

CHAPTER ONE

INTRODUCTION

1.1 General Background

The world is dynamic. Nothing is constant. Everything is changing in the course of time. In the rapidly shrinking world of today, where increasing population is decreasing the personal space, the need for international communication is ever increasing. Communication requires a medium in which the communicated information is understood by both sender and receiver. There are two media, verbal and non-verbal, which are simultaneously used for communication. According to Jespersen (1904, as quoted by Sthapit 2003, p. 1) “Language is not an end in itself ... it is a way of connection between souls, a means of communication”. Communication does not always travel on the wheels of the written or spoken words but also in non-verbal one as well because much of our communication takes place at the non-verbal level. Silence also speaks and often more loudly and clearly than words. There are several modes of non-verbal communication as body gestures, eye contacts, facial expressions, appearance, smile, etc. Body gesture is one of the key mediums and it has significant role in classroom teaching/learning too.

Gestures are better at conveying broader concepts. In second or foreign language learning classroom, teachers have to arouse the students' interest so that they may learn better. Specially in the context of Nepal where the English language is taught /learned as second/foreign language, the use of gestures can be a matter of motivation for learners.

1.1.1 English Language Teaching (ELT) in Nepal

The English language belongs to the West-Germanic group of the Proto-Germanic dialect of the Indo-European language family (Varshney 2003, p. 2). The English language has great importance for every individual, who wants to be in touch with the world body of knowledge.

Regarding the introduction of the English language in the education system in Nepal, Awasthi (2003, p. 22) states:

English entered in the Nepalese education in 1854 when the Prime minister Jung Bahadur Rana opened high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education Plan (NESP). Until then English teachers were not trained.

This statement clarifies that in Nepal the English language started from the mid nineteenth century, which is very late. According to Bhattarai (2006, p. 2),

It was in the early 1970 that Nepalese government took an initiative towards the total overhauling and restructuring of education system of the country in which the objectives of teaching English or any foreign language for that matter were clearly defined or redefined ... it was introduced as a language of science and technology, foreign contact, tourism and library use.

This statement clarifies that the interest and importance of the English language is increasing day to day. Nepal government is investing millions of rupees in language education but an alarming number of students from the Nepali medium schools fail because they cannot secure pass marks in English. Regarding the present status of the English language teaching/learning and its outcome, Bhattarai (2006, p. 3) states, "The failure rate of the students in English at school level is about 65 percent. The lack of teacher training for ELT professionals has caused problems in developing learner's actual proficiency in the use of Language". The present status of ELT is also realized by Gnawali (1999, p. 67) :

The problem is that students who have spent several years in formal English classes tend to be poor in the ability to actually use language and to understand its use in normal communication, whether in spoken or written mode. While formal certificates might suggest good examination result and the students may easily make direct translation of common structures in written form when they have to communicate in English, they fail to get their message across.

These problems indicate that there is much to be done to improve the overall ELT situation which will finally lead us to improve learners' achievements.

1.1.2 Communication in ELT Classroom

Communication is essential and inevitable to convey message. To make effective communication in ELT classroom, English teachers need to have proficiency in the English language. Regarding the communication in ELT classroom, Khaniya (2006, p. 7) states:

Language teaching involves innovation and critical thinking in the area of expertise. For this The English language teachers need special knowledge, skills and expertise in ELT. Furthermore, they need to understand how a first or second Language is learned which may be different, for example, from learning mathematics or social studies or psychology.

This statement gives importance on teachers' efficiency in ELT classroom. Likewise, the language proficiency of English teachers and its pedagogical value is stated by Davies et al. (1984 as quoted by Awasthi 2003, p. 22):

... the very obvious lack of English proficiency among teachers which leads to the total failure to provide comprehensive input i.e. to offer a model of spoken English which is always just a little above the students' group and at the same time contains a message which the students which to understand.

1.1.3 Verbal Communication

Language is an organization of sounds, of vocal symbols- the sounds produced from the mouth with the help of various organs of speech to convey some meaningful message. It also means that speech is primary to writing. There are several languages in the world which have not written form but they have spoken form. Regarding the verbal communication Varshney (2003, p. 3) states:

Language is a systematic verbal symbolism; it makes use of verbal elements such as sounds, words and phrases, which are arranged in certain ways to make sentences. Language is vocal in as much as it is made up of sounds which can be produced by the organs of speech.

This statement gives emphasis on primary function of language that is meaningful transmission of message.

1.1.4 Non-verbal Communication

In ELT classroom communication takes various forms, one of which is oral or speech. However, speech only is not absolute mode of communication. Teachers use different body postures related to their speech to make message reachable to the students. They use their hands, head, eyes, lips, and different symbols to communicate which always accompany oral discourse- intended or not. This type of communication is referred to as non-verbal communication

(NVC). Simply, NVC can be defined as all of the messages other than words that people exchange (Gregersen, 2007, p. 22). Sthapit (2000, p. 12) calls NVC by different name, i.e. extra linguistic communication. Sthapit (ibid) divides extra linguistic competence into the following types:

- i. A system of using body postures, facial expressions and movement of the head and limbs often collectively described as body language (Kinesics).
- ii. A system of touching pattern (Haptics).
- iii. A system of making eye contact (Oculesics).
- iv. A system of maintaining distance between participants of communication (Proxemics).
- v. A system of regarding to body and other odors (Olfactics).
- vi. A system of maintaining timing patterns in an interaction (Chronemics).

There are several medium of non-verbal communication; some of them are given in the following ways:

1.1.4.1 Gesture

Gesture refers to the physical movement of arms, legs, hands, torso and head. In addition to the face and eyes, these body movements convey meaning. Different types of gestures are distinguished, well-known gestures are the so-called emblems or quotable gestures. These are culture specific gestures that can be used as replacement for words. Gestures play a central role in religious or spiritual rituals such as the Christian sign of the Cross, in Hinduism and Buddhism, a Mudra (Sanskrit, literally 'seal') is a symbolic gesture made with the hand or fingers.

1.1.4.2 Facial Expression and Eye Contact

Face is a vital indicator for what is going on inside us. Face is said as a mirror of mind. At a first glance we can easily depict what a person is supposed to be. We look face and eyes simultaneously when we want to determine much of the meaning behind body language and non-verbal communication. For example, the facial expression can be associated with happiness, surprise, fear, anger and sadness. We often look at mouth, jaw, eyes, nose, cheeks or forehead for our decisions; we see whether the mouth is wide opened or closed, the eyelids raised or lowered, the nose wrinkled or relaxed and so on.

Eyes are also meaningful organs for NVC. People make several types of looks. For example, awkward eyes, bedroom eyes, a long look at oneself, glance, staring, winking, blinking and so on.

1.1.4.3 Body Shape and Posture

The body shape and postures are integral parts of the communication process. The body shape and posture that we maintain while communicating affect how we think about ourselves, how we relate to others and how others relate to us. Body postures help individuals express an emotional state as well as the intensity of such a state. For example, the body shape and posture remain spontaneous in informal meetings but in a formal meeting say, an interview for an important job he or she is more aware of posture holding head straight, maintaining the upper body erect, standing on both feet and sitting intently listening.

1.1.4.4 Appearance

Appearance refers to clothing, hair and adornment such as jewelry, cosmetics and so on. At first glance, it seems that appearance has nothing to do with the effective communication. Closer inspection, however, reveals that appearance relates to how the face, eyes, gestures, postures and shapes are perceived. It

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). We can divide physical appearance into two categories controllable e.g. clothes, hairstyle, etc. and less controllable, e.g skin, height, weight and so on.

1.1.4.5 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.

1.1.4.6 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.

1.1.4.7 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 Kanjanpaa 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 appearance can, thus, be thought of as static or dynamic communicational messages depending on the attribute.

1.1.4.8 Chronemics

'Chronemics is the study of the use of time.' (Harris 2002, p. 194), which is concerned with 'maintaining timing patterns in an interaction' (Sthapit, 2003, p.11). It is concerned with (Young 2008) how people used and respond to such

matters as punctuality, pauses and the hour at which a person choose to communicate. Actually time use affects lifestyle, speed of speech and movements, structures, and contents of communication.

1.1.5 Gestures in Second Language Classroom

The second language classroom is a place where non native learners are expected to learn specific second language. Teacher or instructor can be native or non-native but he or she has to be competent in target language. The objective of teaching a thing is to help the learners in learning it. To achieve this objective, teachers use language but it will not be effective without the use of para-linguistic feature, i.e. gesture. Gestures play significant role in second language learning. The teachers' attitude, psychological complexities, socio-cultural values are represented through his/her use of gestures. The teachers use gestures in several modes, for example, to explain difficult vocabulary, to ask questions, to make interesting illustration and so on. Gestures are also helpful to interpret language properly and to use it appropriately in a given context or situation.

Argyle (1988, p. 16) states that there are five primary functions of non -verbal bodily behavior in human communication:

- i. Express emotions.
- ii. Express interpersonal attitudes.
- iii. To accompany speech in managing the cues of interaction between speakers and listeners.
- iv. Self- presentation of one's personality.
- v. Rituals (greeting).

The given statement illustrates the possible interests of gestures in second language classroom. It further clarifies that the language alone in speech or writing is not adequate to make information clear, para-linguistic feature like gestures have significant role in communication.

The importance of gestures in second language classroom is stated by Mumform (2006) in the following words:

- i. Activities which practice a function such as agreement, indifference or deception.
- ii. Activities which practice a pure non-verbal aspect such as locomotion.
- iii. Neuro linguistic programming (NLP) type activities such as mirroring body language.
- iv. Activities which combine speech with aspects of non-verbal communication such as facial expression and gesture.
- v. Activities which combine structural or functional language with appropriate non-verbal reinforcement.

In terms of integrating NVC into a standard multi-layered syllabus, the last two of the above are probably the most manageable and acceptable to both teachers and learners, through these may also incorporate elements of the other activity types, particularly since verbal and non-verbal devices are often complementary in adding aspect to function.

1.1.6 Importance of Gestures in Second Language Classroom

When people think of language, they tend to consider primarily in terms of words and sentences that they say or write. To look at language in this way, however, is to ignore the significant role played by gestures in communication system. It has been estimated that in a conversation between two people only 35 percent of the message is conveyed by the words. The remaining 65 percent is communicated non-verbally by how they speak, move, gesture and by how they handle spatial relationships (Clark et al. 1999, p. 473). Thus, all the above types of non-verbal communication system are important aspects of communication and they have very important role in second language teaching/learning too. The idea that “language is more than words” is relatively

new, writers and artists have been long effectively utilizing their observations of non-verbal communication.

