

# **USE OF NONVERBAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING CLASSROOM**

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

**Submitted by  
Hark Bahadur Mauni**

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

**2021**

**USE OF NONVERBAL COMMUNICATION IN ENGLISH  
LANGUAGE TEACHING CLASSROOM**

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

**Submitted by  
Hark Bahadur Mauni**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2021**

**T.U. Regd. No.: 9-2-327-123-2011**

**Fourth Semester Examination**

**Roll No.: 7228494/073**

**Date of Approval of the Thesis**

**Proposal: 03/04/2020**

**Date of Submission: 26 /11 /2020**

## **Recommendation for Acceptance**

This is to certify that **Mr. Hark Bahadur Mauni** has completed his M. Ed. thesis entitled "**Use of Nonverbal Communication in English Language Teaching Classroom**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 26 /11 /2020

.....

**Mr. Bhim Prasad Wasti (Supervisor)**

Reader

Department of English Education

Tribhuvan University, Kirtipur

## **Recommendation for Evaluation**

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

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

**Mr. Bhim Prasad Wasti (Supervisor)**

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

**Mr. Guru Prasad Paudel**

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 03/04/2020

## Evaluation and Approval

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

	<b>Signature</b>
<b>Dr. Gopal Prasad Pandey</b>	.....
Reader and Head	Chairperson
Department English Education	
Tribhuvan University, Kirtipur	
<b>Prof. Dr. Rishi Ram Rijal</b>	.....
Mahendra Ratna Campus	Expert
Tahachal, Kathmandu	
<b>Mr. Bhim Prasad Wasti (Supervisor)</b>	.....
Reader	Member
Department of English Education	
Tribhuvan University, Kirtipur	

Date: 03/03/2021

# **Dedication**

**Dedicated**

**To**

My family members, friends and all English Language Teachers of T.U .of  
their selfless and everlasting love, patience and support to me.

## **Declaration**

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

Date: 25/11/2020

.....

**Hark Bahadur Mauni**

## Acknowledgements

First of all I would like to express my deep sense of honor and gratitude to my thesis supervisor **Mr. Bhim Prasad Wasti**, Reader, Department of English Education, Tribhuvan University Kirtipur for his continuous encouragement and invaluable suggestions. I am deeply indebted for his help during my research work. Truly speaking, without him, this work would have been incomplete as well as worthless.

I am also grateful to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education for his kind co-operation and academic guidance. I am obliged to my external examiner **Prof. Dr. Rishi Ram Rijal** for his constructive suggestions and corrective feedback at the final viva of thesis.

Similarly, I would like to express my gratitude to **Prof. Dr. Anjana Bhattraï, Dr. Purna Bahadur Kandel, Dr. Prem Bahadur Phyak, Mrs. Madhu Neupane, Mr. Guru Prasad Poudel, Mr. Bhesh Raj Pokhrel, Mr. Ashok Sapkota, Mr. Jagadish Paudel, Mr. Khem Raj Joshi, Mr. Resham Acharya and Mr. Laxmi Prasad Ojha** for providing me all kinds of academic support to make this thesis in the present form.

**Mrs. Madhavi Khanal and Mrs. Nabina Shrestha**, the librarian, Department of English Education deserves a lot of thanks for kind co-operation in course of carrying out this research. I am extremely grateful to all my family members and well-wishers for their academic encouragement.

**Hark Bahadur Mauni**



## **Abstract**

This study entitled “Use of nonverbal communication in English language teaching classroom” aimed to identify most frequently or currently used non-verbal cues of English language teachers and their role in English language teaching classroom. This study includes qualitative method. Ethnographic observation research design was used. A set of close ended questionnaire, checklist and a classroom observation were used as a tool to collect data from one teacher and their twenty four students in a class were selected to complete three weeks classroom observation and randomly five to seven students were selected to complete the checklist and questionnaire from the same school and the particular one class. The recorded classroom observation and reported points were transcribed, analyzed and interpreted in a thematic approach. The finding of this study shows that students are not satisfied and they are less interesting and motivating to the teachers who rarely used nonverbal cues in the language classroom. However the teachers frequently used non-verbal communication in English Language classroom is very effective and students were highly interesting or motivating to learn their classes more lively. The study provides ELT teachers, educators, policy makers, curriculum developers, syllabus designer as well students with insights into how the English Language Teaching can be very effective and outcome oriented.

This thesis is organized in to five chapters, the first chapter deals with the background, statement of the problem, objective of the study, research question, significance of the study, delimitation of the study, and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter deals with design and method of the study, population, sample and sampling procedures, study areas, data collection tool and techniques. Likewise the fourth chapter

presents the analysis and interpretation of results and fifth chapter includes findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. This chapter is also followed by reference and appendices.

# Table of Contents

	<b>Page No.</b>
<i>Declaration</i>	<i>v</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
<b>Chapter I: Introduction</b>	<b>1-6</b>
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significance of the Study	5
Delimitations of the Study	5
Operational Definitions of the Key Terms	6
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>7-25</b>
Review of Theoretical Literatures	7
Verbal Communication	7
Nonverbal Communication	8
Seven Areas of Nonverbal Communication	9
Gestures Used in ELT Classroom	15
Gestures in Language Teaching Classroom	16
Effective Ways of Using Gesture in English Language Teaching Classroom	17
Review of Empirical Literature	19

