CHAPTER ONE

INTRODUCTION

This is the study on **Teachers' Perceptions on and Practices of Non-Verbal Communication in Teaching Speaking Skill**. This part consists of background of the study, 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.

1.1   Background of the Study

The question "What is language?" is comparable with very philosophical question "What is life?" even we try to define it according to its principles, functions, purposes and utility. Language is a systematic means of communicating by the use of sounds or conventional symbols. In the other words, a language is the communication of thoughts and feelings through systems of arbitrary signals such as voice sounds, gestures or written symbols.

According to Crystal (2003) "Language is a French term introduced by Ferdinand de Saussure to refer to the human biological faculty of speech. It is distinguished in his approach from langue, the language system of a speech community" (p. 255).

Language is the outcome of verbal and non-verbal communication sorts of information transformed by human communication. Regarding this, Miller (1988) defines non-verbal communication as "Communication without words ... it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people" (as cited in Negi, 2009, p. 2). So, it is clear that language is the human biological faculty of speech. In other words, language is a means of communication. A language consists of many characteristics, i.e. duality of structure, creativity, specialization, displacement

… which only human communication involves. Thus, language is species – specific. Apart from this, there are many other modes of communication such as visual, olfactory, gustatory and tactile and others that influence the teaching learning activity in ELT classroom. I mean here the non-verbal communication, or it is also regarded as paralinguistic features.

Thus, we can say that Non-verbal Communication is the inseparable part of human communication which adds essence the meaning and adds the beauty in language. Thus, language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. Thus, language can be used in many forms, primarily through aural-oral and written communications as well as using expressions through body language.

1.2   Statement of the Problem

In ELT classroom, communication takes various forms, one of which is oral or speech. However, when teachers speak, they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands, heads, eyes, lips, bodies and symbols to communicate which always accompany oral discourse-intended or not. This type of communication is referred to as non-verbal communication (NVC).

Regarding secondary level English curriculum of Nepal, all the four skills of language are incorporated. These skills develop competence of students over a language. They are equally important. But when we observe the ELT practices of secondary level English teachers we find that teaching of speaking skill is not focused much although there is a provision of asking questions or practical examination separately for this skill. Therefore, this study tries to find out secondary level English teachers' perceptions as well as practices on non-verbal communication in teaching speaking skill. In ELT classroom some students always worry about speaking badly and therefore losing face in front

of their classmates. In other words, students may feel very shy, anxious, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors. Hence, in this situation teachers' use of nonverbal communication may be paramount. Teachers' direct language sometimes hinder or distract the students in communicative classroom. It may work as negative enforcement. Therefore, teachers should use different types non-verbal communication like body postures, facial expressions, movement of the head, eye contact and smile.

On the whole, this study is going to find out English teachers' perceptions on and practices of non-verbal communication in teaching speaking skill.

1.3   Objectives of the Study

The objectives of the study were as follows:

(i)   To explore the English teachers' perceptions on and practices of non-verbal communication in teaching speaking skill.

(ii)   To explore the importance of non-verbal communication in teaching speaking skill.

(iii)   To suggest some pedagogical implications.

1.4   Research Questions

The research questions of my study were as follows:

(i)   How do the English teachers perceive the role of non-verbal communication in teaching speaking skill?

(ii)   How do the teachers use non-verbal communication in the ELT classroom?

(iii)   What is the importance of non-verbal communication in ELT classroom?

(iv)   What are the current practices of using non-verbal communication in teaching speaking skill?

1.5   Significance of the Study

The findings of this research work will be beneficial to all the teachers, students, policy makers as well as curriculum designers and subject experts of English language teaching. Through the findings of this study all the teachers, students, policy makers, curriculum designers, subject experts and other researchers will be familiar with the non-verbal communication and its use while teaching and learning of speaking skill. Teachers will be encouraged to use different types of non-verbal communication in their ELT classroom. This research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently.

1.6   Delimitations of the Study

This study had following delimitations:

(i)   This study was delimited to English teachers' perceptions and practices on non-verbal communication in teaching speaking skill.

(ii)   This study was delimited to ten English teachers, teaching at the secondary level schools in Sindhupalchowk district.

(iii)   This study was delimited to the 4 classes of each teacher.

(iv)   This study was delimited to the data collected through questionnaire and classroom observation checklist.

(v)   This study will be delimited to survey research design.

1.7   Operational Definition of the Key Terms

Non-verbal communication: It is the process of communication through sending and receiving wordless cues between people.

Speaking skill: Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as their implications to the present study. Moreover, conceptual framework is also included under this chapter.

2.1 Review of Related Theoretical Literature

This part deals with the different theoretical background of the study.

2.1.1 An Introduction to Non-verbal Communication

In ELT classroom communication takes various forms, one of which is oral or speech. However, when teachers speak, they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands, heads, eyes, lips, bodies and symbols to communicate which always accompany oral discourse-intended or not. This type of communication is referred to as non-verbal communication.

Simply, non-verbal communication can be defined as all of the messages other than words that people exchange. In this definition, messages are seen as symbolic which are 'Silent infiltrators. . . that provide us with a mode for conveying messages without the use of verbal language (Dunn 1999, p. 1). This definition show that non-verbal communication 'Constitute messages to which people attach meaning and tell us how other messages are to be interpreted. . . whether verbal messages are true, joking, serious, threatening, and so on' (as cited in Fujimoto, 2003, p. 2).

Going through these definitions we can say that non-verbal communication is the process of one person stimulating meaning in the mind of another person or

persons by means of non-verbal cues, which can be synthesized in the words of Miller (1988) who defined non-verbal communication as 'Communication without words. . . it includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, postures and spatial distance between two or more people' (p. 3). 'It is both behavior and communication' (Hickson and Stacks, 1993 as cited in Boyd, 2008, p. 8). Therefore, in this research, I have used the term, non-verbal communication and non-verbal behaviours interchangeably.