The present study focuses only one type of extra linguistic competence i.e. gesture. According to Sthapit (2003, p. 12)

A system of using body postures, facial expressions and movement of the head and limbs often collectively described as body language. It is the study of the body's physical movements. In other words, it is the way the body communicates without words.

According to Reddy et al. (2007), Gestures, expressions and other forms of NVC have functions, which as with language, need to be taught along with their forms. In the same way as language items, some para-linguistic expressions have several functions, while NVC in general performs the three basic functions managing identity, defining relationships and conveying attitudes and feelings (but not ideas).

It can be summarized as follows:

Form	Main function (In some cultures)
Nod (Yes)	Agreeing
Shrug (I don't know)	Substituting
Scratch head, quizzical look	Complementing
Tone of voice, pointing	Accenting
Hand raised	Regulating, turn taking
Head shake	Contradicting
Eye movement	Deceiving
Staring/looking down/away	Dominating/submitting
Raised fist	Aggression
Handshake	Socialising
Touching/Kissing	Arousal

Over adornment

Boasting (Ibid).

The understanding of gestures is very difficult when various elements are separated from their context. However, when gestures are fitted together into their composite positions, a complete picture evolves. Clark et al. (1999, p. 473) say "Each gesture is like a word in a language".

Stevick (1982, p. 6) points out that:

The body language of a teacher is the most important thing in the class.....It is the way you use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry important signals which create a profound effect on your students' feeling of welcome and conform with you.

1.1.7 Benefits of Understanding Gestures

Gestures are part of our day to day activities. Without gestures, our world would be static and colorless. The cultural value, trends, customs, cultural taboos etc. are represented through gestures. Gestures communicate as effectively as words - may be even more effectively. Gestures convey message faster than words. We can communicate even in severe noise using gestures.

Wiley and Sons (1991) state:

Gestures are woven in extricably into our social lives, but also that the "vocabulary" of gestures can be at once informative and entertaining. Gestures can be menacing (two drivers on a freeway) warm (an open-armed welcome), instructive (a policemen giving road directions) or even sensuous.

The gestures further indicate that the person is doubtful, unsure, lying or distorting the truth. Clark et al. (1999, p. 474) state:

Feedback plays a major role in the full communications process, and gesture-clusters are an important feedback. They indicate from moment to moment and moment to moment exactly how individuals or groups are reacting non-verbally. We can learn whether what we are saying is being received in a positive manner or a negative one, whether the audience is open or defensive, self-controlled or bored.

By understanding the gesture we can judge the situations and we can take action apt to the situation. Observing and becoming aware of gesture is very important but rather than that interpreting them is more challenging. The benefits of gestures in ELT classroom is highly supported by Hassan (2007, p. 5) who claims:

First, the teacher acts as an artist whose performance on the stage is usually observed minutely by his audience (the students), if his/her body language is positive the students enjoy the lecture and consequently retain and remember the most part of it. On the other hand if the body language of the teacher is negative the students do not enjoy the classroom experience and feel discomfort, and secondly, if the non-verbal signals of the resource person are appropriate the students get maximum benefits from the lecture but if the non-verbal cues are contradictory the students usually get focused and in some situations are completely lost. Thirdly, a teacher is a role model of many students and they try to copy his/her body language.

1.2 Review of the Related Literature

A number of research studies related to gestures, use of gestures in second or foreign language teaching/learning, gesture and cultures have been carried out. Some of them are presented in the following way:

Harmer (1991) mentions that we use gesture to indicate a wide range of meanings, although once again the actual gesture we use may be specific to particular cultures. Each culture group also has its gestures for go away both in its polite and ruder forms, and the use of arms, hands and fingers to make obscene gestures for insults is part and parcel of the currency of society.

Similarly, **Brown (1994)** mentions that every culture and language use “Body language” or kinesics, in unique but clearly interpretable ways. All cultures throughout the history of human kind have relied on kinesics for conveying important messages. Similarly, **Clark et al. (1999)** put emphasis on the importance of non-verbal communication as follows:

Non-verbal communications signal to members of your own group what kind of person you are, how you feel about others, how you will fit into and work in a group, whether you are assured or anxious, the degree to which you feel comfortable with the standards of your own culture, as well as deeply significant feelings about the self including the state of your own psychology.

In the same way, **Boyd (2000)** carried out a research entitled “Non-verbal Behaviors of Effective Teachers of At – risk African American Male Middle School Students”. The focus of this study was to identify non – verbal behaviors of effective teachers of at – risk African American male middle students. The finding of the study showed that when effective teachers interacted with the at – risk African American male middle school students, they frequently were in close proximity, changed their voice inflections, established eye contact, invaded students’ territories (were within two feet), and gestured to students. Likewise, **Bastola (2005)** carried out a research entitled ‘A Correlational study of English and Nepali Kinesics’. The purpose

of this research was to compare and contrast the English and Nepali kinesics. The finding of the study showed that except in some cases kinesic features express different meanings in the English and Nepali languages, i.e. kinesic features are language and /or culture specific. Similarly, **Weiss (2007)** mentions that teachers who use gestures as they explain a concept- such as the hand sweeps to emphasis an equations symmetry- are more successful at getting their ideas across, and students who spontaneously gesture as they work through new ideas tend to remember them longer than those who do not move their hands. Weiss (ibid) further says “People start gesturing before they can talk, and they keep gesturing for their entire lives“. The study showed only that students who spontaneously gesture learn better leaving uncertain weather gesture simply reflect an emergent understanding or help create it. Likewise, **Negi (2009)** carried out a research entitled "Teachers’ Non-verbal Communication and its impact on Learners’ Motivation". The purpose of this research was to find out the impact of teachers’ non–verbal communication on learners’ motivation and to identify the most frequently used non- verbal behaviors of English teachers in ELT classroom. The finding of the study showed that the students liked teachers’ smile and the students were encouraged to speak in front of those teachers who encouraged their students by nodding their heads. His study further showed that the majority of the students felt nervous and embarrassed when the teacher indicated the particular student with their raised finger.

After an exhaustic search of the literature, I found that no study has been carried out to find out the use of gestures in ELT classroom in Nepal. Thus, I attempt to carry out a research on it.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the most frequently used gestures in ELT classroom and the context in which they are used.
- ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The English language teachers are facing challenges in their attempts to inspire students in their learning process. The teachers are attempting to improve the teaching/learning process in the language classroom but lack of sufficient knowledge about non-verbal communication especially gestures, they are not getting success in their estimated goals. Pouring pile of words and sentences on students is not sufficient, rather than that the teachers need to know how to use the gesture and their cultural values. The study focuses on the use of gestures in ELT classroom which will be helpful for several people. The persons related to ELT will get help from this research. It will be equally helpful for teachers, teacher educators, course designers, material producers (test book writers, teaching manuals writers etc.), researchers and commoners who want to know about the use of gestures. This study is significant to National Centre for Education Development (NCED), the government agencies responsible for providing training to the school level teachers, Nepal English Language Teachers' Association (NELTA), the only independent non-political professional organization of English teachers in Nepal to get feedback on the effectiveness of their training programs in developing awareness of the use of gestures in the English language teaching classroom.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1 Primary Sources of Data

This study was based on the primary sources of data. The secondary level English teachers were the primary sources of data.

2.1.2 Secondary Sources of Data

I consulted books, theses, articles, journals and world wide websites related to the present research to facilitate it. Some of them were as follows:

Harmer (1991), Clark et al. (1999), Boyd (2000), Brown (1994), Varshney (2003), Journal of NELTA 2003, and Young Voices in ELT 2006.

2.2 Population of the Study

Secondary level English teachers of government aided and private schools in Kathmandu District were the population of the study.

2.3 Sampling Procedure

In this particular piece of research the sample population were 20 secondary level English teachers and their students. I observed two regular classes of each teacher. Short notes were taken during each observation which were developed into diaries immediately after the observation. Non-random purposive

sampling procedure was adopted to sample the sample population. The observation was unstructured, participant and natural in nature.

2.4 Tools for Data Collection

For the collection of data observation method was used. I used diary along with checklist prepared in advance as a tool to collect the data. I recorded different gestures used in the ELT classroom in the diary, which were not included in checklist.

2.5 Process of Data Collection

To collect the primary data the following processes were followed:

- i. At first, I prepared data collection tools, i.e. diary and checklist.
- ii. Then, I went to the secondary level schools and built rapport with concerned people.
- iii. Then, I explained the purpose and the process of the research to him/her to get his/her permission to carry out the research.
- iv. After getting permission from the principal/head master, I consulted the English teachers and explained him/her the purpose of the research and requested him/her to take part in it. I assured him/her of the confidentiality in terms of ethics of research.
- v. After that, I went to the English language classroom and observed the matter of the research.
- vi. Finally, I thanked the informants and school family for their kind co-operation.

2.6 Limitations of the Study

The study had the following limitations:

- i. The study was limited to secondary level English teachers.
- ii. The study was limited to non-verbal communication, i.e. gestures.
- iii. The study was limited to Nepalese culture.
- iv. It was restricted to classroom situation only.
- v. Observation and diary were the tools for data collection.
- vi. The study was limited only to the secondary schools in Kathmandu District.
- vii. The study was limited only to the exploration of the gestures in the ELT classroom.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

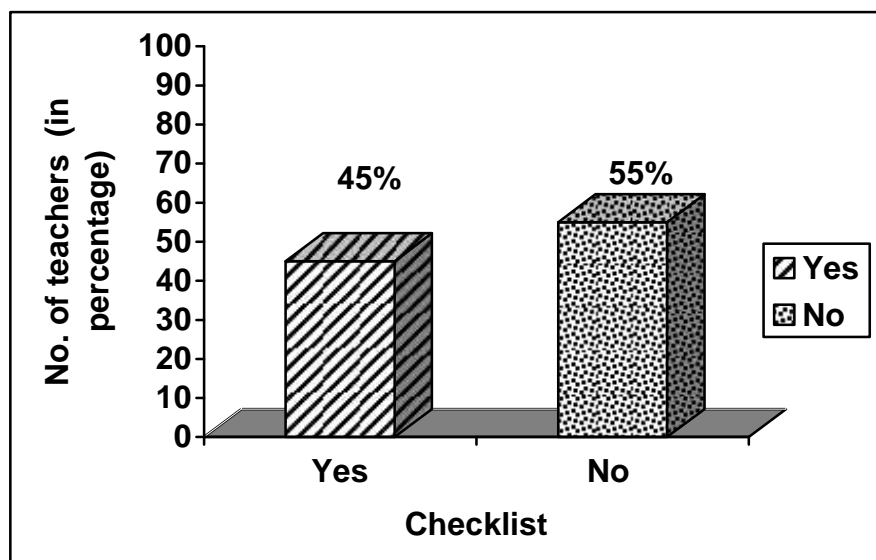
This section deals with the analysis and interpretation of the data collected from primary sources. The focus of this study was to find out the most frequently used gestures in ELT classroom and the context in which they were used. Data were collected during 45 minutes classroom observation of the 20 secondary level English teachers and their students. I observed two classes of each teacher. I made short notes during observation and developed it into diaries immediately after the observation. The gestures which were not included on checklist were mentioned on diary. Item wise analysis and interpretation of the data obtained through checklists and diaries is presented below:

3.1 Teachers' Indication at Students

The first statement of the checklist was about teachers' indication at students. The statement used was 'Teachers indicate students by single finger while questioning them'. The information obtained from this statement is schematically presented in the diagram below:

Figure No. 1

Teachers indicate students by single finger while questioning them



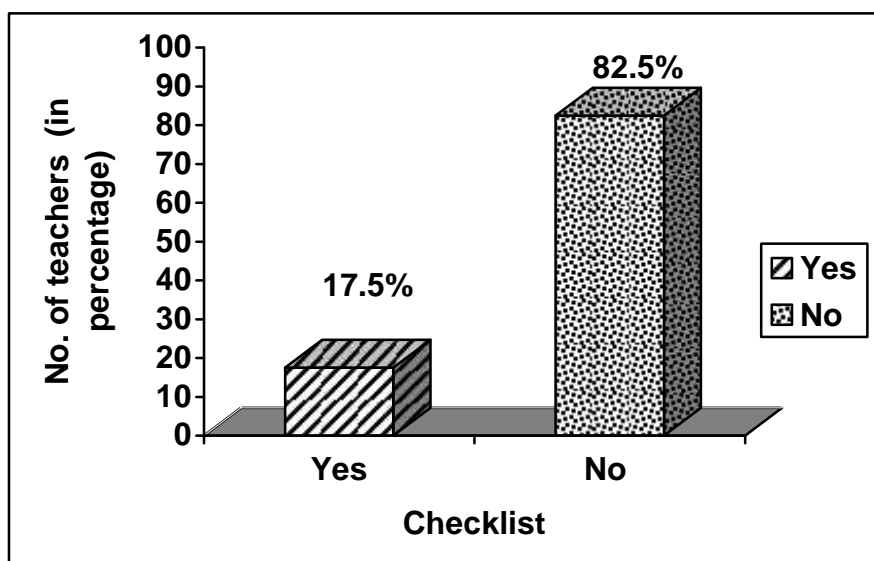
The above table shows that 45% teachers indicated their students by single finger whereas 55% teachers did not use it. The teacher used single finger especially when they forgot the students' name and when the students were not paying attention to the teachers. Most of the teachers indicated students by single finger when they asked questions.

3.2 Teachers Make Wrinkles on Their Forehead

The observation was also focused on the teachers' use of gestures when they face questions in the classroom. The statement used in the checklist was 'Teachers make wrinkles on their forehead while facing questions'. The data obtained from the observation is presented schematically below:

Figure No. 2

Teachers make wrinkles on their forehead while facing questions



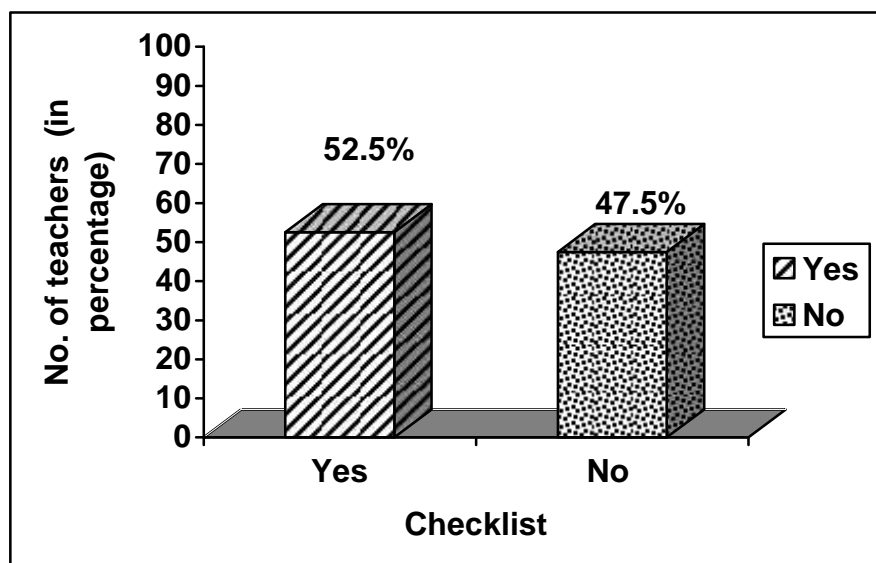
As it is presented in the diagram above, 17.5% of the teachers made wrinkles on their forehead when students asked the questions whereas 82.5% teachers did not make wrinkles. Instead they dealt with questions smilingly at students. The teachers made wrinkles on their forehead when students asked questions one after another. They also made wrinkles when students asked irrelevant questions. The students didn't ask questions to the teachers who made wrinkles on their forehead.

3.3 Teachers Put Hands on Pockets

Teachers frequently put their hands in their pockets in ELT classroom. The statement in the checklist was 'Teachers put hands on pockets while talking to students'. The data obtained presented from the observation is presented below:

Figure No. 3

Teachers put hands on pockets while talking to the students



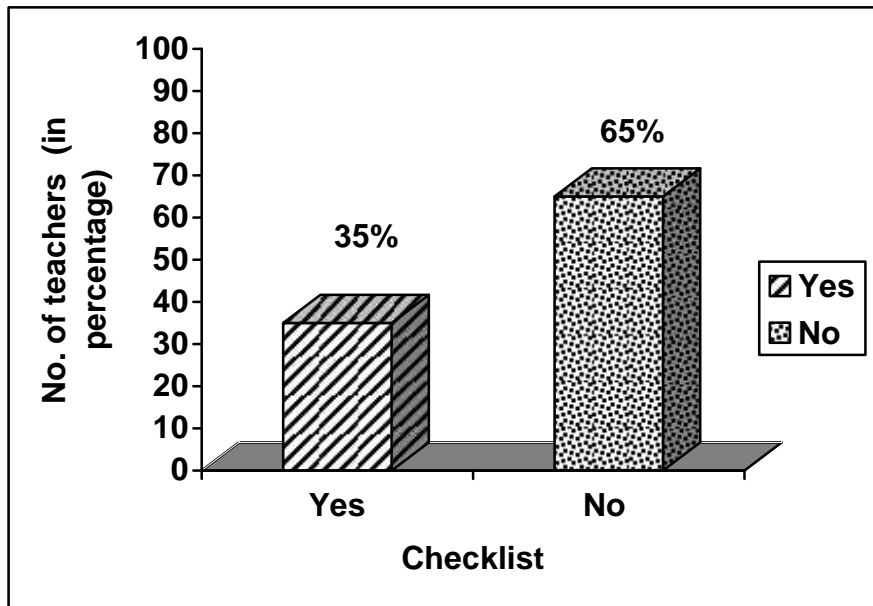
As the diagram above shows 52.5% of the teachers put their hands in their pockets while talking to students whereas 47.5% of the teachers did not do so. The teachers put their hands in pockets while they set tasks which indicated relaxation or achievement. They also put their hands on pockets when they were talking about the contents which were out of course.

3.4 Teachers Smile While Entering the Class

The statement was about whether teachers smile while entering the class and the focus was also on the context too. The statement used in the checklist was 'Teachers smile at students while entering into the class'. The data obtained is presented as below:

Figure No. 4

Teachers smile at students while entering the class



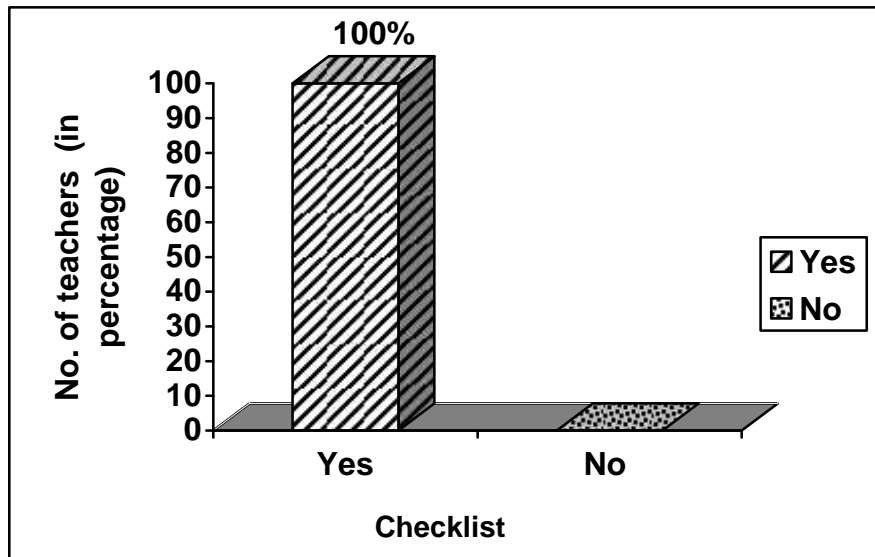
As the diagram above shows, 87.5% of the teachers smile at students while entering into the classroom whereas 12.5% of the teachers did not smile while entering into the classroom. During the observation it was found that the students frequently asked questions to the teachers who entered the classroom with smile than to those who did not smile at them. The teachers smiled while entering the classroom where students were sitting silently and greeted the teacher honestly.

3.5 Teachers Nod Head to Say 'Yes'

To find out whether teachers nodded head to say 'yes' to the students, the statement in the observation checklist was 'Teachers nod head to say 'yes''. The data obtained is shown below:

Figure No. 5

Teachers nod head to say 'yes'

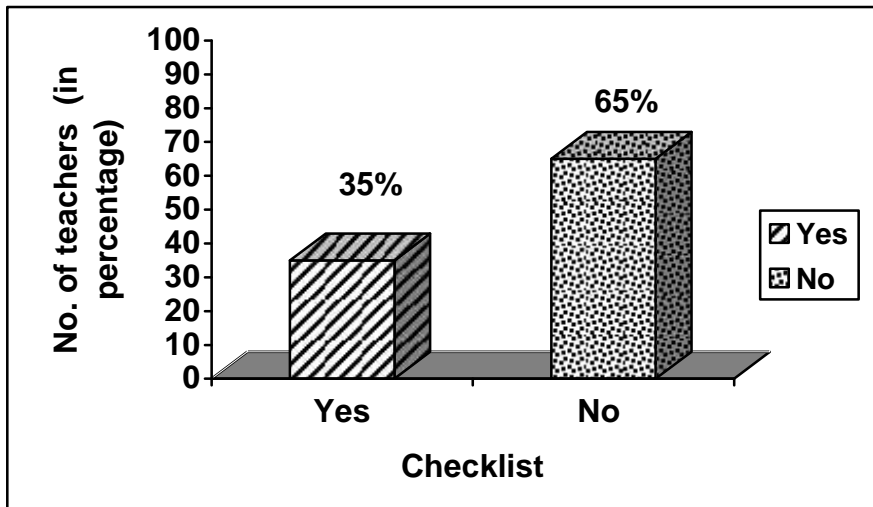


As it is clearly presented in the diagram above that all the teachers, i.e. 100% nodded their head while saying yes. The students looked at the teachers when they nodded their head. Teachers nodded their head to make their students conform that what they said was right. Equally, it was also found that teachers nodding head made students pay more attention to the teachers.