Implications of the Review for the Study	22
Conceptual Framework	25
<b>Chapter III: Methods and Procedures of the Study</b>	<b>26-30</b>
Design of the Study	26
Population, Sample and Sampling Strategies of the Study	27
Research Tools	27
Sources of Data	28
Primary Sources of Data	28
Secondary Sources of Data	28
Data Collection Procedure	28
Data Analysis and Interpretation Procedures	29
Ethical Considerations	29
<b>Chapter IV: Results and Discussion</b>	<b>31-45</b>
Analysis of Data and Interpretation of the Results	31
Interpretation and Analysis of Data Obtained From the Teachers and Students	31
Results	44
<b>Chapter V: Conclusion and Implications</b>	<b>46-49</b>
Conclusion	46
Recommendations	47
Policy Level	47
Practice Level	48
Further Research	49
<b>References</b>	
<b>Appendices</b>	

## **List of Tables**

Table 1: Students Reactions after Teacher Pats on their Shoulders	36
Table 2: Students Reactions after Teacher Gazed You	38
Table 3: Feeling of Students when Teacher Makes Sounds such as Ahh..... Huh	39
Table 4: Students Reactions when Teacher has Good Personality	40
Table 5: Students Reactions towards Teacher's Outer Personality	41
Table 6: Teacher's Body Order	42
Table 7: Teachers who use Perfumes	42
Table 8: Teachers Taking Time	43

## **List of Symbols and Abbreviations**

M.Ed.	:	Master of Education
ELT	:	English Language Teaching
T.U	:	Tribhuvan University
P.	:	Page
Dr.	:	Doctor
No.	:	Number
Prof.	:	Professor
S.N.	:	Serial No
Mr.	:	Mister
Regd.	:	Registration Number
C.U.P	:	Cambridge University Press
Vol.	:	Volume
NVC	:	Non-Verbal Communication

# Chapter I

## Introduction

This study entitled “**Nonverbal Communication in English Language Teaching Classroom**” attempts to examine the uses of teacher’s nonverbal communication in English Language Teaching Classroom. It is an important part of communication which further tries to explore and explain more about the use of different nonverbal cues in English Language classroom.

Introduction part of the research consist background of the study, statement of the problems, rational of the study, objective of the study, research questions, delimitation of the study, and operational definition of the key terms.

### Background of the Study

Communication is an on-going process of sending and receiving messages that people share their ideas, feelings, attitudes, and emotions in their daily life. In addition to this, Behjat, Bayat and Karger, (2004) claimed that the meaning of communication is sharing our feelings, ideas and attitudes. Furthermore, communication is separated into two types, verbal and nonverbal; so having successful communication with someone is based on being competent and experienced both in verbal communication and nonverbal communication because much of our communication takes place at the nonverbal communication.

Regarding the term communication Khan (2001) states:

Communication, one of the basic needs of human existence, can be defined as the transfer or exchange of information between entities. Sense deprivation experiments have proved beyond doubt that a person cut off from communication of any sort begins to go mad fast.

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). Both the teachers and the students have to send and receive message accurately. We can communicate with someone in terms by using verbal and nonverbal signs or symbols. Verbal communication between teacher and student is a valuable part of our education but not to be overlooked is the nonverbal component of communication that rounds out overall teachers and students interaction.

Communication is a process which takes place between people that enables us to share knowledge, attitude, and skills. Although frequently associated with speech there is also a nonverbal facet of communication is learned shortly after birth and practiced and refined throughout a person's lifetime. It is sure that children learn nonverbal expression by watching and imitating. Young children know far more than they can verbalize and generally rely heavily on adult's nonverbal cues. As children and later as adults we practice nonverbal communication in our everyday life it is an ongoing interaction between humans before during and after verbal has ceased. According to (Bird Whistle 1970) Claimed that nonverbal communication has an important role in our face to face communication and it includes 65% to 70 % of our social meanings (Cited in Karimi, Dabagha & Tabatabaei, 2012). In addition to this, Behjat, Bayat & Kargar (2014) claimed that nonverbal communication is sending and receiving wordless message through body language, eye contact, gesture and facial expression.

We communicate language, no doubt verbally but willingly and unwillingly we use nonverbal communication simultaneously most of the portion are non-verbal cues than verbal to communicate in ELT classroom. In our ELT classroom most of the ELT teachers follow the traditional ideas standing body, in front of the students and focus on only the verbal communication. For them nonverbal communication can be a powerful means of



communication to transmit the ample ideas to students, not only that but also helps a teacher to be a great teacher.

The purpose of this study, then, is to observe, create and implement specific teacher's gesture plan that will help focus students, lessen transition time and increase understanding of teacher direction. My argument is that teachers who use nonverbal gestures in their everyday classroom routine are more effective in giving directions and refocusing class attention than teachers who do not use nonverbal gestures to engage the class. My argument will hopefully be supported by evidence gathered in the present study.

### **Statement of the Problem**

In the classroom interaction and teaching, teachers' nonverbal communication plays crucial role. Nonverbal communication is a communication which is used without verbal language i.e. communication using sign, symbol, facial expression and gestures. Pan (2014) says that nonverbal communication has a significant role both in our daily communication and in language classes because nonverbal communication is the inevitable part of language teaching, in order to obtain the aim of teaching: developing teaching quality and the development of teaching method. Teachers try to improve the teaching learning process in the English Language teaching classroom. However Nonverbal communication is not effective, familiar and not even practiced well. Likewise in the context of Nepal English Language teaching classroom, teachers have faced many problems to use different nonverbal communicative cues in a suitable ways in an appropriate time that cause hindered to learn our students learning achievements. Similarly the second problems have, the teacher has standing only a fixed places they rarely move inside their classes during their teaching which makes our students more passive and less achievers the content matters. Moreover the lack of sufficient knowledge about nonverbal communication and its right implication is the major issue to less success in their estimated goals. Teachers' verbal

communication may not be effective all the time while teaching is in the classroom because direct language may hinder or distract on students learning.