In conclusion, we can say that non-verbal communication is a process whereby people, through intentional or unintentional manipulation of normative actions and expectations express experiences, feelings, and attitudes either singly or in combination with verbal behaviors in the exchange and interpretation of messages within a given situation or context. The following differences between verbal and non-verbal communication will make this conclusion even clear. First, the majority of non-verbal behaviors are intuitive and based on normative rules. There are not any clear-cut linguistic structures for non-verbal communication. On the other hand 'verbal communication is highly structured and reinforced through an extensive formal and informal learning process' (Harris, 2002, p.153). Second, verbal communication is confined to the use of language. On the contrary, non-verbal communication delivers message beyond the words. For the analysis, this is a useful division. However, 'non-verbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially' (Knapp, 1972, p. v). In a nutshell, we can say that non-verbal communication is less rule bound than verbal communication and is judged more by the situational variables than the absolute correctness of the behavior.

2.1.2 Forms of Non-verbal Communication

It is very important for language teachers to understand the distinctions between the various forms of non-verbal communication that are used in the

language classroom. Boyd (2008), Fujimoto (2003) made us aware of seven non-verbal behaviors relevant to classroom communication . . . These ' behaviors are kinesics, proxemics, haptics, oculesics, vocalics, environmental factors, and facial expressions. However, Argyle (1972b) has paraphrased these forms into ten phenomena that constitute non-verbal communication which are 'bodily contact, proximity, posture, physical appearance, facial and gestural movements, direction of gaze, timing of speech, emotional tone of speech, speech errors and accent' (as cited in Lorscher, 2003, p. 2).

Various domains of NVC that are included in this study are introduced as follows:

(a) Kinesics

Simply kinesics refers to the 'system of using body postures, facial expressions and movement of the head and limbs often collectively described as body language' (Sthapit, 2003, p. 11). These bodily postures help individuals express an emotional state, as well as the intensity of such a state (Lewis, 2005, p. 3) which are an integral part of the communication process.

(b) Facial Expression

Facial expressions are dynamic features which communicate the speaker's attitude, emotions, intentions, happiness, sadness, surprise, anger, delight and so-on. One of the most expressive parts of the face in non-verbal communication is the eyebrows. Some more examples of facial expressions are smile, frown, yawn, wrinkling the brow, curling the lips and so on, which are continually changed and are constantly monitored and interpreted by the receiver.

(c) Oculesics

Oculesics are movements in facial area and eyes e.g. a gaze (Boyd, 2008, p. 3). Eye movement and eye contact depict the focus, direction and duration of gaze

in relation to other participants. e.g. our eyes narrow when we are concentrating and pupils dilate when we are excited (Khan, 2001). Yung (2008) says that eye contact often proves to be a valuable source of information and transmitter of attitudes. Supposedly, we can detect truth, deceit, surprise, happiness, fear, anger and other emotions throughout the eyes.

(d)   Proxemics

Proxemics what Manninen and Kujanpaa (2002, p. 3) call 'spatial behavior' is 'the physical distance we place between ourselves and others' which is the use of space or distance for communication. Hall (1968) has divided the use of space into four categories: intimate, personal, social and public (as cited in Masterson, 1996).

(e)   Haptics

'Haptics refers to the study of touching behavior' (Halmer and Eddy 2003, p. 45). This category consists of physical contact such as handshakes, patting on the shoulders and so on. Through haptics teachers can display extreme warmth and caring to students. But Yung (2008) makes us conscious that the meanings we attach to touching behavior vary according to what body part is touched, how long the touch lasts, the strength and method of touch. If used properly touching behaviors play crucial role in giving encouragement, expressing tenderness and showing the emotional support.

(f)   Olfactics

Olfactics refers to the 'Study of non-verbal communicative effect of one's scents and odors' (Masterson, 1996). Perhaps the most common example of this category is the use of perfumes and bodily hygiene.

(g)   Physical Appearance

This category refers to all those attributes of image, such as attractiveness, height, weight, body shape, hair style, dress and artifacts (Masterson, 1996) 'which are all visual aspects of one's presentation (Manninen and Kunjanpaa 2002, p. 2). We can divide physical appearance into two categories: controllable e.g. clothes, hairstyle, etc. and less controllable e.g. skin, height, weight etc. The aspects of appearance can, thus, be thought of as static or dynamic communicational messages depending on the attribute.

(h)   Paralanguage

Paralanguage is the non-verbal audio part of speech and it includes the use of voice in communication. Masterson (1996) and Boyd (2000) describe these as 'vocalics' or non-verbal cues to be found in a speakers voice. These 'para-verbal' clues include the 'sounds of the language used such as intonation, loudness and its variation' (Michael and Michael, 1998, p. 269) 'which occur alongside spoken language, interact with it, and produce together with it a total system of communication' (Abercrombie, 1973, p. 32). Yung (2008) makes it clear that paralanguage is concerned with how something is said, not with what is said.

(i)   Environmental Factors

Environmental factors in NVC refer to 'the setting established in the classroom and provide contextual cues for the interactions' (Masterson, 1996, p. 23). Argyle (1975) states that moving objects and furniture, leaving markers, and architectural design can be used to communicate through space and place (as cited in Manninen and Kujanpaa, 2003, p.3). Other environmental factors are lighting, temperature, noise and so on.

(j)   Chronemics

Chronemics is the study of the use of time which is concerned with maintaining timing patterns in an interaction (Harris 2002, p. 194). It is concerned with how people use and respond to such matters as punctuality, pauses and the hour at which a person chooses to communicate. Actually time use affects lifestyle, speed of speech and movements, structures, and contents of communication.