3.6 Teachers Stare at Students

The observation checklist had a statement 'Teachers stare at students'. The statement was used to find out the context and situation in which teachers stare at their students. The following figure shows the clear picture of the data obtained.

Figure No. 6
Teachers stare at students



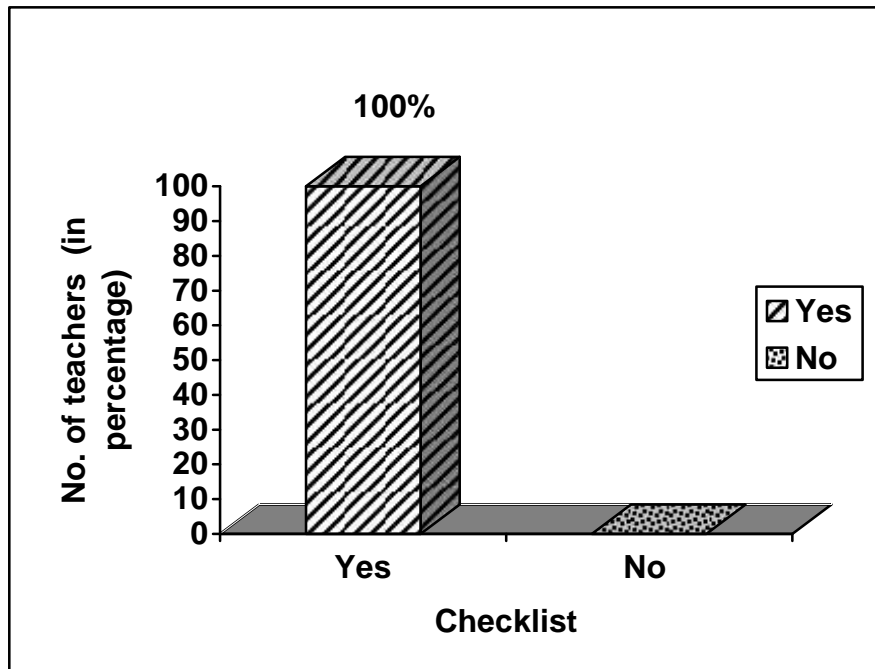
As the diagram above shows 35% of the teachers stare at the students and 65% of the teachers did not do so. Normally, the teachers were found staring at the students when they were not on task. It indicated that the teachers stare at students to control the class and to attract students' attention.

3.7 Teachers' Eye Contact

The observation was also intended to collect information on teachers' eye contact with students. The statement in the checklist was 'teachers make eye contacts with their students'. The data obtained is presented below:

Figure No. 7

Teachers make eye contacts with their students



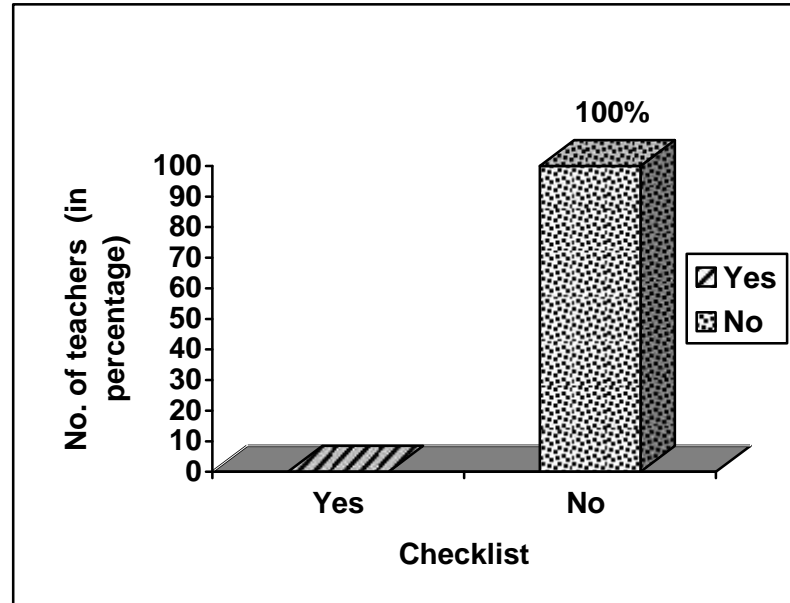
As the diagram above shows, all the teachers made eye contact with the students. It was found that the teachers were more likely to make eye contact while asking questions or while being asked. They also made eye contact to make students more alert to the set task.

3.8 Teachers Avoid Eye Contacts

The statement regarding teachers' eye contact with students was followed by teachers avoid eye contact with students. The data obtained is presented in the diagram below:

Figure No. 8

Teachers avoid eye contacts



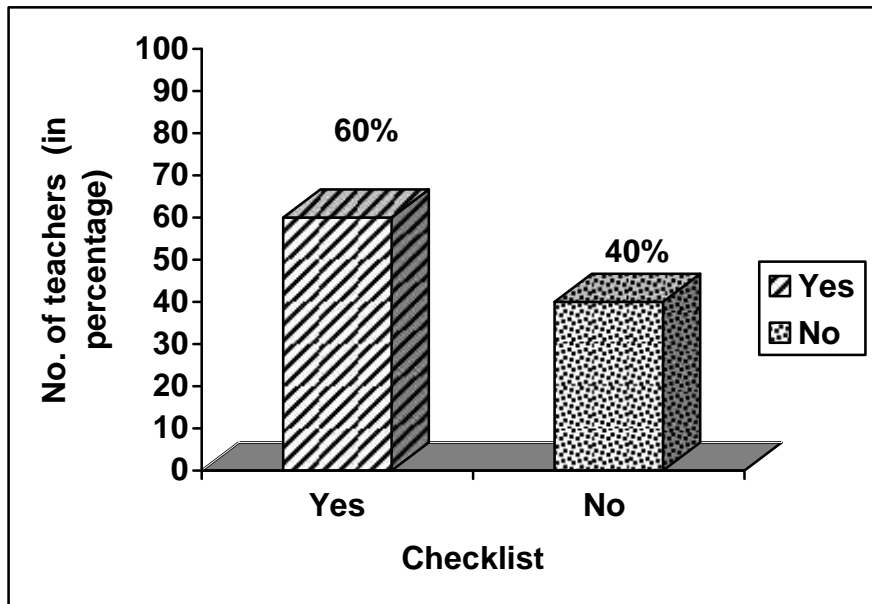
As the diagram above shows that none of the teachers avoid eye contacts during observation. It indicated that teachers' eye contact is very important and difficult to avoid during classroom interaction. Teachers did not avoid eye contacts because it helped them to take situation under control.

3.9 Teachers' Proximity to Students

Teachers' Proximity was another important aspect of observation in the study. The statement in the checklist was 'Teachers are in close proximity to students'. The data obtained to this statement is presented in the diagram below:

Figure no. 9

Teachers are in close proximity to students

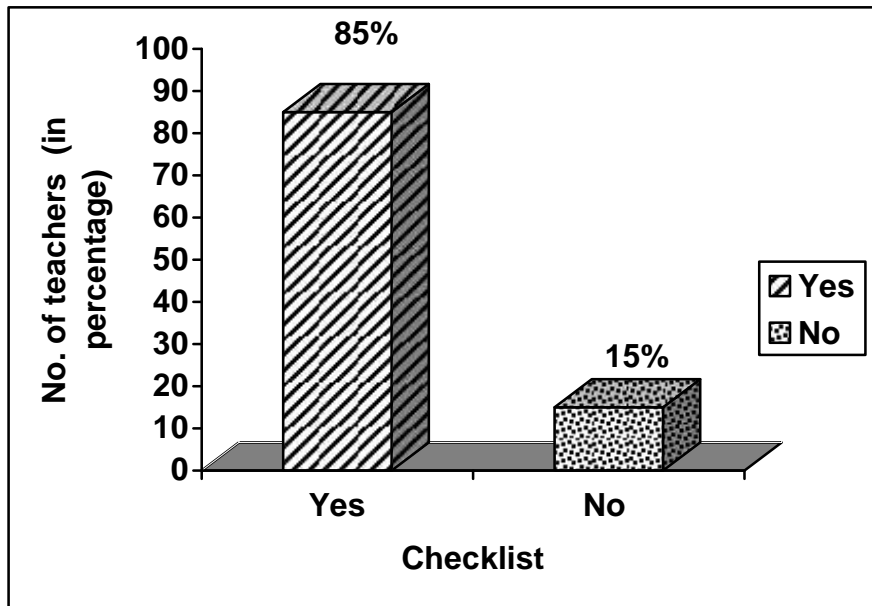


As the diagram above shows 60% of the teachers had close proximity to the students against 40% of them. It was found that female teachers had closer proximity than male teachers. It was also found that in majority of cases teachers had closer proximity when the class was noisy. Teachers were also in close proximity when the students did not understand the set task.