In the Department of English Education, T.U. Nepal; though several studies have been done on the same related areas like, gesture in English language teaching classroom, Role of nonverbal communication in English language classroom, teacher's perception on and practices of nonverbal communication. Only few studies have been to find out the use of teacher's nonverbal communication in English language teaching classroom. That's why the curiosity has brought me to come off with this topic. The selection of this topic for the research is to find out the use of teacher's nonverbal communication in English Language teaching classroom. In addition, I also made an effort to explore the role of nonverbal communication in English Language teaching classroom. That's why; the present study has entitled "Use of Non-verbal communication in English Language Teaching classroom."

### **Objectives of the Study**

The objectives of the present study were as follows:

- ) To find out the use of teachers' non-verbal communication in English Language Teaching classroom.
- ) To explore the role of gestures in developing students' communicative skills.
- ) To suggest some pedagogical implications.

### **Research Questions**

The present study tried to find out answers of the following questions.

- ) How does gesture help students to understand the content matter effectively?

- ) Does body language play an important role for having a successful communication?
- ) How the teachers use different nonverbal cues in the classroom?

### **Significance of the Study**

This study is significant in that teacher/student communication is the foundation of all educational learning. Communication in the classroom should be clear and conscious so that it is beneficial to the student population. In the schools, college and university setting, teacher training frequently does not include learning the use of nonverbal cues. Most individuals in education pick up nonverbal communication ideas from observation of past teachers. Ideas about eye contact, gesticulations (gesture), para language (pitch and tone), posture, and clothing and overall facial expressions come from everyday experiences in our peer group. Yet, as teachers, we are not in everyday experiences with our peer group. We are held accountable for student learning with a high level of competency. Any resource that can assist in improving our teaching practices is a welcome one. Investigating the effects of nonverbal gestures on a student population with respect to the smoothness and efficiency of student transitions will be beneficial to practitioners.

### **Delimitations of the Study**

The delimitations of the study were:

This study had limited to the students of only one school, Whitefield secondary school Khuseebu Nayabazzar, Kathmandu.

- ) This study conducted at a higher secondary level school student.
- ) This study was limited to the twenty four students of class ten.
- ) This study was limited on an ethnographic observation.
- ) The purposed timeline for this study had a four-week period.
- ) Qualitative method was adopted for this research work.

) The study was limited to only the English Language Teaching classroom situation.

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

**Body language:** The basic posture, basic movements, such as courtesy to shake hands, kissing and hugging, smiling. Body touch, Ms. Priority actions, as well as all parts of the body involvement provided by the communication of information.

**Gesture:** the word gesture is often used in a general or ambiguous way. This stud would define gesture specifically in terms of its relation to human communication. According to the American Heritage Dictionary of the English Language, Fourth Edition, the word gesture refers to: 1.) A motion of the limbs or body made to express or help express thought or to emphasize speech. 2.) The act of moving the limbs or body as an expression of thought or emphasis. In defining gesture, "limb and body" include facial expressions; "limb and body" movement also includes the sounds that occur with that movement. The term gesture is not in reference to a kind thought or advancement to express sympathy.

**Non Verbal Communication:** nonverbal communication as the process of communication through sending and receiving wordless messages. It refers to the aspect of communication, such as gesture and facial expressions, that do not involve verbal communication but which may include nonverbal aspects of speech itself.

## Chapter II

### Review of Related Literature and Conceptual Framework

In this second chapter of the study basically, theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study were included.

#### Review of Theoretical Literatures

Communication is a vast topic that includes several strains, one of which is nonverbal communication. Nonverbal communication is also broken up into several smaller areas of study. This chapter will begin with an overview of nonverbal communication, moving from general understandings to the classroom uses of this tool. This chapter will conclude with the specificity of nonverbal gestures used in a classroom setting with special needs students. This review of literature should help emphasize the importance of nonverbal communication and its place in schools.

**Verbal Communication.** Verbal communication refers to the absolute mode of communication i.e. speech, organization of sound, arrangement of vocal symbols, produced from speech organs used for communicating ideas, emotions, and message are regarded as verbal communication. It does not take the written form of communication. About verbal communication Khan (2001), states that verbal communication requires a language , language defined in terms of systematics, is group of labels used to represent approximations of space time events and from one entity to another by a variety of means including vocalization, writing etc. (retrieved on 2<sup>nd</sup> Dec 2010 from <http://www.strange horizons. Com>)

The basis of communication is the interaction between people. Verbal communication is one way for people to communicate face to face. Some of the key components of verbal communication are sound, words, speaking and a

language. As we know language is the communication of sounds, patterns, words which transmits the meaningful information. Human being is differing from others due to the verbal communication capacity. Varshney (2003) states ; “language is a systematic verbal symbolism; it makes use of verbal elements such a sounds, words and a 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 (P.3)”

**Nonverbal Communication.** ELT classroom communication takes various forms i.e. aural-oral, visual, olfactory, gustatory, tactile, and so on. As we know, aural-oral is not only the absolute means of communication that exists in ELT classroom. NVC is usually understood as the process of communication through sending and receiving wordless message i.e., language is not the source of communication, there are another means also NVC is important though often neglected aspects of communication. The most obvious example of non-verbal communication, and one that most people think of first, is gesture. However, non-verbal communication takes a number of forms; how a person dresses, how a classroom arranged, how far apart two people stand, who teaches to whom, and so on, all communicate or influence communication. Students of learning English can be benefited from learning about NVC. An understanding about NVC can improve the effectiveness of communication. In addition, NVC is a subject, students of English find interesting, and therefore, it can be motivating as a content topic in English. Gregersen (2007) states;

Communication takes various forms, one of which is oral or speech. However, when people speak they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands (gesture), head movement, eye (eye contact), lips (smile), bodily postures and symbols to communicate which always accompany oral discourse-intended or not. The impact of these non-linguistic cues in conversation is called non-verbal communication (NVC). It includes 'the messages other than words that people exchange' (p.52).