2.1.3 Importance of Non-verbal Communication in English language Classroom

Action speaks louder than words. Teachers can create more impressions through non-verbal communication in the ELT classroom than knowledge of subject matter and verbal fluency. There is a language of body expression and motion that play pivotal role in the language classroom. Actually, the success of both the students and teachers depend upon the effective communication between them in the class, but communication becomes handicapped without the proper use of non-verbal behaviors. In this regard, Stevick (1982) points out the importance of non-verbal communication as follows:

> The body language of a teacher is the most important thing in the
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> class… it is the way you use your eyes, the distance you stand from your
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> students, the way you touch or refrain from touching them, all of these
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> unnoticeable thing in the class carry important signals which create a
>
> profound effect on your students' feelings of welcome and comfort with
>
> you (p. 6).

Non-verbal communication adds essence to the meaning of the language, are inevitable and unavoidable in language teaching and learning. The more the teachers use non-verbal communication in ELT classroom, the more meaningful becomes the language and students understanding.

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Atkinson (2010) states in article 'Fact and Fiction about Body Language', the following things about interpersonal communication:

- Seven percent (7%) of the messages are verbally communicated.
- While 93% is non-verbally transmitted.
- Of the 93% non-verbal communication, 38% is done through vocal tones and
- 55% through facial expressions.

Thus, we can say that even if we speak with our vocal organs we converse with our entire bodies; conversation consists of much more than a simple non-verbal communication interchange of spoken words. We can easily assess the significance of NVC. Hymes (1972), who introduced the concept of communicative competence back in 1960, believed that there were certain rules of use without which the linguistic or grammar rules were useless. We can easily guess that is the non-verbal communication.

2.1.4 An introduction to Speaking Skill

Speaking is one of the four most significant skills for the acquision of a new language. It can be defined as the ability to express oneself fluently in a foreign language. It is the most complex and complicated linguistic skill that involves thinking of what is to be said. People speak when they want to express their ideas, opinions, desires and establish social relationships and friendship.

Speaking is the dealing of language through the mouth. To speak, people create sounds using many parts of speech. Language is a means of communication and this act is performed through speech. In this connection, Ur (1996, p. 120) writes, "Of all the four language skills (listening, speaking, reading and writing), speaking seems institutively the most important: people who know a language are referred to as speakers of that language". Thus, learning to speak in a foreign language is the most important task because those who can

communicate in that language are referred to as the speakers of that language. Stressing on the importance of speaking, Bygate (1997) states:

> Speaking is, however, a skill which deserves attention every bit as much as literacy skills, in both first and second languages. Out learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skill by which they may make or lose their friends. It is the vehicle par excellence of social ranking, professional advancement and of business. It is also a medium through which much language is learnt, and which for many in particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (p. vii).

Bygate gives more importance to teaching speaking in order to develop the learners' confidence in speaking. The primary purpose of teaching any language is to develop an ability to speak fluency in that language. Language is primarily speech. Therefore, language teaching programme should give due emphasis in teaching speaking without neglecting other skills.
A major objective of the language teaching programme is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction, classroom activities that develop learners 'ability to express themselves through speech, so teaching speaking skill seems an important component of a language course. Ur (1996, p. 120), further mentions the characteristics of successful speaking activities as:

i)   Learners talk a lot
ii)   Participant is even
iii)   Motivation is high
iv)   Language is of an acceptable level

Speaking is not merely a single skill. It is the combination of several sub-skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking. Munby (1979, as cited in Sharma and Phyak, 2009, p. 214) has identified the following sub-skills of speaking:

-) Articulating sounds in connected speech and isolate forms.
-) Manipulating the use of stress in connected speech.
-) Producing intonation patterns and expressing attitudinal meaning through variations in pitch, pause, pitch range and height.
-) Manipulating variation in stress in connected speech.

Thus, to be fluent and efficient speaker of a language, the learners need sound knowledge of grammatical and semantic rule, knowledge of supra-segmental features such as pitch, stress and intonation and the knowledge of non-linguistic elements like gesture, body language, facial expression and so on.

2.1.5 Components of Speaking

As speaking is a complex and complicated skill, it consists of several elements. Speaking ability has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability. Harmer (2007) elaborates the ideas about the elements of speaking, and writes,

> If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English – especially where it is a second language – will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of

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conversational and conversational repair strategies. They will need to be

able to survive in typical functional exchange, too. (p.343)

Hedge (2010, p. 296) provides a list of features of natural oral communication. According to him, successful oral communication involves developing the following components or elements:

- The ability to articulate phonological features of the language
   comprehensibly;
- Mastery of stress, rhythm, intonation patterns;
- An acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of interactions;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good
   listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

2.1.6 An Introduction to Perception

Simply, perception refers to the ability to see, hear or become aware of something through the senses. It is a way of understanding or interpreting something. In other words, it is the ability to understand the nature of something.

Perception refers to the way that one thinks about someone or something or the impression one has of it. To be precise, it means the understanding of somebody about something. Obviously, perception varies from one person to another. It is perception that determines the behavior and the belief system of the people. Sometimes, if the perception is positive towards something, it helps to bring about the expected changes in the fields of interest. Thus, perception is

a term that is used to refer to the way one behaves and/or believes in a particular way. Hence, the term in this study indicates how the teachers think or understand on English classroom management based on individual differences, students' indiscipline nature, pedagogical expertise, grouping and students' seating arrangements and importance of body language.

2.2   Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports.

Non-verbal communication is a fundamental aspect of human life from the moment we enter the world. According to Knapp (1978) 'interest in non-verbal communication can be traced back as far as Hellenic period (440-600BC) of ancient Greece' but the scientific study of non-verbal communication was started in the late 19th century which is clearly seen in the words of Hickson and Stacks (1993) 'Probably the beginning of the study of non-verbal communication, as we know it today, is to be found in the analysis of one of the most influential pre-twentieth century works of Darwin's '*The Expression of the Emotions in Man and Animals*' in 1872' (as cited in Boyd, 2008, p.11). Since then a number of non-verbal communication researches have been carried out. Some of the recently carried out researches have been reviewed here.