3.10 Teachers Move in the Classroom

The statement was intended to find out whether the teachers move in the classroom or they stayed at the fix place. The statement in the observation checklist was 'Teacher move in the classroom.' The researcher put tick mark on the statement 'yes' or 'no' as applicable and the context was elaborated in the diary. The data obtained is presented diagrammatically below:

Figure No. 10
Teachers move in the classroom

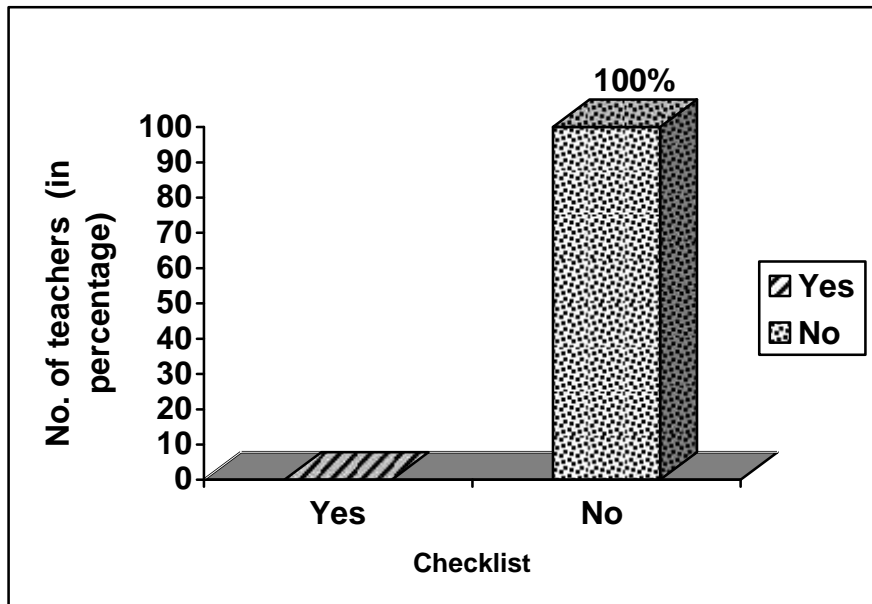


As it is presented in the diagram above, majority of the teachers i.e. 85% moved in the classroom and a very few of them i.e. 15% did not do so. Teachers moved in the classroom when they were monitoring the students. They also moved in the classroom when they set tasks for the students or when they expected responses from the students.

3.11 Teachers Make both Hands down

The observation checklist had a statement 'Teachers make both hands down while saying 'sit down, please''. The data obtained to this statement is presented diagrammatically as below:

Figure No. 11
Teachers make both hands down while saying
'Sit down, please'

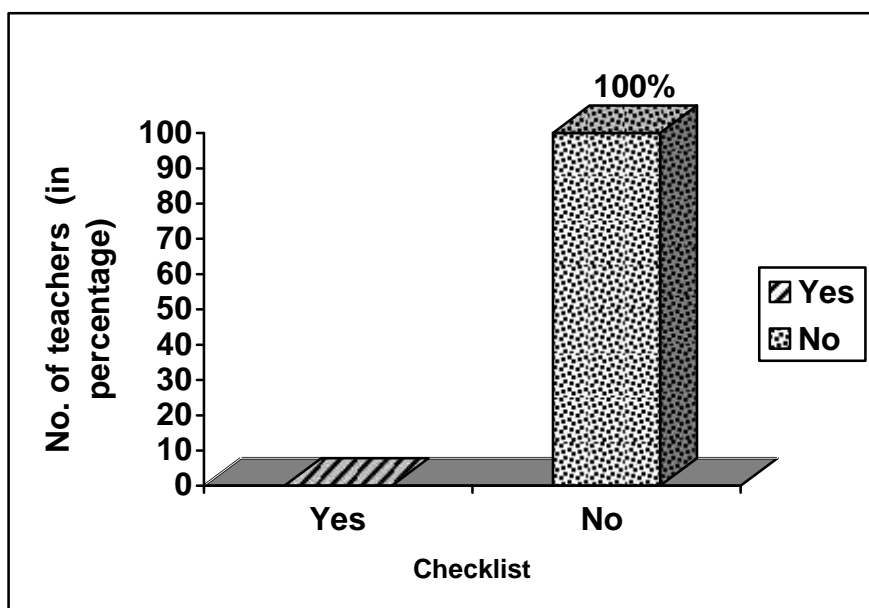


As the diagram above shows that none of the teachers used this gesture. It clearly indicated that there are certain gestures which are rarely used in the Nepalese context, though they are frequently discussed in ELT theories. Instead of using this gesture, the teachers used one hand down to say 'sit down' to the students.

3.12 Teachers Make both Hands up

The statement was intended to find out whether teachers make both hands up while saying 'stand up, please'. The statement on the checklist was teachers make both hands up while saying 'stand up, please'. The data obtained to this statement is presented diagrammatically as below:

Figure No. 12
Teachers make both hands up while saying
'stand up, please'



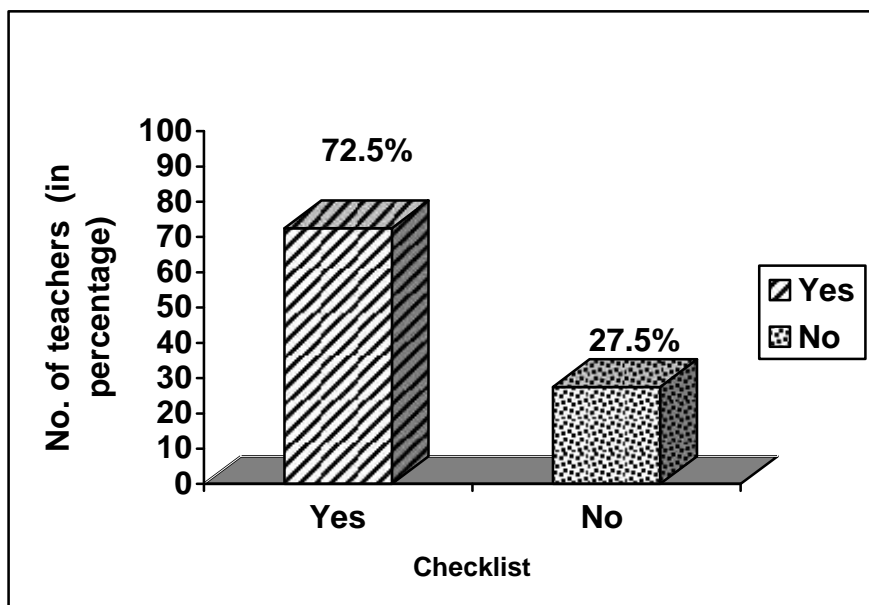
During the observation none of the teachers used this gesture. The diagram above clearly indicated that some gestures are specific to specific regions and this gesture is not applied in Nepalese context. Nepalese ELT teachers were found using single hand up to say 'stand up, please' instead of using both hands up to say 'stand up, please'. During the observation some teachers, just said 'stand up, please' to the students without making any gestures.

3.13 Teachers Put Single Finger Before Lips

The observation checklist had a statement 'Teachers put single finger before lips while saying 'quiet, please''. The statement in this topic aimed to obtain information about teachers' use of single finger before lips to say quiet please. The information obtained is presented in the diagram below:

Figure No. 13

Teachers put single finger before lips while saying 'quiet, Please'



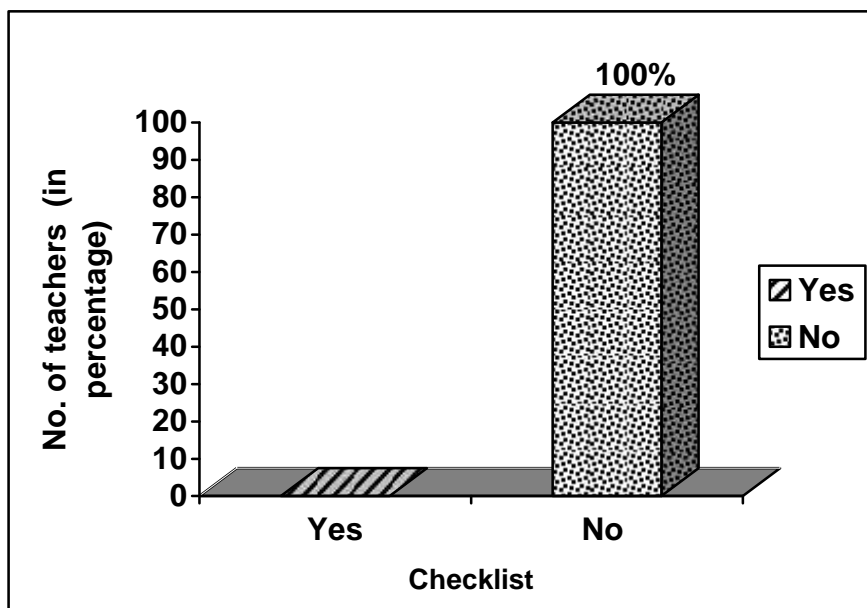
As it is presented in the diagram above, majority of the teachers, i.e. 72.5% put single finger before lips while saying 'quiet, please' and very few of them, i.e. 27.5% of the teachers did not put single finger before lips to say 'quiet, please'. Instead of using this gesture they just said 'quiet, please' or 'silent please'. Teachers made this gesture when they had to control their classes. They also made this gesture while students were given classwork and they (students) were talking to each other.

3.14 Teachers Put Hand Before Ear

To find out whether teachers put their hands before ear while saying listen to the students, the observation checklist had a statement 'Teachers put hands before ear while saying 'listen''. The data obtained is shown below:

Figure No. 14

Teachers put hands before ear while saying 'listen'.



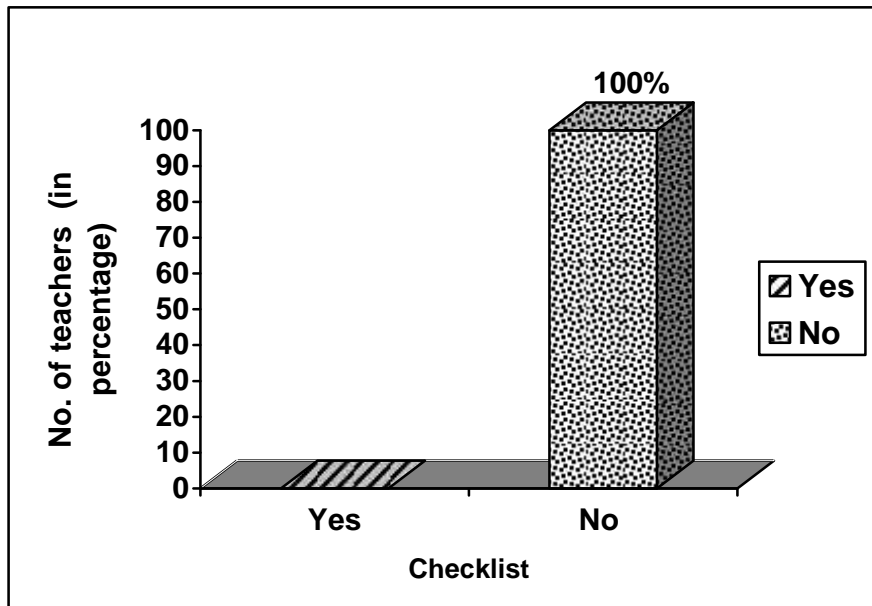
The diagram above shows that none of the teachers put his/her hand before ear while saying 'listen'. It clearly indicates that this is one of the gestures which is rarely used in Nepalese context though it is widely discussed gesture in the theories of body language. Instead of using this gesture, Nepalese ELT teachers said 'listen' to their students verbally.