There are not any clear-cut linguistic structures for non-verbal communication. Verbal-communication is highly structured and reinforced through an extensive formal and informal learning process (Harris, 2002, p. 153). Verbal communication is confined to the use of language. On the contrary, NVC delivers message beyond the words (as cited in Negi, 2009, p.101).

In a nutshell, we can say that nonverbal communication is fewer rules bound than verbal communication and judged more by the situational variables than the absolute correctness of the behaviors.

**Seven Areas of Nonverbal Communication.** We generally communicate through speech. Apart from this we also use many non-verbal communications which are categorized in many forms. They are regarded as the aspects or areas of non-verbal communication.

Various aspects of Nonverbal communication that are used in language classroom include Kinesics, facial expressions, oculosics, haptics, proxemics, paralanguage, chronemics, physical appearance, olfactics , and environmental factors and so on.

According to (White, 2000), nonverbal communication is categorized into seven areas: eye contact, posture, facial expressions, distance, touch, vocal intonation and gesticulations (gestures). These seven areas impact us in our surrounding world and will be discussed in the following review of the literature. We spend a lifetime reading people and their nonverbal behavior. As Gladys (1985) observes, we "read" others consciously, unconsciously and continuously. Nonverbal communication is something that we cannot get away from; it uses any and all of our senses at any point during the day. That being said, it is logical that nonverbal communication would be a critical aspect of interpersonal communication in the classroom. If we consider the classroom as a microcosm of the real world, we might consider the idea that students spend

their days reading their teacher. This "reading" of their teacher could be for several possibilities one, so that they know what is expected of the day ahead; two, so that they fully understand directions; and three, so that they do not miss social cues and warnings from the teacher. Many cues students use to make judgments about a teacher are obtained by observing the teacher's nonverbal behavior. (Kansas State University, 2003) Additionally, educators and researchers have found that teachers' nonverbal behaviors can elicit significantly greater student responses during lessons and classroom activities than their verbal behaviors alone. (Wang, Bears and Edward, 2001) The following subsections discuss the seven aspects of nonverbal behavior that teachers should be aware of in the classroom setting.

#### **a) Eye Contact**

It is important in any life situation to maintain the right amount of eye contact. Too much eye contact can make individuals uncomfortable, whereas too little eye contact can make individuals feel ignored. There exists a middle ground that educators need to find in order to non-verbally communicate to their students that they are being encouraged and listened to. Eye contact can communicate to students a number of different emotions and expectations. Individual eye contact with each student throughout a lesson will indicate attentiveness and enthusiasm on the teacher's part. Gladis (1985) cites that eye contact enhances listener comprehension and speaker credibility. A glance from a teacher can exhibit so many different emotions; for example, sustained eye contact can be evidence of approval, doubt, anger, disinterest and other emotions. Teachers' eyes can emit sympathy, laughter and displeasure. Everyone can remember an excellent teacher who could say more with bright eyes or an icy stare; words were not needed. (White, 2000).



## **b) Posture**

Posture helps convey an overall internal message from a distance. Before words are said one can read and predict the mood of an individual. Posture as well as eye contact is used to indicate attitudes, status, effective moods, approval, deception, warmth and other variables related to classroom interaction. (Kansas State University, 2003) The greatest use for posture in the classroom environment is to indicate listening. Teachers often scan the room to select students who look like they are listening. The main indicator of an attentive listener is posture. Students read teacher posture as well; White (2000) noted that for a teacher to be an effective listener, he or she must have relaxed and open posture. To reinforce the seriousness of a situation, as well as to indicate a need for undivided attention, teachers can square their shoulders to the student. This posture has also been shown to be conducive in channeling conversation towards decision making (White, 2000). While posture alone has no exact meaning it can greatly support or reject the spoken word.

## **c) Facial Expression**

The eyes, which have already been discussed, are often considered the most important facial means of nonverbal communication; however, all facial expression (i.e. frown, sneer and smile) can carry nonverbal meaning. Each part of the face sends a message to those viewing the whole face. The three different parts of facial expressions (facial appearance, facial cues and facial markers) are explained in the following excerpt: The saying "a picture is worth a thousand words" well describes the meaning of facial expression. Facial appearance including wrinkles, muscle tone, skin coloration, and eye color offers enduring cues that reveal information about age, sex, race, ethnic origin, and status. A less permanent second set of facial cues including length of hair, hairstyle, cleanliness, and facial hair relate to an individual's idea of beauty. A third group of facial markers are momentary expressions that signal changes in the forehead, eyebrows, eyelids, cheeks, nose, lips, and the chin. Some facial

expressions are readily visible, while others are fleeting. Both types can positively or negatively reinforce the spoken word and convey cues concerning emotions and attitudes. (Kansas State University, 2003) These three types of facial nonverbal communication are all used in the classroom. The focus for this particular review however is the third type, facial markers. These momentary expressions, besides words, are the primary source for determining an individual's internal feelings. Facial expressions involve some of the smallest body movements, but their impact in the classroom is powerful. The teacher communicates more whether intentionally or accidentally by his or her facial expressions than by any other means. (Kansas State University, 2003)

#### **d) Distance**

Distance refers to the proximity of the speaker to the listener. There are four categories of distance according to Edward T. Hall (Kansas State University, 2003). The first, intimate distance, is that space from individuals literally touching up to eighteen inches away from an individual. Secondly, personal distance encompasses anywhere from eighteen inches to four feet of space. Thirdly, is social distance that occurs when there is four to twelve feet between individuals? Fourth, is public distance, twelve feet and beyond where the speaker is then viewed in a more formal way? The main concern teachers should have with distance is that the message they send to their students will vary with subject material. In Gladis' view as teachers close the distance between themselves and students, the classroom climate becomes less sterile, more social, more personal and psychologically more intimate. A teacher may vary his or her distance as appropriate to subject matter; however, one should be aware of the message personal space conveys.