Rosa (2000) conducted the research on "Understanding the role and potential impact of non-verbal communication in the primary inclusion classroom". The purpose of this research study was to compare the non-verbal behaviors of students who are considered average in ability with those who are perceived as cognitively challenged while they are engaged in regular classroom instruction in both large and small groups settings. Her finding shows that in most of the

cases the majority of non-verbal interaction occurred between students who sat in close proximity regardless of their cognitive ability.

Christopher (2002) carried out the research on "Gender differences in non-verbal behavior". The purpose of this study was to examine gender differences in active and passive styles of non-verbal communication. The findings of this research indicated that males displayed more active non-verbal behavior than females and females displayed more passive non-verbal behavior than males.

Lewis (2005) carried out research on "Gender and non-verbal communication in the foreign language classroom". The purpose of this research was to shed light on inherent gender differences with respect to non-verbal communication in the foreign language classroom. The result showed that female students make eye contact more than the male students and smile more often in the classroom setting. In addition, female took up less space than the male in the classroom and use more gestural movement.

Joshi (2009) carried out research entitled "Gestures in the ELT classroom". The purpose of the study was to find out the gestures used in the ELT classroom and their functions. He has found out the importance of the gestures and some pedagogical implications in the ELT classroom. Like this way, he also found out the functions of the gestures, i.e. nod (yes)-agreeing, head shake-contradicting, scratch head, quizzical look-complementing, etc.

Negi (2009) carried out research entitled "Non-verbal communication and its impact in learners' motivation'. The purpose of this research was to find out the impact of NVC in learners' motivation in ELT classroom. In this research, he found that teachers' NVC plays an important role in ELT classroom: smiles of the teachers encourage the students to communicate; on the other hand, pointing or raising fingers decreases their confidence, etc.
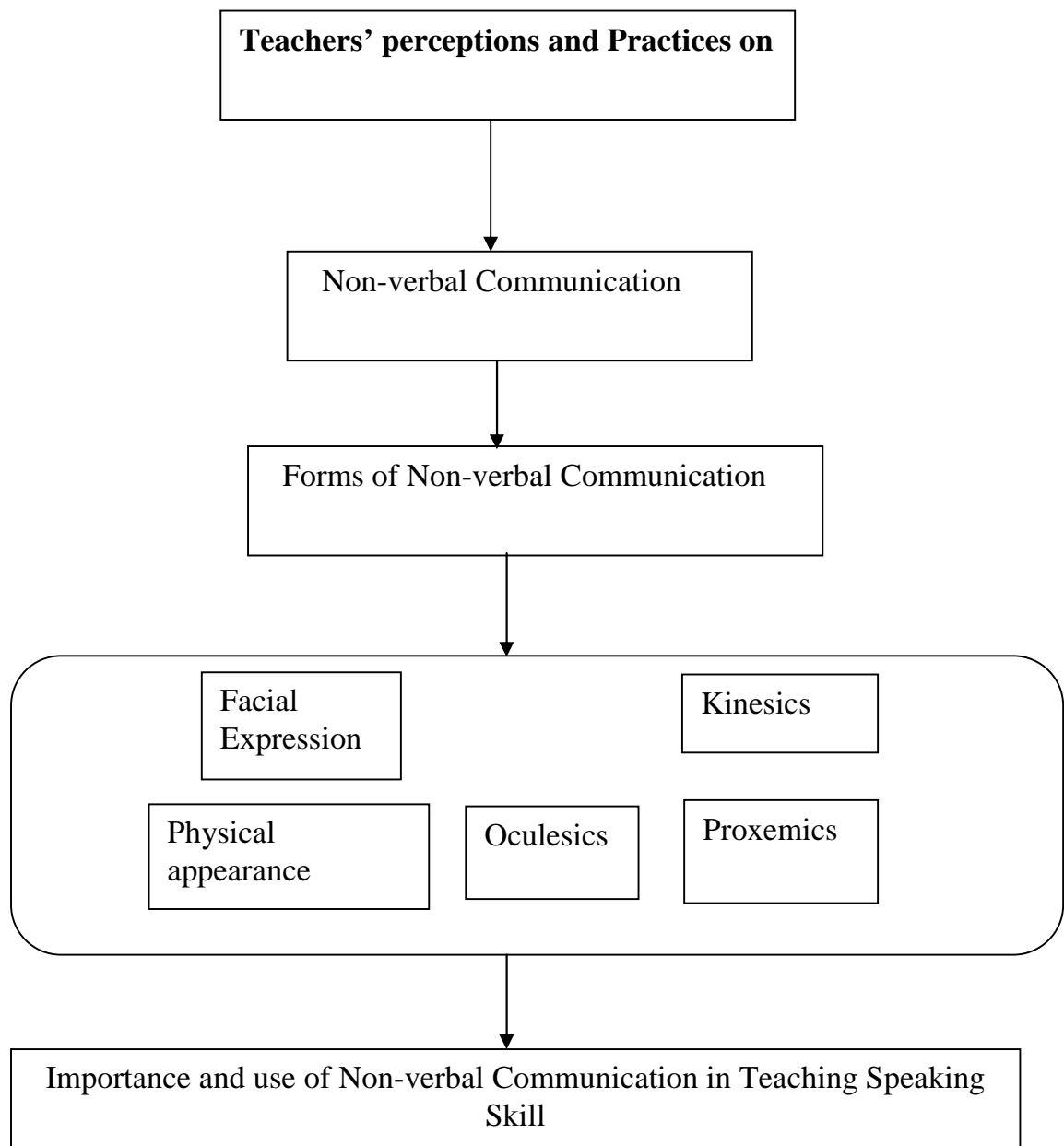
2.3   Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Kumar (2009, p.30) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding".