3.15 Teachers Put Single Finger Beneath the Eye

The observation checklist had a statement 'Teachers put single finger beneath the eye while saying 'watch''. The data obtained from the observation is presented below:

Figure No. 15

Teachers put single finger beneath the eye while saying 'watch'



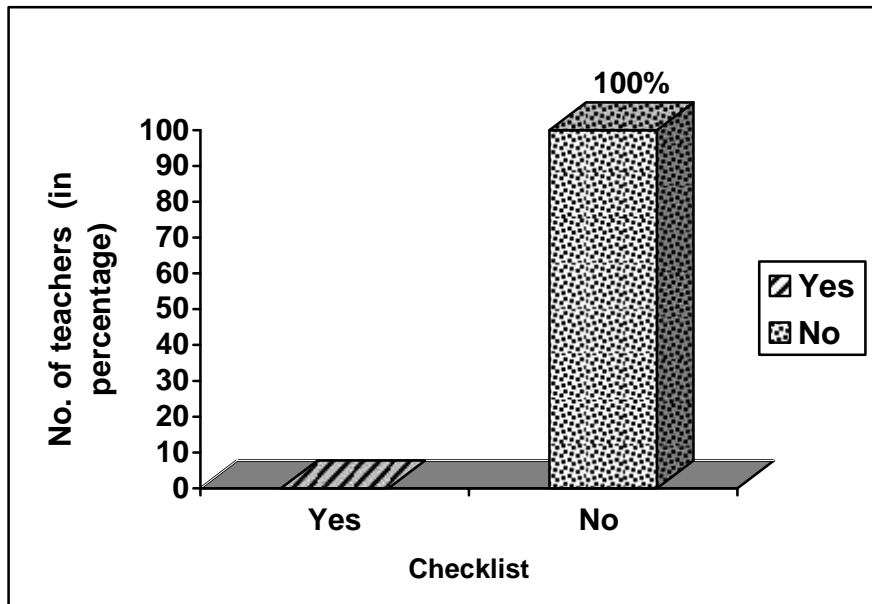
As the diagram above shows none of the teachers made this gesture in the ELT classroom. It indicated that this gesture is not common in the Nepalese context. During the observation it was found that instead of putting a single finger beneath the eye while saying 'watch', teachers said 'watch' without making any gestures.

3.16 Teachers Make both Hands up with each Single Finger Raised

The observation checklist had a statement 'Teachers make both hands up with each single finger raised to say 'Everyone.....' The following figure shows the clear picture of the data obtained on it.

Figure No. 16

**Teachers make both hands up with each single finger raised to say
Everyone**



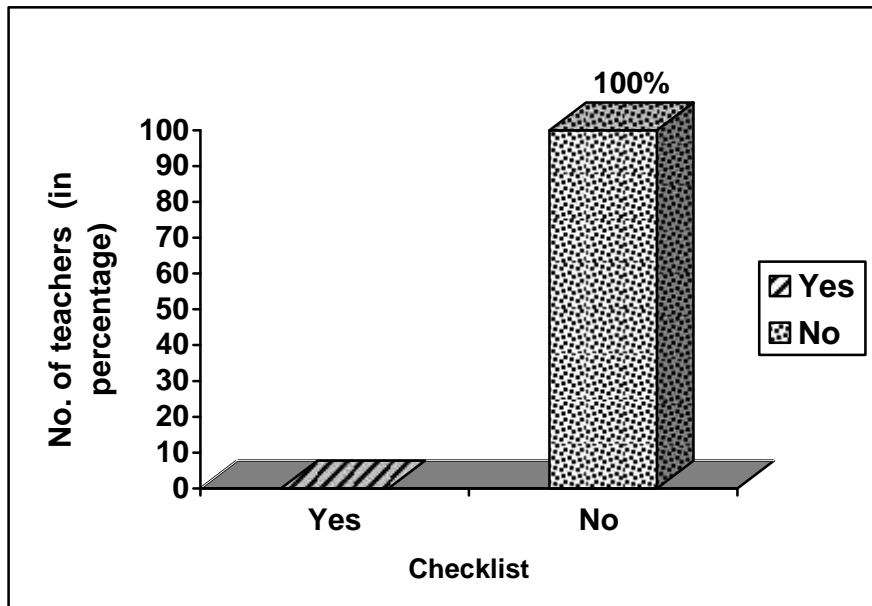
As it is clearly presented in the diagram above that none of the teacher made both hands up with each single finger raised to say 'everyone stand up'. It clearly indicated that this gesture is rarely used in our context instead of using this gesture, the teachers said 'everyone stand up' or 'everybody stand up' verbally in the ELT classroom to the students.

3.17 Teachers Put Tongue in Between the Teeth

The statement on the observation checklist was 'Teachers put tongue in between the teeth while feeling difficulty'. The data obtained from the observation is presented below:

Figure No. 17

Teachers put tongue in between the teeth while feeling difficulty

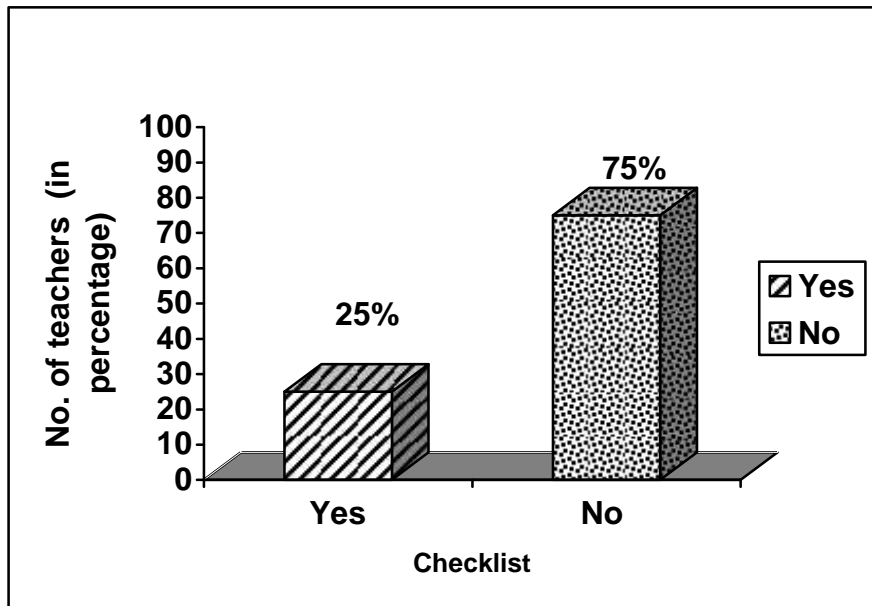


The diagram above clearly shows none of the teachers put their tongue in between the teeth while feeling difficulty during observation. It clearly indicated that teachers expressed their difficulty without making this gesture. Instead of making this gesture teachers tried to conceal their difficulties using different gestures as, scratching nose, scratching ear or sometimes moving to the window or door.

3.18 Teachers Scratch their Head

This statement was intended to find out whether teachers scratch their head or not and the context in which they did it. The data obtained from the checklist is as presented below:

Figure No. 18
Teachers scratch their head



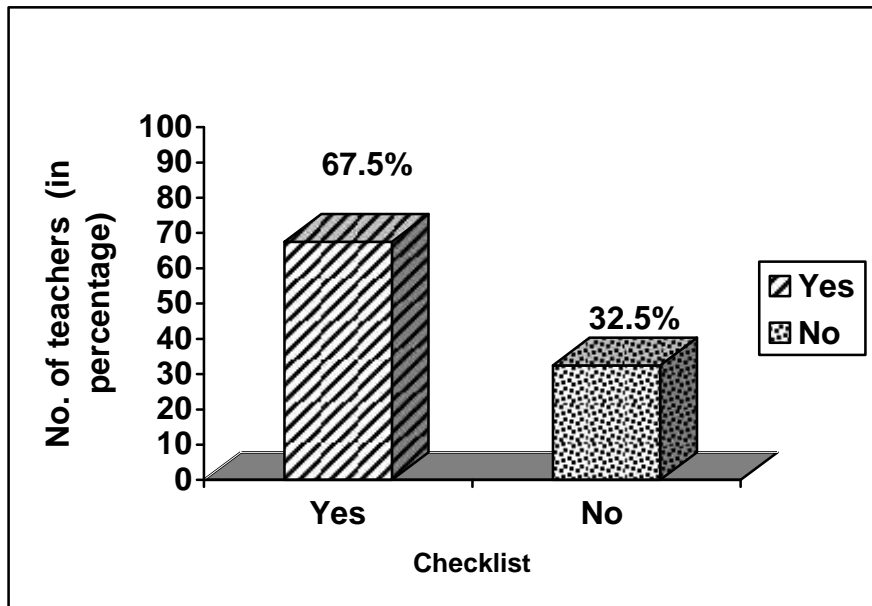
The diagram above clearly indicated that 25% of the teachers scratched their head and 75% of them did not do so. The teachers scratched their head when they were asked questions in the classroom and when they lacked vocabularies or meanings or answers suitable to the students' curiosities.

3.19 Teachers Put one Hand on Waist

The observation checklist had a statement 'teachers put one hand on waist while writing on the blackboard'. The data obtained to this statement is presented diagrammatically as below:

Figure No. 19

Teachers put one hand on waist while writing on the blackboard



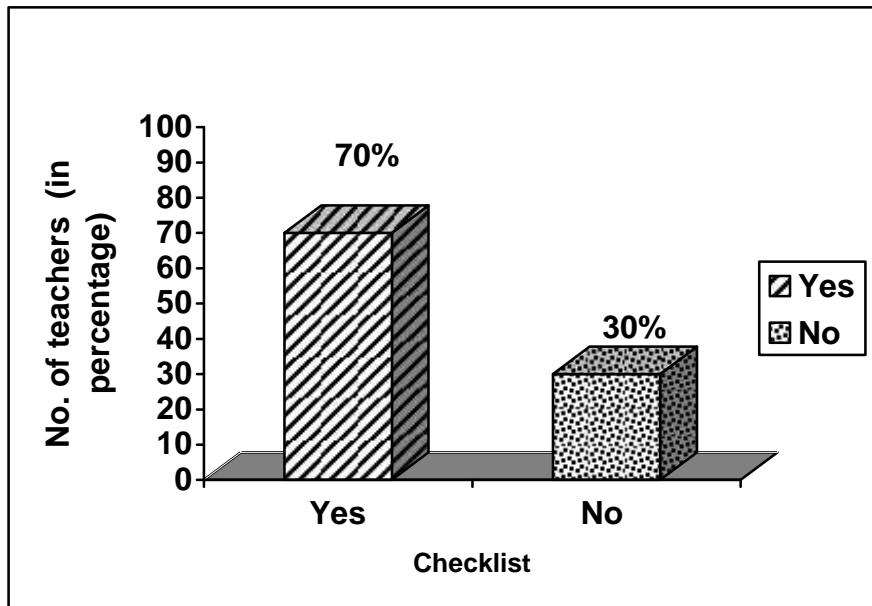
The diagram above clearly shows that 67.5% of the total teachers put their hand on waist while writing on the blackboard and 32.5% of them did not do so. Teachers put their hand on waist while they were writing on the blackboard and simultaneously talking to the students. The teachers who put their hand on the waist while writing on the blackboard felt comfortable than those who did not do so.