#### **e) Touch**

In general, the meaning of touch depends on the situation, culture, sex and age Touch is one of the strongest facets of body language. Human beings

interpret meanings from a simple, single touch. Touch in the classroom has become a sort of taboo. Are teachers allowed to touch? When is too much touching? Legally there are cases concerning teachers that have physically overstepped boundaries and abused their position. All of that is a concern; however, there is research that supports limited amounts of teacher initiated touch. Kansas State University (2003) notes that for children in the lower primary grades, touch plays an important developmental role. It can communicate a sense of belonging, security, and understanding to the child. Conversely, when a teacher withholds touch, a child may feel isolated and rejected, which can lead to the acquisition of negative attitudes towards school. Touch is a nonverbal indicator of emotion and internal expression. The lightness, speed, effort and placement of touch all emit different messages. When initiating touch, with the previous aspects in mind, teachers can appropriately and positively affect student learning. Gladis' (1985) concludes that effective teacher-student touch can tighten their bond, stimulate further communication and hence facilitate learning.

#### **f) Vocal Intonation**

Vocal intonations or Para language (White, 2000), as it is sometimes called, includes such factors as volume, rate, pitch, tone and pronunciation. In order to be an effective speaker, one must create interest by the actual way one speaks. Studies show that variance in vocal technique of a speaker helps audiences retain more information. (Gladis, 1985) This is especially pertinent to teachers when lecturing or directing a group of students. Teachers can help students catch the excitement of a subject with the pitch of their voices. (White, 2000) Or they can emphasize the importance of subject matter by the volume and pronunciation of a word. Teachers use vocal intonations every day in their lessons and activities. This is a form of nonverbal behavior even though it is based on vocalization. A teacher could use the saying, "Class I would like your attention." She could say it softly to imply calm or she could say it loudly and quickly to imply a sense of urgency. A teacher could also use the same phrase

in a sarcastic tone, which would imply annoyance and impatience. This nonverbal communication is not based on what you say, but how you say it.

### **g) Gesture**

Gesture refers to a movement of part of the body, especially a hand or the head to express an idea or meaning. In addition to this gesture refers to express the meaning or language with the help of head or hand. Regarding the gesture, Toastmaster International (2011) states;

'A gesture is a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion. Although gesture may be made with the head, shoulders, or even the legs and feet, most are made with the hands and arms.'

From mentioned descriptions, it is clear that, gesture is non movement which conveys true feelings and emotions between the senders and receivers. Similarly, movements of hands, face, legs and other parts of the body convey several meanings such as smiling face shows happy or agree about something, pointing by finger indicating to a particular person and so on.

(Kansas State University, 2003) Gestures help underscore and punctuate the spoken word. Games like charades are indicators of how possible it is to convey messages without the spoken word. Large body movement like moving to a part of the room to indicate direction is considered gesture. Specific limb movement like the span of the arms to indicate shape or size is considered gesture. Smaller hand signals such as thumbs up is also considered gesture. Gestures serve an important function with regard to regulating the flow of conversation. Gestures play a critical part in the classroom as they are used throughout the day even though instruction and training is not necessary. Teachers who effectively use gestures paint a picture, condense material and arouse interest in the students. According to Gladis (1985) drawing visual pictures with gestures enables students to "see" the point more clearly. Gestures

can illustrate quickly and graphically how large or small an object is or its size in relationship to something else. With gestures, one can draw a figure, indicate temperature and underline emotion. (Gladis, 1985) Teachers can learn to harness the possibilities that gestures can provide to their students. The following excerpt explains tips for speakers using gestures: Gladis (1985) found that there are several techniques for improving gesture in the classroom. Try to gesture with both arms and hands to embrace as much of the audience as you can. Keep your hands out in front working for you, not stuffed in your pockets. Hold lecture notes in your non-dominant hand. Make gestures in proportion to the size of the audience. The larger the audience the more sweeping and rigorous the gestures should be. (p 37) Most individuals use natural nonverbal gestures in their everyday casual conversing; however, when conversing with a large group, an individual's gestures can become unnatural or even lost. Teachers are often guilty of this. One on one talk with a child allows for a certain amount of informality (Pedrosa, 1990) which may lead the instructor to use natural gestures. These natural gestures are not a distraction to whole class instruction, but they can help elaborate on the subject matter.

**Gestures Used in ELT Classroom.** Gestures refer to the body language or nonverbal communication by means of facial expressions, eye behavior, and posture and so on. Body language expresses emotions, feelings and attitudes, sometimes even contracting the messages conveyed by spoken language. Payne (2001) says 'Gestures are the movement of the limbs, body or head.' Gestures are the physical movements of arms, hand, head and so on. We use gestures in our communication in order to convey our message and express feelings between or among ourselves.

) **Clarify and support our words:** Gestures strengthen the audience's understanding of your verbal message.

) **Dramatize our ideas:** Together with what you say, gestures help paint vivid pictures in your listeners' minds.

