

# **GESTURES IN THE ELT CLASSROOM**

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

**Submitted by  
Amba Datt Joshi**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2066**

**T.U. Regd. No.:6-1-327-7-98  
Second Year Examination  
Roll No.: 280210/2065**

**Date of Approval of Thesis  
Proposal: 2066-08-07  
Date of Submission of Thesis :  
2066/12/23**

# **GESTURES IN THE ELT CLASSROOM**

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

**Submitted by  
Amba Datt Joshi**

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

**2066**

## **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 :2066/12/18

**Amba Datt Joshi**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Amba Datt Joshi** has prepared this thesis entitled **Gestures in the ELT Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:2066/12/

---

**Mrs. Hima Rawal (Guide)**  
Teaching Assistant  
Department of English Education  
Faculty of Education  
T.U., Kirtipur, Kathmandu  
Nepal

## RECOMMENDATION FOR EVALUATION

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

Signature

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Laxmi Bahadur Maharjan**

Reader

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Member

**Mrs. Hima Rawal (Guide)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Member

Date: 2066/12/

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_  
Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

\_\_\_\_\_  
Member

**Mrs. Hima Rawal (Guide)**

Teaching Assistant

Department of English Education

T.U., Kirtipur

\_\_\_\_\_  
Member

Date: 2066/12/26

## DEDICATION

*Dedicated to  
My late father*

## ACKNOWLEDGMENTS

I am deeply indebted and owe my special note of gratitude to my Guruma and thesis supervisor **Mrs. Hima Rawal**, Teaching Assistant of the Department of English Education, who read my draft copies, provided insightful ideas, stimulating suggestions and encouragement on the different aspects of research. She was the source of inspiration for successful completion of this research work.

I would also like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head of Department of English Education, T.U. Kiritpur.

I would also like to express my sincere gratitude to my Guru **Dr. Laxmi Bahadur Maharjan**, Reader of the Department of English Education, for his invaluable comments, suggestions, inspirations and thought provoking guidance.

I am indebted by heart and soul to my Guru **Dr. Jai Raj Awasthi**, Professor of the Department of English Education, Chairperson, English and Other Foreign Languages Education Subject Committee. His insightful guidance, invaluable advices, inspirational guardianship and encouragement is ever memorable for me.

I am also equally indebted and express my sincere gratitude to **Dr. Anjana Bhattarai**, for the stimulating ideas, assistance, guidance, generosity and advices I received from her throughout this research.

I am highly indebted to my Late Guru **Mahadev Bhatt**, who was the source of inspiration for me.

I would also like to express my sincere gratitude to all my teachers, **Professor Dr. Shanti Basnayal, Professor Dr. Govinda Raj Bhattarai, Professor Dr. Tirth Raj Khaniya, Prof Dr. Anju Giri, Mr. Vishnu Prasad Singh Rai, Dr.**



**Bal Mukunda Bahandari, Mr. Prem Phyak, Mrs. Madhu Neupane, Mrs. Sarswati Dwadi and Mr. Bhesh Raj Pokhrel** for their invaluable suggestions and motivating words to inspire me academically, professionally and personally.

I am highly indebted to **Mr. Janak Raj Pant** for his invaluable suggestions, advices and help throughout this research.

I also want to express my sincere gratitude to **all the respondents** and school administration for their kind co-operation. I am equally indebted to **my mother, elder brothers, sister Puspa, my dear wife Bimla, daughter Ayusha, other family members** and **all the friends** for their kind support and best wishes during my study and this research.

Date : 2066/12/20

Amba Datt Joshi

## **ABSTRACT**

This research entitled, 'Gestures in the ELT Classroom' aimed to identify the most frequently used gestures in ELT classroom and to find out the context in which they were used. Data was collected during 45 minutes classroom observation of the 20 secondary level English teachers and their students. Two classes of each teacher were observed. Checklists and diary were used as the tools for data collection. Non-random purposive sampling procedure was adopted to sample the sampling population. The findings of the study suggested that the secondary level English teachers use gestures in order to encourage the students and to draw students' attention to them. It was also found that teachers used gestures mostly in the cases when they were functionally active in the classroom. In some of the cases, gender difference was found among teachers while reacting to their students.

This thesis consists of four chapters. Chapter one includes general background followed by verbal communication, non-verbal communication, gestures in second language classroom, importance of gestures in second language classroom etc. It also includes benefits of understating gestures and review of the related literature. The second chapter deals with the methodology of the study. Under methodology sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are presented. The third chapter gives detailed description of the data obtained from the respondents along with the analysis and interpretation of the data. The fourth chapter incorporates findings and recommendations of the study followed by the suggestions for further researchers. The references and appendices are given at the end.