3.20 Teachers Put Leg Before Another Leg

The statement in the checklist was 'Teachers put their leg before another leg while standing before the class'. The statement was intended to find out the teachers' standing position in the classroom. The data obtained to this statement is presented in the figure below:

Figure No. 20

Teachers put their leg before another leg while standing before the class



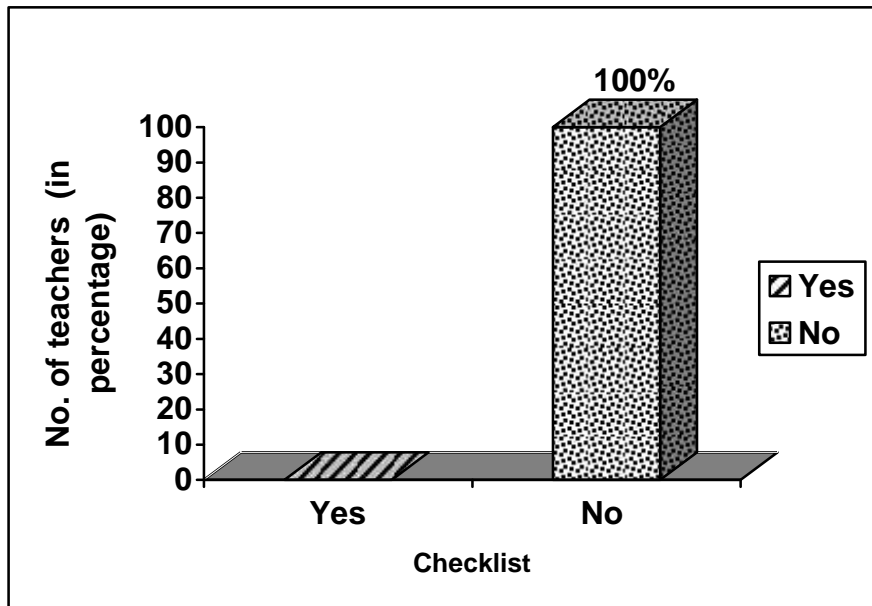
The figure above shows that 70% of the total teachers put their leg before another leg while standing before the class whereas 30% of them did not do so. The teachers did it while they set tasks for students and equally they did it while their lecture was over. The teachers who did not put their leg before another leg while standing before the class were found laying by the wall or sitting on the front desk.

3.21 Teachers Show Fist to the Students

The statement on the observation checklist was 'teachers show fist to the students'. During the observation the teachers were paid attention to find out whether they showed fist to the students in aggression or not. The data obtained from the observation is presented below:

Figure No. 21

Teachers show fist to the students



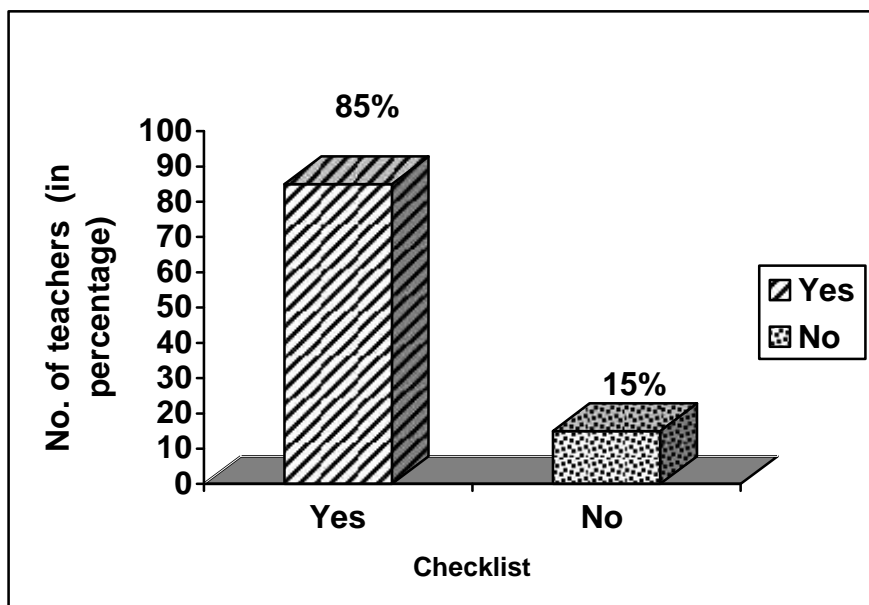
As the diagram above shows, none of the teachers showed fist to their students. Instead of showing fist to the students, they tried other methods when they were angry. They called students by their name, they indicated students by single finger and they came to close proximity to the students, to control them.

3.22 Teachers Smile at Girls' Response

English teachers smile frequently in the ELT classroom. Sometimes they smiled at girls' responses and sometimes to boys' responses. In this observation checklist the statement was 'Teachers smile more at girls' response'. The data obtained from the observation is presented diagrammatically as below:

Figure No. 22

Teachers Smile more at girls' responses



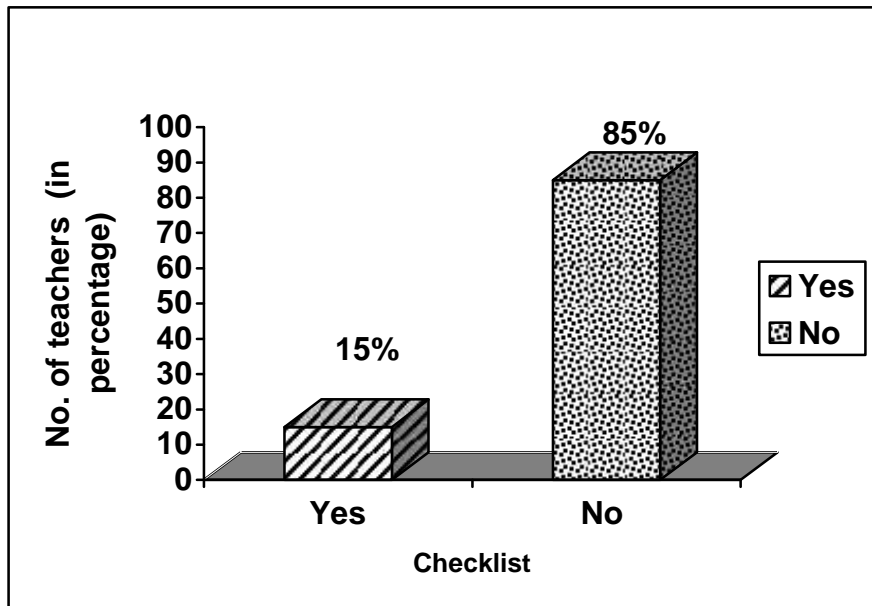
From the figure above, it is clear that most of the teachers smiled more at girls' response and a very few of the them smiled at boys' response. The data showed that 85% teachers smiled at girls' response whereas only 15% of them smiled at boys' response. It was also found that male teachers smiled more at girls' response and female teachers smiled more at boys' responses. The teachers smiled at their students while they got appropriate answers from the students and while students nodded their head in the acceptance of teachers' saying.

3.23 Teachers Smile at Boys' Response

The statement in the checklist was 'Teachers smile more at boys' 'response'. The statement was about the teachers' reaction to the students' responses whether they smiled more at boys' responses or not. The data obtained from one observation is diagrammatically presented as below:

Figure No. 23

Teachers smile more at boys' response



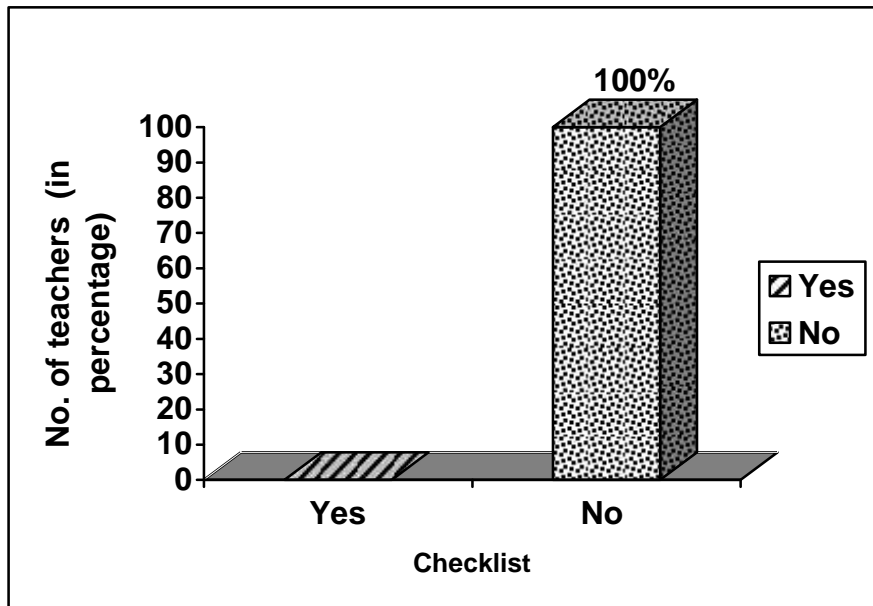
From the figure above, it is clear that among the total teachers, only 15% smiled at boys response whereas 85% did not smile at boys' response. Most of the teachers who smiled more at boys' response were females. It was also found that teachers smiled more at opposite gender students. Teachers smiled in the classroom when they got anticipated responses from the students and when students nodded their head to say 'yes' in their response.