- ) **Lend emphasis and vitality to the spoken word:** Gesture your feelings and attitudes more clearly than what you say.
- ) **Help dissipate nervous tension:** Purposeful gestures are a good outlet for the nervous energy inherent in a speaking situation.
- ) **Function as visual aids:** Of course gestures enhance audience attentiveness and retention.
- ) **Stimulate audience participation:** Gestures help you indicate the response you seek from your listeners.
- ) **Are highly visible:** Gestures provide useful support when you address a large number of people and the entire audience may not see your eyes.

**Gestures in Language Teaching Classroom.** Despite the vast number of movements that qualify as gestures, all gestures can be grouped into one of the following major category; cited as *TOASTMASTERS INTERNAL*, (2011), Gestures your body speaks. [Www.toastmasters.org/members](http://www.toastmasters.org/members).

- ) **Descriptive gestures:** It clarifies or enhances our verbal message. They help the audience understand comparisons and contrasts, and visualizes the size, shape, movement, and number of objects.
- ) **Emphatic gestures:** It underscores what's being said. They indicate earnestness and conviction. For example, a clenched fist suggests strong feeling, such as anger or determination.
- ) **Suggestive gesture:** Are symbols of ideas and emotions. They help a speaker create a desired mood or express a particular thought. An open palm suggests giving or receiving, usually of an idea, while a shrug of the shoulders indicates ignorance, perplexity, or irony.
- ) **Prompting gesture:** Are used to help evoke a desired response from the audience, if you want listeners to raise their hands, applaud, or perform some specific action, you will enhance the response by doing it yourself as an example.

Gestures made above the shoulder level suggest physical height, inspiration or emotional exaltation. Gestures made below shoulder level indicate rejection, apathy, or condemnation. These made at or near shoulder level suggest calmness or serenity.

The most frequently used gestures involve an open palm held outward the audience. The meaning of this type of gesture depends on the position of the palm. Holding the palm upward implies giving, receiving, although this gesture is sometimes used as an unconscious movement, with no specific intended meaning. A palm held downward can express suppression, secrecy, completion, or stability. A palm held outward the audience suggests halting, repulsion, negation, or abhorrence. If the palm is held perpendicular to the speaker's body, it tends to imply measurement, limits in space or time, comparisons, or contrasts.

**Effective Ways of Using Gesture in English Language Teaching Classroom.** Gesture reflects each ELT teacher's individual personality. What's right for one speaker probably won't work for another. However, the following six rules apply to almost everyone who seeks to become a dynamic, effective and good teacher. Cited as *TOASTMASTERS INTERNAL*, (2011), Gestures your body speaks. [Www.toastmasters.org/ members](http://www.toastmasters.org/members).

**a) Respond Naturally to What one Think, Feel, and Say**

When the teacher presents their lecture they naturally express themselves through gestures. No matter what their personality or cultural background may be every one of us has a natural impulse to punctuate and strengthen our words with gestures.

**b) Create the conditions for greeting- Not the Gesture**

Your gestures should be a natural outgrowth of your own unique thoughts and feelings. They should arise naturally and habitually from your

attitude toward the message you present. When you speak you speak you should be totally involved in communicating – not in thinking about your hands. Your gestures need to be motivated by the content of your presentation. By immersion yourself in your subject matter, you will create the conditions that will enable you to respond naturally with appropriate gestures.

**c) Suit the Action to the World and the Occasion**

Your visual and verbal messages must act as partners in communicating the same thought or feeling. When a speaker fails to match gestures with words, the outcome can be wooden, artificial, and sometimes comical. Every gesture you make should be purposeful and reflective of your words. In this way your listeners will note the effect rather than the gesture.

**d) Make our Gestures Convincing**

Your gestures should be lively and distinct if they are to convey the intended impression. A gesture performed in a half-hearted manner suggests that the speakers lack conviction and earnestness. Every hand gesture should be a total body movement that starts from the shoulder – never from the elbow. Move your entire arm outward from your body freely and easily. Keep your wrists and fingers supple, rather than stiff or tense.

**e) Make our Gesture Smooth and Well-Timed**

Any single gesture has three parts: the approach, the stroke, and the return. During the approach, your body begins to move in anticipation of the gesture. The stroke is the gesture itself, and the return brings your body back to a balanced speaking posture.

The flow of a gesture – balance, approach, stroke, return, and balance– must be smoothly executed in such a way that only the stroke is evident to the audience.



Don't try to memorize gestures and incorporate them into a speech. Memorized gestures usually fail, because the speaker cues himself/herself by the word the gesture is designed to punctuate. This results in the gesture following the word, which looks artificial and foolish.

#### **f) Make Natural, Spontaneous gesturing a habit**

The first step in becoming adept at gesturing is to determine what you are doing now. To improve your gestures, practice – but don't wait until the day of your speech! Work on enhancing your gesturing abilities in front of friends, family members, and co-workers. Relax your inhibitions, gesture when you feel like it, and let yourself respond naturally to what you think, feel, and say. Through awareness and practice, you can make appropriate gesturing a part of your habitual behavior.

### **Review of Empirical Literature**

Nonverbal communication is the most important part of human communication. It plays an effective role in ELT classroom to understand the content matter for our students. Though NVC is the quite least paid attention field than others however many studies have been done over it.

A number of researches have been carried out in the field of nonverbal communication and the department of English Education. So, I decided to carry out the research on this topic to find out the use of teachers nonverbal communication in ELT classroom. However some of the related literature of present study has been reviewed here in this section.

Boyd (2000) carried out research entitled 'Nonverbal behaviors of effective Teachers of At-risk African American male, middle school students.' the focus of this study was to identify nonverbal behaviors of effective teachers of At- risk African American male middle school students. He selected fourteen male teachers and students following non random sampling procedure.