## TABLE OF CONTENTS

	<b>Page no.</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgments</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Figures</b>	<b>xii</b>
<b>List of Symbols and Abbreviations</b>	<b>xiii</b>
<b>CHAPTER ONE : INTRODUCTION</b>	<b>1-15</b>
1.1 General Background	1
1.1.1 English language Teaching (ELT) in Nepal	1
1.1.2 Communication in ELT Classroom	3
1.1.3 Verbal Communication	4
1.1.4 Non-verbal Communication	4
1.1.4.1 Gesture	5
1.1.4.2 Facial Expression and Eye Contact	5
1.1.4.3 Body Shape and Posture	6
1.1.4.4 Appearance	6
1.1.4.5 Kinesics	7
1.1.4.6 Olfactics	7
1.1.4.7 Physical Appearance	7
1.1.4.8 Chronemics	7
1.1.5 Gestures in Second Language Classroom	8
1.1.6 Importance of Gestures in Second Language classroom	9
1.1.7 Benefits of Understanding Gestures	11

1.2	Review of the Related Literature	13
1.3	Objectives of the Study	15
1.4	Significance of the Study	15
<b>CHAPTER TWO : METHODOLOGY</b>		<b>16-18</b>
2.1	Sources of Data	16
	2.1.1 Primary Sources of Data	16
	2.1.2 Secondary Sources of Data	16
2.2	Population of the Study	16
2.3	Sampling Procedure	16
2.4	Tools for Data Collection	17
2.5	Process of Data Collection	17
2.6	Limitations of the Study	17
<b>CHAPTER THREE : ANALYSIS AND INTERPRETATION</b>		<b>19-43</b>
3.1	Teachers' Indication at Students	19
3.2	Teachers Make Wrinkles on their Forehead	20
3.3	Teachers Put Hands on Pockets	21
3.4	Teachers Smile While Entering into the Class	21
3.5	Teachers Nod Head to Say 'Yes'	22
3.6	Teachers Stare at Students	23
3.7	Teachers' Eye Contact	24
3.8	Teachers Avoid Eye Contacts	25
3.9	Teachers' Proximity to Students	26
3.10	Teachers Move in the Classroom	27
3.11	Teachers Make both Hands down	28
3.12	Teachers Make both Hands up	29
3.13	Teachers Put Single Finger before Lips	30
3.14	Teachers Put Hand before Ear	31
3.15	Teachers Put Single Finger beneath the Eye	32
3.16	Teachers Make both Hands up with each Single Finger Raised	33

3.17	Teachers Put Tongue in Between the Teeth	34
3.18	Teachers Scratch their Head	35
3.19	Teachers Put one Hand on Waist	36
3.20	Teachers Put Leg Before Another Leg	37
3.21	Teachers Show Fist to the Students	38
3.22	Teachers Smile at Girls' Response	39
3.23	Teachers Smile at Boys' Response	40
3.24	Teachers Look at Roof	41
3.25	Teachers Look at Watch	42
<b>CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS</b>		<b>44-49</b>
4.1	Findings	44
4.2	Recommendations	47
<b>REFERENCES</b>		<b>50-52</b>
<b>APPENDICES</b>		<b>53-56</b>

## LIST OF FIGURES

- Figure no. 1 Teachers indicate students by single finger while questioning them
- Figure no. 2 Teachers make wrinkles on their forehead while facing questions
- Figure no. 3 Teachers put hands on pockets while talking to the students
- Figure no. 4 Teachers smile at students while entering into the class
- Figure no. 5 Teachers nod head to say 'yes'
- Figure no. 6 Teachers stare at students
- Figure no. 7 Teachers make eye contacts with their students
- Figure no. 8 Teachers avoid eye contacts
- Figure no. 9 Teachers are in close proximity to students
- Figure no. 10 Teachers move in the classroom
- Figure no. 11 Teachers make both hands down while saying 'Sit down, please'
- Figure no. 12 Teachers make both hands up while saying 'stand up, please'
- Figure no. 13 Teachers put single finger before lips while saying 'quit, Please'
- Figure no. 14 Teachers put hands before ear while saying 'listen'.
- Figure no. 15 Teachers put single finger beneath the eye while saying 'watch'
- Figure no. 16 Teachers make both hands up with each single finger raised to say Everyone
- Figure no. 17 Teachers put tongue in between the teeth while feeling difficulty
- Figure no. 18 Teachers scratch their head

Figure no. 19 Teachers put one hand on waist while writing on the blackboard

Figure no. 20 Teachers put their leg before another leg while standing before the class

Figure no. 21 Teachers show fist to the students

Figure no. 22 Teachers smile more at girls' responses

Figure no. 23 Teachers smile more at boys' response

Figure no. 24 Teachers look at roof while feeling difficulty in the classroom

Figure no. 25 Teachers look at watch to know the time in the classroom

### **LIST OF SYMBOLS AND ABBREVIATIONS**

e.g.	=	Exepli Gratia
ELT	=	English Language Teaching
etc.	=	Etcetera
Ibid	=	In a Source Just Referred to
M.Ed.	=	Masters of Education
NCED	=	National Centre for Education Development
NELTA	=	Nepal English Language Teachers' Association
NESP	=	National Education System Plan
NLP	=	Neuro Linguistic Programming
No.	=	Number
NVC	=	Non-Verbal Communication
p	=	Page
pp	=	Pages

T.U. = Tribhuvan University  
www = World Wide Web  
% = Percentage