3.24 Teachers Look at Roof

The observation checklist had a statement 'Teachers look at roof while feeling difficulty in the classroom'. The teachers were observed whether they looked at the ceiling while feeling difficulty in the classroom or not. The data obtained from the observation is presented below:

Figure No. 24

Teachers look at roof while feeling difficulty in the classroom



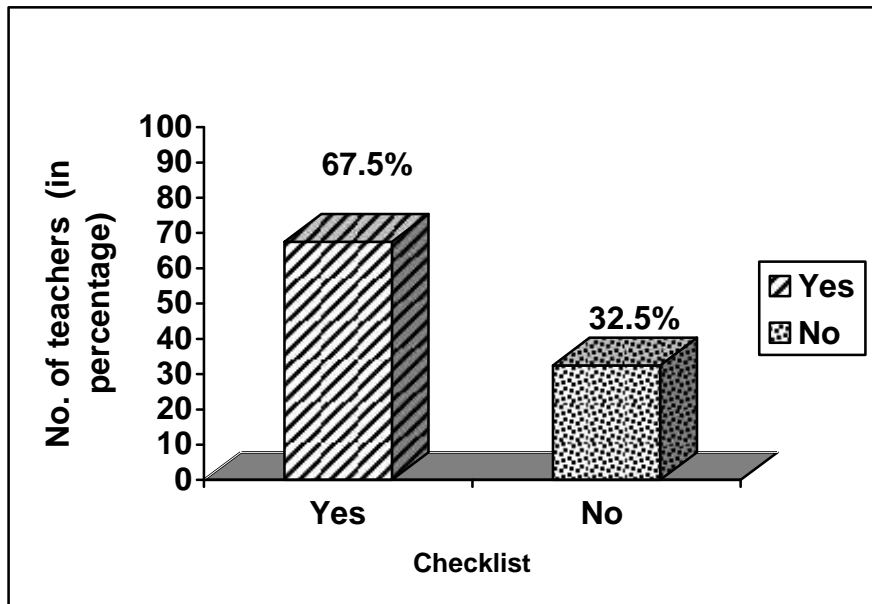
During the observation it was found that none of the teachers looked at the ceiling while they were facing difficulty. Instead of looking at the ceiling they reacted with difficulty in different ways, as moving to the door or window, jerking their shoulders, and looking on the surface or staring at students.

3.25 Teachers Look at Watch

The last statement of the observation checklist was 'Teachers' look at watch to know the time in the classroom'. The data obtained from the checklist is presented diagrammatically as below:

Figure No. 25

Teachers look at watch to know the time in the classroom



As it is presented in the figure above, 67.5% of the total teachers looked at their wrist watch whereas 32.5% of them did not do so. Teachers looked at watch while they were nearing the end of the period. They looked at watch when the students were not paying attention to them and when they finished the set task. They also looked at watch when they had less control over the class. It clearly indicated that those teachers looked at watch who had not sufficient preparation of their lesson.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the information obtained, the following findings are drawn. The findings are followed by the recommendations.

4.1 Findings of the Study

The major findings of the study are:

1. The study found that the students felt embarrassed when the teachers pointed them with a raised finger. Among all the teachers 45% indicated students by single finger while questioning them. The students felt hesitation to answer who were pointed by single finger but the students who were asked questions without pointing them felt easier or comfortable to respond the questions. The students who were called by their names rather than pointed by single finger smiled while answering questions in the classroom whereas the students who were indicated by single raised finger either raised their eyebrows or bowed their head even answering the questions correctly.
2. Another finding of the study is that 17.5% of the total teachers made wrinkles on their forehead while facing questions. The teachers who had not fluent English speaking capacity and those who had not sufficient preparation of the lesson plan made wrinkles on their forehead. The teachers who made wrinkles on their forehead were not asked questions frequently in comparison to those teachers who did not do it in the classroom. Interactive class or student centered teaching learning was not facilitated in such classes.
3. Some of the teachers were habitual to put hands in their pockets while talking to students. It was found that teachers felt comfortable while putting hands in their pockets. They were less active while doing it. Most of the teachers did it when they set tasks for their students. The

students were less alert to the teachers who put hands on pockets than those who did not do so. Putting hands on pockets in the classroom indicated teachers' laziness or passivity.

4. Most of the teachers were found to have good smile at students while entering the classroom. It facilitated the interactive teaching learning in the ELT classroom. The students asked questions frequently to those teachers who entered the classroom with smile. The teachers' first smile while entering the classroom motivated students' attention and it encouraged students to participate actively in the classroom activities in the classroom. On the other hand, the teachers who entered the class without smile caused students to remain passive.
5. It was found that almost all the teachers nodded their head to say 'yes'. The teachers nodded their head to accept what their students said or did in the classroom. Teachers felt easier to give response by nodding head than through verbal responses. The students felt happy while teachers nodded their head to say, 'yes'. The students were encouraged to speak in front of those teachers who encouraged their students by nodding their heads.
6. Most of the secondary level English teachers were found staring at their students in the classroom. The teachers staring at students did not encourage them for interactive classroom activities. The students whom the teachers stared at did not ask questions whereas others asked questions or gave responses frequently. The students felt embarrassed while they were stared by their teachers.
7. Almost all the teachers made eye contacts with their students. When teachers made eye contact with their students they felt they were relatively nearer to their teachers. Eye contacts caused chain relationship between teachers and students.
8. Most of the secondary level English teachers were in close proximity to their students in the class. Close proximity to students helped teachers to

control the class and to watch the students' regular activities. The teacher moved nearer to those students who made noise in the classroom.

Female teachers were closer in proximity to students in comparison to male teachers. In ELT classroom, students liked to sit close (near) to their teachers.

9. The secondary level English teachers spent most of the time in front of the classroom. Most of the teachers were paying attention to the front benches. The students were alert and enthusiastic in the class in which teachers moved from front to back. Some of the teachers stayed only in the front of the classroom, in such classes the students sitting at the back of the classroom did not pay attention to their study. Teachers movement in the classroom kept students active.
10. There are certain gestures which are rarely used in the Nepalese context. The gestures which are rarely used by Nepalese secondary level English teachers are : making both hands down while saying 'sit down, please, making both hands up while saying 'stand up, please, putting hands before ear while saying 'listen', putting single finger beneath the eye while saying 'watch', making both hands up with each single finger raised to say 'Everyone...', putting tongue in between the teeth while feeling difficulty in the classroom, showing fist to the students, looking at roof while feeling difficulty in the classroom and avoiding eye contacts.
11. Majority of the secondary level English teachers put single finger before lips while saying 'quiet, please'. When the teachers made such gestures without using verbal remarks, students felt underestimated and bowed their head without any response.
12. Some of the teachers scratched their head in the classroom. The teachers who scratched their head were less confident to their role in the classroom. The students easily found out that the teachers were not well prepared so, they were scratching their heads. When the teacher were

scratching their head, it was evident for students that the teachers were in difficult situation.

13. Most of the teachers put their leg before another leg while standing before the class. It indicated that teachers felt relaxation when they set tasks for their students and stood at the front of the classroom. The students got chances to do side talks when teachers were standing at the front of the classroom.
14. As it is common human nature that the opposite sex attract each other and how can the teacher be exception of it. All most all the male teacher smiled more at girls' response where as all the female teachers smiled more at boys' response. Most of the time in classroom, male teachers paid more attention to girls whereas female teachers paid more attention to boys.
15. Majority of the secondary level English teachers looked at their wrist watch in the classroom. They looked at wrist watch to know how long the period lasts for. Mostly, teachers looked at wrist watch when the class was noisy or when they finished their particular lesson plan. Looking frequently to wrist watch indicated that the teachers were in difficulty and they wanted to leave the classroom.

4.2 Recommendations

In the light of the findings obtained through the analysis and interpretation of the data the following recommendations are proposed for the pedagogical implications:

1. Teachers constantly clarify, explain or discuss ideas, concepts and so on or simply define new terms to their students or interact with them verbally. Along with verbal behavior if teachers become aware of their gestures in the ELT classroom, it certainly helps them (teachers) to become more proficient at receiving students' messages as well as more proficient at sending accurate message.

2. Teachers should smile and nod their heads to encourage their students while talking to them so that they could share their feelings with their teachers. The teachers' smile is very much helpful to facilitate interactive classroom activities.
3. Teachers can make their students active by keeping movement in the classroom and making frequent eye contact with them. If teachers are in close proximity to their students, they can express their curiosities without any hesitation.
4. Teachers should not make eye contacts only with talented students, it causes embarrassment for weaker students.
5. Teachers should not be gender biased in the classroom. They should pay equal attention to girls and boys in the classroom.
6. Good teachers are attractive, smart and frank. They neither stare at their students coldly nor frowned at them in the classroom. So, try to avoid staring to the students.
7. The students avoid eye contact if they do not know the answer of the question asked. So, try to encourage them to make eye contact and response smilingly.
8. Students believed that poor teachers (academically+ professionally), look at wrist watch frequently, scratch their head, look at roof or put tongue in between the teeth in the classroom. So, it is not good to be a poor teacher academically and professionally
9. This study selected the 20 secondary level schools from Kathmandu valley, half of them were from government aided schools and rest of them were from the private schools. The researcher observed 2 classes of each secondary level English teacher. On the basis of the findings of this study, the researcher is in the position to suggest the further researcher to base their study on the observation of the classroom environment and main responses to the teachers' gestures by students. It is also suggested to focus the study on 'what types of gestures help to

facilitate the teaching/learning activities and what types of gesture cause dominization of the students. It will also be equally beneficial if the impact of teachers' gestures on students and students way of making gestures are included in observation. It will be sound study if native English language teachers and native students are included in observation to get information.

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**APPENDIX
CHECKLIST**

This checklist is prepared for gathering data from secondary level English teachers. The checklist will be completed on the direct observation.

School's Name:

Date:

Teacher's Name:

Period:

Class:

	Yes	No
1. Teachers indicate students by single finger while questioning them.	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers make wrinkles on their forehead while facing questions.	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers put hands on pockets while talking to students.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers smile at students while entering into the class.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers nod head to say 'yes'.	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers stare at students.	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers make eye contacts with their students.	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers avoid eye contacts.	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers are in close proximity to students.	<input type="checkbox"/>	<input type="checkbox"/>
10. Teachers move in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
11. Teachers make both hands down while saying 'sit down, please'.	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|-----|--|--------------------------|--------------------------|
| 12. | Teachers make both hands up while saying 'stand up, please'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Teachers put single finger before lips while saying 'quiet, please'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Teachers put hands before ear while saying 'listen'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Teachers put single finger beneath the eye while saying 'watch'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Teachers make both hands up with each single finger raised to say 'Everyone...?' | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Teachers put tongue in between the teeth while feeling difficulty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Teachers scratch their head. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Teachers put one hand on waist while writing on the blackboard. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Teachers put their leg before another leg while standing before the class. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Teachers show fist to the students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Teachers smile more at girls' response. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Teachers smile more at boys' response. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Teachers look at roof while feeling difficulty in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Teachers look at watch to know the time in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> |