He used observation as a tool for data collection. the findings of the study about 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. Both male and female teachers tend to use their physical presence when communicating with at-risk students and the effective white teachers was 15.89 times more likely to interact in a positive manner with these at- risk students than in a negative or critical manner.

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 nonverbal 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 group settings. She used classroom observation, questionnaire, formal and informal discussion as tools of data collections in natural classroom environment. Her findings show 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. The most common nonverbal behaviors exhibited by both the special education students and general education students was attaining to procedure under the category of eye focus.

Likewise Bastola (2005) carried out research entitled “A correlation study of English and Nepali”. In this research study kinesics of the English and Nepali language has been compared. The chief finding of this study were kinesics expresses different meaning in English and Nepali language in some cases that kinesics features are language and or culture specific.

Similarly, Schmidt-Fajlik (2007) has carried out research entitled “introducing nonverbal communication to Japanese University students:

determining content”. Researcher had introduced some nonverbal communication and their importance in Japanese University. He had suggested some pedagogical implications and practical teaching suggestions on the basis of this research.

Likewise Negi (2009) carried out research entitled: “nonverbal communication and its impacts in learners’ motivation”. He had used survey research design and used to find out the impact of NVC in learners motivation in ELT classroom. The major findings of this research were teachers smile highly encouraged the students to learn and communicate. On the other hand pointing or rising fingers decreases their level of confidences.

Joshi (2010) carried out a research on "Gestures in the ELT classroom" The main purpose of the study was to find out the most frequently used gestures in the ELT classroom and content in which they are used. He used twenty secondary level English teachers and their students, the students' embarrassed when the teachers pointed them with a rapid finger and 17.5% of the total teachers made wrinkles on their forehead while facing questions.

Chaudhary (2011) carried out research entitled "Role of Nonverbal communication in ELT classroom" the purpose of this research was to find out the teachers nonverbal communication and its role in ELT classroom. He used checklist and questionnaire to collect the data. He purposely selected 10 higher secondary level teachers and their 60 students. He found that, most of the teacher's used nonverbal communication while teaching in the classroom. Similarly finding from the students' perception was most of the students encouraged, motivated, active and alert through the use of nonverbal communication and some students was felt embarrassment.

Shrestha (2015) has conducted a research entitled "Teachers perception on and practices of nonverbal communication" the objective of the study was to explore the importance and English teachers perception and practices of

nonverbal communication in teaching speaking skills. Ten secondary level English teachers of Sindhupalchok district were selected as a sampling procedures questionnaire and classroom observation checklist were used as research tool, in this study he found teachers perceived movement as the best, non-verbal communication techniques to keep the students move active for participating in classroom communication. And teachers' eye contact with the students was found most important nonverbal communication in teaching speaking skills.

Shiwakoti (2017) carried out a research on " Teachers perceptions and practices of using Non-verbal communication in ELT classroom" the main purpose of this study were to find out lower secondary level English teachers , perceptions and practices using nonverbal communication in ELT classroom and to find out the significance of nonverbal communication in English language teaching. He used survey research design. For this he used classroom observation checklist and questionnaire to collect the data. He used twenty lower secondary level English teachers as a sample following purposive non random sampling procedure. This study found that non-verbal communication motivates the students. Encourages them towards learning and makes them alert and active in classroom as 75% lower secondary level English teachers found Secondary level English teachers agreed with the statement that it is hard to speak in front of those teachers who stare their students coldly.

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

From the review of above mentioned theoretical and empirical literatures, it helped me to identify research problems, formulate objectives, and select tools for collecting data and data analyzing procedures. Some reviewed studies are some extent similar to my study. These studies helped me to find out the gap between what has already been found out and what are yet to be explored. This review of the study may obtain from the variety of sources including books, journals, articles, reports and previously done thesis and

researches. To be specific review of research helps to recognize the track and to follow it and to get real findings.

Theoretical review helped me to define the importance of nonverbal communication. Various researches have been carried out in foreign countries and few in the case of Nepal. This research is different from them in terms of topic, research design, objectives and so on. Although, these above mentioned researches are directly related in my research it is exclusive in itself because no research works have been carried out on using nonverbal communication in English language teaching classroom. Each study and literature review is very essential part which helped me to set ideas and concept about particular research areas. In this study also, literature review had precious implementations. Studies as Khan (2001), Varshney (2003), Gregersen (2007), White (2000), Gladays (1985) helped me to extend more my knowledge regarding the use of non-verbal communication. Through, these studies I understood nonverbal communication and its importance for both teachers and the students in English language teaching classroom. Payne (2001), Pedrosa (1990), Body (2000), Rosa (2000), bastola (2005), and Schmidt-Fajlik (2007) helped me to build the concept on history of using nonverbal communication and how it is taken as an essential part of the teachers. Creswell, Jhon W. (1994), Mc Neill (2004), Hregersen, T.S. (2007), Pan Q. (2014), facilitated me to understand certain areas of different nonverbal cues (gestures) and their significance of using in the ELT classroom. Similarly, joshi (2010) and chaudhary (2011) helped me to find out the condition of using different nonverbal signs and symbols in our ELT classroom. In the same way, theoretical review helpful to expand the exchanging knowledge, ideas, emotions and so on from teachers to the students. Different researchers have different viewpoints toward the nonverbal cues and using gestures for language development which were included in literature review.