Thus, I have reviewed different previous research works, articles and books which are related to my research work to some extent. In other words, while reviewing the literature, I have gone through different exiting literature, different articles, ELT journals and books. All the reviewed studies are related to the periphery of non-verbal communication. After reviewing these research works, I got information on the use of non-verbal communication in ELT classroom. In order to carry out those research works, they have used survey research design. Therefore, after reviewing those researches, I got ideas about the process of survey design. Those research works have been carried out with different objectives, methodology and research questions and in different situation. So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my present research work. As above researchers used classroom observation check-list and questionnaire as tool of data collection, these works have direct implication to my research study because I will also use questionnaire for the data collection. Similarly, Joshi (2009) and Negi (2009) research study provided insights and information about the role, impact and use of non-verbal communication in ELT classroom. Thus, the review of the literature becomes milestone to make my task more informative and reliable.

2.4　Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables.

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CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to proceed this study ahead and to fulfill the objectives:

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. I adopted the survey research design. Survey is a research design that is widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

> Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research in generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time (p.140)

They further state that "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time." In this sense survey research is different from other types of researches as experimental and

quasi-experimental research in terms of population of the study, nature of collecting data.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise these will be fake data. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study .What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection, the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study consisted of all the secondary level English teachers of Sindhupalchowk district. Since it was a small-scale study, it was difficult to collect data from each and every member of the respondents. Therefore, sample consisted of ten secondary level English teachers as well as ten secondary level schools of Sindhupalchowk district. Altogether ten secondary level schools were selected for this study and from each school one teacher was selected as sample using purposive non-random sampling procedure.

3.3 Study Area/Field

The research area of this study was Sindhupalchowk district, secondary level schools as well as secondary level English teachers. The field was related to teachers' perception and practices on non-verbal communication in teaching of speaking skill. For the feasibility of this study, I selected ten secondary level schools and ten English teachers from same localities by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

Questionnaire and classroom observation checklist were used as research tools in this study. These research tools were used in this study in order to find out secondary level English teachers' perception and practices on non-verbal communication in teaching of speaking skill. Different types of closed ended questions were used in order to fulfil the objectives of this study.

3.5 Data Collection Procedure

For the data collection, I went to the selected secondary level schools and built rapport with concerned people. Then I explained to the selected teachers about the purpose of my study. Moreover, I explained the difficult terms used in the survey questionnaire to the teachers. Then I requested the selected teachers to fill in the survey questionnaire and to return it as soon as possible. Similarly, I observed the four classes of each selected teachers in the interval of three days in order to find out their practices of non-verbal communication in teaching of speaking skill. Therefore, altogether I observed forty classes of those selected teachers.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order,

structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Results

This study was limited to ten secondary level English teachers. Those English teachers were selected from Sindhupalchowk district in order to find out their perception on and practice of non-verbal communication in teaching of speaking skill. In order to collect the data for this study, questionnaire and classroom observation check list were used as research tool. Hence, the results provided by these research tools are given below:

- Most of the teachers agreed that speaking skill was taught better by smiling teachers than other types of teachers

- Teachers' nodding head was found as the best non-verbal communication techniques that encourage students positively to be involved in learning speaking skill.

- It was found that 70% students felt nervous and embarrassed when the teachers directly indicated a particular student to speak in front of the class.

- It was found hard to speak in front of those teachers who stared their students coldly.

- Teachers' eye contact with the students was found most important non-verbal communication in teaching speaking skill.

- Teachers' attractive personality and friendly style in the classroom were also found best non-verbal communication techniques to teach speaking skill.

- Eighty percent teachers perceived movement as the best non-verbal communication techniques to keep the students more active for participating in classroom communication.

⟩ Similarly, ninety percent teachers agreed that teachers' smiling face encourages students to work in pair/group in the classroom rather than listening the lectures all the times.

⟩ It was found that 60% teachers used body language as clue for teaching speaking skill as it motivates students whereas 40% teachers used it as it helps students to guess what teachers wants to convey

⟩ Most of the teachers used gesture in the classroom as it helps students to understand the subject matter clearly.

⟩ It was found that when teachers pat on the students' shoulders it encourages students in learning.

⟩ It was found that teachers did foot-tapping in the classroom to guide the students while speaking.

⟩ It was found that teachers clap in the classroom to encourage the students while they are speaking.

4.2 Analysis and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. The collected data from the ten English teachers were presented, analyzed and interpreted in order to find out their perception and practice on non-verbal communication in teaching of speaking skill and to explore the importance of non-verbal communication in teaching of speaking skill. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.2.1 Analysis of Data Collected through Questionnaire

First of all, all the ten selected secondary level English teachers were given a set of questionnaire in order to find out their perceptions on nonverbal communications in teaching of speaking skill and importance of non-verbal communication. And then, those collected data were analyzed and interpreted.

Therefore, the following section consists of the analysis that I found in the collected data.

4.2.1.1 Teacher's Smile in Teaching of Speaking Skill

Smile of teachers is one of the best instruments to attract the attention of students towards teaching learning process. It encourages the students to participate in communication. In order to find out teachers' perceptions on teachrs' smile in the teaching of speaking skill, a statement was given to them. The actual statement was '*Smiling teachers teach speaking skill more effectively than those who are always serious in classroom*'. In response to this statement, I got different answer. The following table shows the data clearly:

Table No. 1

Teacher's Smile in Teaching of Speaking Skill

Responses	No. of teachers	Percentage
Agree	8	80%
Undecided	2	20%
Disagree		

The above table shows that out of 10, eighty 80% teachers agreed to the statement that smiling teachers could teach speaking skill better than other types of teachers. Only 20% teachers were found undecided to this statement.

