to actively engage in the lessons and activities.
- Of the 30 pupils, 20 in particular felt uncomfortable, out of place, and scared when the teachers touched them in class. Ten pupils in particular felt normal and encouraged further learning after being touched by their teachers.
- The teachers who supported their kids by nodding their heads up and down encouraged all 30 of the students to speak in front of them.
- Sixteen students thought that teachers would only make eye contact with gifted students and would ask the less gifted students to work with the gifted kids, whereas fourteen students thought that teachers would treat both gifted and less gifted children equally.
- 26 students expressed a preference for teachers who treated them differently inside and outside of the classroom. They preferred nice teachers, facilitators, and monitors. Four pupils, however, did not like how the professors behaved in and out of the classroom.
- All 30 students agreed that nonverbal cues from professors, such as smiling, making eye contact, moving the class, and nodding the head, actually stimulate and encourage learning. However, the students forbid teachers from touching, pointing, designating a specific student, biting the duster off of the desk, patting the body, and pulling hair.

#### **Finding Derived from Classroom Observation Checklist**

- Of the 10 teachers, seven of them had forehead wrinkles. When students disrupted class or acted passively, professors rarely showed their displeasure.

- While pointing to a certain student in the classroom, seven teachers lifted their fingers and the student felt embarrassed; nevertheless, three teachers did not point the student.
- When instructing in the classroom, eight teachers were seen to smile warmly at the children. The student became more engaged and enthusiastic about class activities as a result.
- When all ten of the professors made eye contact with their students, the children felt more at ease with their teachers.
- Only eight teachers used the sounds uh, ahh, etc. when speaking in the classroom. The teachers who struggled with English fluency and forgot or grew perplexed about the material produced these noises, but the other two teachers did not.
- There were seven secondary-level teachers seated near to their classes' students. Teachers found it easier to manage the class and keep an eye on students' daily activities when they were close to the students. Three of the teachers, though, seemed unconcerned with the children. In order to manage the class, grab students' attention, and keep an eye on things while teaching in the ELT classroom, all ten teachers moved throughout the entire lesson.

## **Chapter 5**

### **Conclusions and Implications**

The following conclusions are reached as a result of the analysis and interpretation of the collected data. The conclusions and implications follows:

#### **Conclusions**

Sending and receiving nonverbal cues between two people is referred to as nonverbal communication. It also makes use of visual cues such distance, physical attributes, images, posters, logos, and body language. In language classes, teachers' verbal communication is crucial. In the English language classroom, the teachers either consciously or accidentally employ nonverbal behavior. The kids can more easily absorb the message when nonverbal cues are used to repeat verbally expressed phrases. Nonverbal communication is a crucial component of human interaction and adds beauty and meaning to words. In order to interact with the pupils in the English language classroom, the teachers use nonverbal cues including eye contact, head nodding, and smiles.

Having conducted a survey study on the "Role of teachers nonverbal behaviors in English language classroom," The goal of the research study "Role of nonverbal communication in ELT classroom," from which the researcher came to this conclusion, was to learn how teachers used nonverbal communication in ELT classrooms to teach and interact with their students as well as to learn how they used nonverbal communication in English language teaching classrooms. Using a questionnaire and a classroom observation checklist, the researcher employed a non-random sample technique to gather data from 10 teachers, 30 students, and 10 secondary level direct observation classes. She then evaluated the data thematically and descriptively. The main finding of the study was that teachers used nonverbal cues to interact with their students, like moving in the classroom to manage the class and inspire the pupils. Eye contact, forehead furrows that indicated agreement or disagreement, and pointing in language classes were all employed to establish close proximity between teachers and students.

While the results of this study do not allow for a generalization of all nonverbal behaviors utilized by teachers in the classroom, they do demonstrate those

that are often employed in language classrooms. After evaluating the data, it was also apparent that teachers' nonverbal behavior was satisfying and that students had a good influence on the nonverbal communication that was utilized by the professors in their language classes the majority of the time. Teachers frequently made eye contact with students, nodded their heads, smiled, pointed, touched, and wrinkled their faces in ELT classes. Furthermore, based on the results of this survey, most teachers and students believed that nonverbal communication was the most effective form of communication for keeping students engaged, aware, and prepared to participate in class discussions. To save time and ensure that students learn the material quickly and clearly, nonverbal behavior is crucial in English language classrooms.

### **Implications**

Every research study ought to provide some sort of recommendation. Thus, there are some recommendations related to this research. The conclusion and summary of the findings are intended to be used at the aforementioned level. The advice for these levels is presented separately below:

#### **Policy level**

At the policy level, it is possible to suggest the following:

- ) Teachers should receive training on the nonverbal cues that are effective and frequently employed by them in English language classrooms.

#### **Practice level**

The following practice level proposal can be made:

- ) The teacher should employ nonverbal cues like as eye contact, movement, a smile, and nodding the head while instructing students in the English language. For instance, patting and touching may not always be successful.

#### **Further research**

- ) For the teachers, this research will be a useful secondary source.
- ) It will present a number of new, unexplored study fields.
- ) Teachers can conduct research experiments to determine the impact of nonverbal behavior on student achievement.

