

**TEACHERS' PERCEPTIONS ON AND PRACTICES OF  
NON-VERBAL COMMUNICATION IN TEACHING  
SPEAKING SKILL**

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

**Submitted by**

**Nirjan Shrestha**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu**

**Nepal**

**2015**

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2015**

**T.U. Regd. No.: 9-2-405-12-2004  
2nd Year Exam Roll No.280619/066**

**Date of Approval of the  
Thesis Proposal: 2071/06/24  
Date of Submission: 06-04-2015**

## **DECLARATION**

I hereby declare 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: 05-04-2015

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**Nirjan Shrestha**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Nirjan Shrestha** has prepared this thesis entitled **“Teachers’ Perceptions on and Practices of Non-Verbal Communication in Teaching Speaking Skill”** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 06-04-2015

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## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

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# DEDICATION

*Dedicated*

*to*

*my parents who spent their whole life to make me what I am today.*

## ACKNOWLEDGEMENTS

I would like to extend my gratitude to a number of people who have made significant contributions to the completion of this research work. First of all, I would like to acknowledge and thank my supervisor **Dr. Anjana Bhattarai**, Read and Head, Department of Education, Kirtipur Campus, who helped me from the beginning to the end by providing her valuable time, different kinds of ideas, techniques and information necessary for carrying out this research work on time. Her encouragement, co-operation, constructive suggestions are ever memorable.

I am highly indebted to my gurus **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Trith Raj Khaniya, Prof. Dr. Chandreshwar Mishra, Prof. Dr. Vishnu S. Rai, Prof. Dr. Tara Datta Bhatta** and **Prof. Dr. Laxmi Bahadur Maharjan** for their regular inspiration and enthusiastic encouragement in my academic life.

Similarly, I would like to express my gratitude to **Dr. Tapasi Bhattacharya, Mr. Raj Narayan Yadav, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs Hima Rawal, Mrs. Saraswati Dawadi, Mr. Ashok Sapkota, Mr. Khem Raj Joshi, Mr. Guru Prasad Poudel** and **Mr. Laxmi Prasad Ojha** for their direct and indirect encouragement and valuable academic support.

Likewise, I would like to thank **Mrs. Madhavi Khanal** and **Ms. Nabina Shrestha** for their kind support in library work.

**Nirjan Shrestha**



## **ABSTRACT**

The present research study entitled **“Teachers’ Perceptions on and Practices of Non-Verbal Communication in Teaching Speaking Skill”** aimed to explore the English teachers’ perceptions on and practices of non-verbal communication in teaching of speaking skill. It also aimed to explore the importance of non-verbal communication in teaching of speaking skill. To meet the objectives of this research study, I purposively selected 10 secondary level English teachers from 10 secondary level schools of Sindhupalchowk district. From each school, one teacher was selected as sample. Teachers’ perceptions and practices on non-verbal communication in teaching of speaking skill were observed from 40 classes of 10 sample teachers. Four classes of each teacher were observed. And then, data were critically analyzed and interpreted using simple statistical tools like tabulation and description. Classroom observation checklist and questionnaire were used to collect the data for this study. The findings of this study showed that eighty percent teachers perceived non-verbal communication as the best communication to keep the students more active, interested and ready for participating in classroom communication. Similarly, the present study showed smiling teachers could teach speaking skill better than other teachers who always remain silent and serious in their classroom.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter includes all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter included conclusions and recommendations at three different areas (policy related, practice related and further related) followed by references and appendices.

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## LIST OF THE SYMBOLS AND ABBREVIATIONS

%	-	Percentage
ALM	-	Audio-lingual Method
DM	-	Direct Method
NA	-	Natural Approach
ELT	-	English Language Teaching
CT	-	Culture Teaching
T.U.	-	Tribhuvan University
No.	-	Number
L <sub>2</sub>	-	Second Language
e.g.	-	For Example
FL	-	Foreign Language
CLT	-	Communicative Language Teaching
EFL	-	English as a Foreign Language
M.Ed	-	Master Degree in Education
CUP	-	Cambridge University Press
OUP	-	Oxford University Press