4.2.1.2 Teachers' Nod of Head

In order to find out teachers' perception on nods of teachers' head while teaching speaking skill, a statement was given to them. The statement was '*It is easy for students to speak in front those teachers who usually encourage students by nodding their head*'. In response to this statement, I got different perception of teachers. The actual data is given under the following table:

Table No. 2

Teachers' Nod of Head

Responses	No. of teachers	Percentage
Agree	7	70%
Undecided	3	30%
Disagree		

The above table shows that out of 10, 70% teachers agreed to the statement that it is easy for students to speak in front of the class when teacher nodded their head. Whereas only 30% teachers remained undecided to this statement.

4.2.1.3 Teachers' Indication towards a Particular Student

Sometimes teachers indicate a particular student in the classroom to perform some action. Teachers can use different types of non-verbal communication for this purpose. They may use their fingers or nod their head. Here, I was intended to find out whether such types of non-verbal communication makes students nervous or embarrassed. Hence, in order to find out teachers' perception, they were given a statement. The statement was '*Students feel nervous and embarrassed when the teacher directly indicated a particular student to speak in front of the classes*. In response to this statement I got following data:

Table No. 3

Teachers' Indication towards a Particular Student

Responses	No. of teachers	Percentage
Agree	6	60%
Undecided	1	10%
Disagree	3	30%

The above table shows that out of 10, 60% teachers agreed to the statement that when teachers indicated a particular student in the classroom they felt nervous and embarrassed whereas 30% teachers disagreed to this statement. Only 10 % teachers remained undecided.

4.2.1.4 Teachers' Habit of Staring their Students

Teachers stare their students in the classroom in order to watch their behavior and for other purposes. A statement was given to the teachers in order ti find out their perception towards staring. The actual statement was '*It is hard to speak in front of those teachers who stare their students coldly*'. In response to this statement, I got following data:

Table No. 4

Teachers' Habit of Staring their Students

Responses	No. of teachers	Percentage
Agree	8	80%
Undecided	2	20%
Disagree		

The above table shows that out of 10, 80% teachers agreed that it is hard for students to speak in front of the class when teacher stare at them. Whereas only 20% teachers remained undecided to this statement.

4.2.1.5 The Eye Contact of the Teacher

Eye contact of the teachers is one of the most important non-verbal communications in ELT classroom. It makes students alert and works as motivational techniques in ELT classroom. Contextual eye contact of the teachers makes their students active in the classroom. In order to find out teachers' perception and use of eyes contact in teaching of speaking skill, a statement was given to them. The statement was '*Students pay more attention*

when the teachers make eye contact with them in the classroom'. In response to this statement, I got following data which are given in the table below:

Table No. 5

The Eye Contact of the Teacher

Responses	No. of teachers	Percentage
Agree	6	60%
Undecided	1	10%
Disagree	3	30%

The above table shows that out of 10, 60% teachers agreed with the statement that students pay more attention when teachers make eye with the students in the classroom whereas 30% teachers disagreed with this view. Likewise, 10% teachers remained undecided to this statement.

4.2.1.6 Eye Contact with the Talented Students

Generally, students avoid eye contact with the teachers when they do not know what to speak. Sometimes, teachers eye contact only with the talented students also affect in other students' performance. Here, a statement was given to teachers. The statement was whether teachers' eye contact with the talented students in the classroom discourages other students. In response to this statement, I got following data which are given in the following table:

Table No. 6

Eye Contact with the Talented Students

Responses	No. of teachers	Percentage
Agree	5	50%
Undecided	2	20%
Disagree	3	30%

The above table shows that out of 10, 50% teachers agreed that teachers' eye contact only with the talented students discouraged other students in the classroom whereas 30% teachers did not agree with this view. Only 20% teachers remained undecided to this statement.

4.2.1.7 Teachers' Movement in the Classroom

Movement of teachers is very important in the classroom. In the classroom, teachers use different kinds of movement to attract the attention of students. Some teachers like to spend most of their class time in one place, at the front of the class, to the side or in the middle of class. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. In fact, such kind of movement is a matter of personal preferences of teachers. Motionless teachers always bore students whereas most successful teachers move around the classroom to some extent. Thus, how much teachers move around in the classroom will depend on their personal style and preferences?

Thus, in this research, a statement was given to the teachers in order to find out their perception on movement in ELT classroom. The actual statement was '*Teachers movement in the classroom keeps students more active for participating in communication classroom*'. To this statement, I got following responses from the teachers which are given in the table below:

. **Table No. 7**

Teachers' Movement in the Classroom

Responses	No. of teachers	Percentage
Agree	8	80%
Undecided	2	20%
Disagree		

The above table shows that teachers' movement in the classroom works as the best non-verbal communication to make students active for participating in classroom communication. Out of 10 teachers, 80% teachers agreed with this statement. Very few teachers i.e. 20% remained undecided to this statement.

4.2.1.8 Teachers' Smiling Face as Encouragement

Teachers' smile is one of the best non-verbal communications in the classroom. A smiling teacher can easily attract their students' attention in the classroom. Generally, it encourages their students to work in pair/group work. Hence, a statement was given to the teachers in order to find out their perception on teachers' smiling face. The actual statement was '*Teachers' smiling face encourages students to work in pair/group in the classroom rather than listening the lectures all the times*'. In response to this statement, I got following data:

Table No. 8

Teachers' Smiling Face as Encouragement

Responses	No. of teachers	Percentage
Agree	9	90%
Undecided	1	10%
Disagree		

The above table shows that a large number of teachers out of 10 i.e. 90% teachers agreed with the statement that teachers' smile encourage students to work in pair and group whereas only 10% teachers remained undecided to this statement.