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## Appendix-I

### Questionnaire for ELT Teachers

Dear respondent,

This questionnaire has been prepared to complete a research work entitled "**Role of non-verbal communication in ELT classroom.**" This research is being carried out under the supervision of **Dr.Gopal Prasad Pandey, Reader** and Head at Department of English Education, T.U., Kirtipur Kathmandu. The researcher aims to find out the role of nonverbal communication in ELT classroom. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

Researcher  
Samsheer Thapa  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

## Teacher use of nonverbal communication observation form

Name of Teacher:

School:

Level:

Date:

Please tick (✓) on each of the following if you think yes and if no.

S.N.	Checklist	Yes	No
1	Teacher smile at students		
2	Teachers point the fingers towards the students		
3	Teachers nod the head to say "yes" and "no"		
4	Teachers does foot-trapping ?		
5	Teacher claps to motivate students.		
6	Teacher movements in classroom.		
7	Teacher makes eye contact with the students.		
8	Teacher makes sound as ahh-umm--huh---etc. during speaking		
9	Teacher pats on students shoulders		
10	Teacher makes wrinkle on his/her forehead.		
11	Teacher remains silence when the students make noise.		
12	Teacher make close proximity to the students.		
13	Teacher reacts the students friendly.		
14	Teacher tells the jokes makes students laugh.		

The checklist is prepared for gathering data from secondary level English teachers.

The checklist will be completed on the direct observatin of the researcher.

### Interview questions for Teachers

The following questions will be asked in order to accomplish a research work entitled Role of nonverbal communication in ELT classroom.

Name of teacher:

School:

Level:

Date:

1. Do you use gestures in your classroom?

.....  
.....  
.....

2. What types of gestures do you use mostly? Can you tell me?

.....  
.....  
.....

3. When do you use nodding your head in your classroom?

.....  
.....  
.....

4. Do you point your students while asking the question? Do the students like you're this behavior?

.....  
.....  
.....

5. How often do you movement in your classroom during the teaching?

.....  
.....  
.....

6. Can you tell me more why classroom movement is useful?

.....  
.....  
.....

7. Do you touch your students while teaching in the classroom in which situation you touch the students? If it effective on student learning?

.....  
.....  
.....

8. When do you make wrinkle on your forehead?

.....  
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.....

9. Do you focus on talent students in your classroom?

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.....

10. What about you focus on weak once?

.....  
.....  
.....

11. How much do you familiar with your students?

.....  
.....  
.....

12. Do the students feel comfort with you?

.....  
.....  
.....

13. Do you make sound such as umm...ahh...hauu etc. during speaking? In which situation?

.....  
.....  
.....

14. How do you react with your students in your classroom?

.....  
.....  
.....

15. Do you treat equally male and female students?

.....  
.....

16. What do you think nonverbal behavior really encourage towards learning or discourage towards learning?

.....  
.....

17. Can you tell nonverbal communication is important for ELT classroom? How?

.....  
.....

18. What do you think smart personality of teacher's impact on students learning?

.....  
.....

19. Are the students satisfied from you unspoken language?

.....  
.....

20. Do you treat differently with the students inside and outside the classroom?

.....  
.....

### Interview Questions for Students

The research project named "Role of nonverbal communication in ELT classroom" will be completed by asking the questions listed below.

Name of student:

School:

Level:

Date:

1. Does your teacher use nonverbal behavior in your classroom?

.....  
.....  
.....

2. What types of gestures use mostly can you tell me?

.....  
.....  
.....

3. Do you pay more attention when the teachers make you contact with you?

.....  
.....  
.....

4. How do you fell when the teacher points his/her fingers on you and ask questions?

.....  
.....  
.....

5. Does your teacher make eye contact with only the talent students?

.....  
.....  
.....

6. What about weak students?

.....  
.....  
.....

7. What do you think having attractive personality of teacher help your learning?

.....  
.....  
.....

8. Do you like the teacher who comes with perfume?

.....  
.....  
.....

9. Does your teacher touch you while teaching in the classroom?

.....  
.....  
.....

10. How do you feel while touching?

.....  
.....  
.....

11. Do you like your classroom having painting, image, logos etc. ?

.....  
.....  
.....  
.....

12. What do you think when your teacher makes sounds such as umm....huh....etc. during the speaking?

.....  
.....  
.....

13. Does your teaching stand only in front of the classroom during the teaching?

.....  
.....

14. Do you appreciate how the teachers always stand in front of the class?

.....  
.....

15. How does your teacher react with you when you didn't do your homework?

.....  
.....

16. Do you prefer the teacher nonverbal language? Why?

.....  
.....

17. What do you think nonverbal communication helps you to learn or discourse towards learning?

.....  
.....

18. Which behavior of teachers help to learn and which discourse to learn? Can you tell me?

.....  
.....

19. What do you think when the teacher become silence during the teaching?

.....  
.....

20. Does the teacher make different behavior inside and outside the classroom? Is it effective?

.....  
.....