4.2.1.9 Use of Gestures in Teaching Speaking Skill

A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction

with speech. Gestures include movement of the hands, face or other parts of the body. In my study, almost all the teachers agreed that use of gesture motivate the students, helps the students to guess what s/he wants to convey. Gestures make the subject matter clear for the students.

4.2.2 Analysis of Information Collected from Classroom Observation Checklist

The classes of selected teachers were observed using the prepared observation checklist. A checklist containing different items was prepared for the purpose of observing teachers' practices of non-verbal communication in teaching of speaking skill.

The use of non-verbal communication in teaching of foreign language classroom plays an important role for teaching content and language skills, particularly, speaking skill. Based on this assumption, I prepared a classroom observation checklist and observed sample teachers' classes. Under this study, ten secondary level English teachers were sample. I observed four classes of each teacher. Altogether forty classes were observed in order to find out their practices in using different non-verbal communication in teaching of speaking skill. I found teachers were very much aware of non-verbal communication in the classroom. They used different types of non-verbal communication as required by the context and subject matter. I found that almost all the teachers used non-verbal communication in one and another way in their classroom. The following table shows the most used non-verbal communication with their frequency:

Table No. 9

Holistic Data Collected from Classroom Observation Checklist

S.N.	Observed Items	Frequency	Percentage
1	Teacher smiles at students	38	95%
2	Teacher makes both hands up and down while saying 'stand up' and 'sit down'	37	92.5%
3	Teacher points the finger/s to the students in speaking classroom	35	87.5%
4	Teacher nods the head to say 'yes' and 'no'	35	87.5%
5	Teacher nods the head to encourage students while they are speaking	35	87.5%
6	Teacher does eye contact with the students	33	82.5%
7	Teacher makes non-verbal sounds such as ah…, um……, huh….,etc.	33	82.5%
8	Teacher moves in the classroom while students are speaking	33	82.5%
9	Teacher does foot-tapping	31	77.5%
10	Teacher claps to encourage students while they are speaking	31	77.55
11	Teacher drums the table, fingers	29	72.5%

12	Teacher pats on students' shoulders as sign of encouragement	25	62.5%
13	Teachers make frown on the forehead	25	62.5%

The above table shows the serial wise frequency of non-verbal communication which were used by teachers most of the time in their classroom in teaching of speaking skill. In this study, 10 English teachers were selected as sample. They were observed 4 times in their classroom while teaching speaking skill. Altogether forty classes were observed. Thus, out of 40 observed classes, *'Teacher smiles at students'* had high frequency i.e. 38 (95%). So, this was the most used non-verbal communication in the classroom while teaching speaking skill. Therefore, this non-verbal communication put in the first position in order of the above table. Similarly, the next non-verbal communication, *'Teacher makes both hands up and down while saying stand up and sit down'* was placed in the second order with the frequency 37 (92.5%). Whereas the next three non-verbal communication, *'Teacher points the finger/s to the students in speaking classroom'*, *'Teacher nods the head to say yes and no'* and *'Teacher nods the head to encourage students while they are speaking'* were put in third in order with the frequency 35 (87.5%). In the same way, non-verbal communication, *'Teacher does eye contact with the students'*, *'Teacher makes non-verbal sounds such as ah..., um......, huh....,etc.'* and *'Teacher moves in the classroom while students are speaking'* were put in fourth in the order of the above table with the frequency 33 (82.5%). Likewise, the non-verbal communication, *'Teacher does foot-tappin*g' and *'Teacher claps to encourage students while they are speaking'* were placed in fifth in the order of the above table with the frequency 31(75.5%). Whereas non-verbal communication *'Teacher drums the table, finge*rs' was put in sixth in the order of the above table with the frequency 29 (72.5%). And the last non- verbal communication, *'Teacher pats on students' shoulders as sign of encouragement'* and *'Teachers make frown*

on the forehead' were put in seventh in the order of the above table with the frequency of 25 (62.5%).

Thus, from the above analysis, we can say that '*Teacher smiles at students'* was most used non-verbal communication while teaching speaking skill whereas '*Teacher pats on students' shoulders as sign of encouragement*' and '*Teachers make frown on the forehead*' were least used non-verbal communication in the classroom while teaching speaking skill.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

This study has found out the English teachers' perceptions on and practices of non-verbal communication in teaching of speaking skill. Moreover, this study has found out importance of non-verbal communication in teaching of speaking skill. Teachers' perceptions on and practices of non-verbal communication in teaching of speaking skill were found satisfactory. After the analysis of the data, it was found that English teachers had positive perceptions on non- verbal communication and they used it most of the time in their classroom while teaching speaking skill. Data showed that non-verbal communication had importance in teaching of speaking skill. Teachers' nodding head, eye contact and smile were found most used non-verbal communication in the classroom to teach speaking skill. Almost eighty percent teachers perceived non-verbal communication as the best communication to keep the students more active, interested and ready for participating students in classroom communication. Similarly, the present study showed that smiling teachers could teach speaking skill better than other teachers who always remain silent and serious in their classroom while teaching speaking skill. Likewise, it was found ninety percent teachers agreed that teachers' smiling face encourages students to work in pair/group in the classroom rather than listening the lectures all the times.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. It is hoped that the findings as summary and the gist as conclusion will be utilized in the

mentioned levels. The recommendation on these levels has been presented separately below:

5.2.1 Policy Related

) Teachers should be encouraged by the concerned authority or government to use a large number of non-verbal communications in teaching of speaking skill. For example, smiling teachers could teach speaking skill better than other teachers.

) Policy makers should formulate policy regarding the use of non-verbal communication or body language in teaching of speaking skill.

5.2.2 Practice Related

) Concerned authority should develop teachers', administrators' and ELT managers' awareness towards use of non-verbal communication in teaching of speaking skill.

) Findings of the study could modify teachers' perceptions on and practices of non-verbal communication in teaching speaking skill.

5.2.3 Further Research Related

) This research will provide a valuable secondary source for the researchers.

) It will provide new research areas which are left to be investigated.

) Teachers can carry out experimental research to find out effectiveness of non-verbal communication in teaching of speaking skill.

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Appendix 1I

Check-list for the Classroom Observation

Name of the teacher: **Class:**

Name of the school: **Date:**

S. N.	Observed Items	Responses	
		Yes	**No**
1.	Teacher smiles at students		
2	Teacher drums the table, fingers		
3	Teacher does foot-tapping		
4	Teacher points the finger/s to the students in speaking classroom		
5	Teacher nods the head to say 'Yes' and 'No'		
6	Teacher nods the head to encourage the students while speaking		
7	Teacher claps to encourage students while they are speaking		
8	Teacher makes both hands up and down while saying 'stand up' and 'sit down'		
9	Teacher does eye contact with the students		
10	Teacher pats on students' shoulders as a sign of encouragement		
11	Teacher makes non-vocal sounds such as ah…, um…, huh…etc.		
12	Teacher moves in the classroom while		

	students are speaking		
13	Teachers make frown on the forehead		

Appendix 11

Questionnaire for the Teachers

Name of the teacher: **Date:**

Name of the school: **Class:**

1. Smiling teachers teach speaking skill more effectively than those who are always serious.
    a.   Agree

    b.   Undecided

    c.   Disagree

2. It is easy for students to speak in front of those teachers who usually encourage students by nodding their head.
    a.   Agree

    b.   Undecided

    c.   Disagree

3. Students feel nervous and embarrassed when the teacher directly indicates a particular student to speak in front of the class.
    a.   Agree

    b.   Undecided

    c.   Disagree

4. It is hard to speak in front of those teachers who stare their students coldly.
    a.   Agree

    b.   Undecided

    c.   Disagree

5. Students' avoid eye contacts with the teachers when they do not know what to speak.
    a.   Agree

    b.   Undecided

    c.   Disagree

6. Students pay more attention when the teacher makes eye contacts with them in the class.
    a. Agree
    b. Undecided
    c. Disagree

7. If teachers make eye contacts only with the talented students then other students discouraged to speak.
    a. Agree
    b. Undecided
    c. Disagree

8. Students see their wrist watch when the teacher speaks more in the class.
    a. Agree
    b. Undecided
    c. Disagree

9. The attractive personality and friendly style also contribute to teachers' success in teaching of speaking skill.
    a. Agree
    b. Undecided
    c. Disagree

10. Students do not pay attention in the teachers' spoken language when teacher appears to be fatigued and exhausted.
    a. Agree
    b. Undecided
    c. Disagree

11. Attractive (handsome/beautiful) teachers are very intelligent and can teach speaking skill very well.
    a. Agree
    b. Undecided
    c. Disagree

12. Students enjoy the lecture of those teachers who are physically smart, attractive and well dressed.
    a. Agree
    b. Undecided
    c. Disagree

13. Sitting close to the teacher in the front row (bench) helps students in understanding spoken language well.
    a.   Agree

    b.   Undecided

    c.   Disagree

14. Students feel bore in those classes where the teacher teaches speaking in a monotonous (never changing) tone.
    a.   Agree

    b.   Undecided

    c.   Disagree

15. Teachers movement in the classroom keeps students more active for participating in communicative classroom
    a.   Agree

    b.   Undecided

    c.   Disagree

16. Students become more active if they are asked to speak on some topic and involved in discussions.
    a.   Agree

    b.   Undecided

    c.   Disagree

17. Teachers' smiling face encourages students to work in pair/group in the classroom rather than listening the lectures all the times.
    a.   Agree

    b.   Undecided

    c.   Disagree

18 When teacher uses body language as a clue for teaching speaking skill;
    (a) It motivates students.

    (b) Student starts to guess what s/he wants to convey.

    (c) Other: ……………………………………

19 When teacher speaks with gestures;

    (a) Students understand the subject matter clearly.

    (b) Student watch him/her carefully what s/he is doing.

(c) Other: ……………………………………

20 The teacher's nodding head;

    (a) Encourages students to ask/ answer the questions.

    (b) Discourages students.

    (c) Other: ……………………………………

21 The Smile of the teacher

    (a) Encourages students to participate in communication.

   (b) Makes students feel relax.

   (c) Other: ……………………………………

22 When teacher points his/her finger/s on students and ask questions;

    (a) Students feel nervous.

    (b) Students feel Scare.

    (c) Students become active and alert.

23 When teacher gazes students;

   (a) students are motivated.

   (b) Students become active and alert.

   (c) Other: ……………………………………

24 When teacher pats on students' shoulders while speaking;

   (a) Students like it and they are encouraged to speak more.

   (b) Students do not like it and feel nervous.

   (c) Other: ………………………………

25 When teacher comes near while speaking;

   (a) Students become curious what s/he will ask.

   (b) Students become active, alert and go on more speaking.

   (c) Students scare and become nervous as well as stop to speak.

26 Students do not understand when teacher speaks rapidly.

    a.   Agree

    b.   Undecided

    c.   Disagree.

27 Teachers' body odor/smell affects in teaching and learning of speaking skill.

    a.   Agree

    b.   Undecided

    c.   Disagree.

28 Teachers' movement in class makes students active participant in speaking

    activity

    a.   Agree

    b.   Undecided

    c.   Disagree.

29 Students like those teachers who remain standing body but never come

    near students during teaching of speaking skill.

    a.   Agree

    b.   Undecided

    c.   Disagree.