The above mentioned empirical review helped me to determine research objectives, to construct research questions, to select exclusive research design, data collection procedure, tools to collect data and analyze data for deriving findings. In this study I have gone through several books, journals, and thesis and presentation papers. To select the exclusive topic in the area of using nonverbal communication in English language teaching classroom I review previous researches as Body (2000), helped me to understand theoretical aspects of NVC and perception and attitudes of students towards NVC in English language classroom. He used quantitative (survey) research design. the findings of the study about 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. Similarly, the study of Joshi (2010) helped me to gather the idea of effectiveness of using gesture in secondary level English teachers of Udaipur district. It also helped me to develop the idea of formatting questionnaire and methods of analyzing data. Where he used twenty secondary level English teachers and their students, the students' embarrassed when the teachers pointed them with a rapid finger and 17.5% of the total teachers made wrinkles on their forehead while facing questions. Likewise, the study of, Shrestha (2015) helped me too familiar with the perceptions and the practice of ELT teachers towards nonverbal communication and also developed idea to construct questionnaire and the process of data analysis. Similarly, the study of Negi (2009) helped me to know about the nonverbal communication and its impacts in learners' motivation. Similarly, the study of Chaudhary (2011) supported me to design the conceptual framework furthermore; their review helped me to gain background knowledge in the area of using nonverbal communication and its right implication in the ELT classroom by the teachers and the students.

## **Conceptual Framework**

According to Miles and Huberman (1994, p.18) "conceptual framework is a written or visual representation that explains either graphically or in narrative forms". While carrying out this research I consulted different documents related to this study and literature review. On the basis of all these reviewed documents I had developed my conceptual framework thus the present study was based on the following conceptual framework.

## **Chapter III**

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

A systematic research study needs to follow a proper methodology to achieve the pre-determined objectives. Research methodology is a way to solve research problems very systematically. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, resources of data, data collection procedures and ethical consideration.

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

A research design is the road map that directs the researcher to follow during the research journey to find the answer the research question as validity, objectivity, accuracy and economically as possible. So, a research design helps researcher to reach up to the destination of the study. Kerlinger (1986); states

A research design is plan, structured and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete schema or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data (P.279).

Thus a research design is a planned, structured, strategy and techniques of the investigations which directs the researchers to find the answers of the research question or to complete the study appropriately.

The research design of this study adopted to explore the “role of NVC in ELT classroom”. The researcher conducted ethnographic observation research design to achieve the objective of the study. Ethnographic research designs are the qualitative research procedures for describing, analyzing and interpreting a culture-sharing group’s shared patterns of behavior, beliefs, and language that develop over time. Central to this definition is culture. A culture is “everything



having to do with human behavior and belief” (LeCompte, preissle, & Tesch, 1993, p.5) this research provides an in-depth insight into the user’s views and actions along with the sights and sounds they encounter during their day.it provides the researcher with an understanding of how those users see the world and how they interact with everything around them. In this design where the researcher selects a particular area and the population likewise administers standardized form of observation checklist to them. Ethnography is the methods that are used in ethnographic fieldwork are observing, asking questions, participating in group activities, and testing validity against intuition. Collecting data or information from the individuals or in a group. The collected data were analyzed descriptively with the help of different ways such as direct and indirect observation, checklist and semi-structured interview and so on.

Therefore, ethnography is very useful method to collect the data in a specific and small population to discover and find their culture, beliefs, and their behaviors between or among the people therefore, in this research study the researcher chose to adopt an ethnographic observation research design to fulfill the objective of this study.

### **Population, Sample and Sampling Strategies of the Study**

The population of this study was all the students of grade ten in Whitefield secondary School, among them, 24 students were selected as sample by using purposive non random sampling procedure.

### **Research Tools**

As a research tools the researcher used classroom observation, questionnaire and checklist were used in this study, different type close ended questions were also used in order to fulfill the objectives of the study.

## **Sources of Data**

The study was based on both primary and secondary sources of data. The primary sources were used for collecting the data and the secondary sources were used to facilitate the study.

**Primary Sources of Data.** The primary sources of data were total number of the students on the selected schools in Kathmandu district. Data was collected through ethnographic observation. Mainly data were collected through the class room observation questionnaire and checklist which used to help me to focus my attention on the students and teachers behavior.

**Secondary Sources of Data.** For secondary source of data, researcher was consulted books, thesis, articles, journals, reports and World Wide Web (WWW) to facilitate the study. Some of the secondary sources were Harmer (2008), Lyons (2006), Young voices in ELT (2006), journals of NELTA (1999, 2003, and 2006) and Robinson (2010).

## **Data Collection Procedure**

The researcher used a set of checklist which I attached in appendix one, that focused me to find out the non-verbal cues used by the English Language teachers. The checklist was attempted by the observation of the teachers' ELT classes. I used a set of questionnaire and was given to the students as for the complete. The questionnaires were designed to determine the role of nonverbal communication basically, including the functions and effectiveness of NVC in classroom that included the components of NVC such as Kinesics, oculesics, paralanguage, proxemics.

The process of data collection was as follows:

- 1 Firstly, I prepared the tools, i.e. Checklist(See Appendix I) and questionnaire(See Appendix II)

- 2 After that, I visited the selected higher secondary schools and consulted the administration of the schools and asked for their permission to observe teachers' classes as well as to involve their students for data collection.
- 3 Then, I met the teachers and their students and built the rapport with them.
- 4 I observed four weeks classes to the individual teacher.
- 5 I distributed the questionnaire to the students. I explained each questions and options to them and asked to accomplish.
- 6 Finally, I thanked to the students, teachers and administration as well.

### **Data Analysis and Interpretation Procedures**

In this study data were analyzed and interpreted descriptively. Mainly researcher used teacher class observation, questionnaire and checklist. Students group discussion to analyze and interpret the data. Furthermore, data was analyzed and interpreted in accordance to teachers and students both verbal and nonverbal proficiency in the different stages of learning.

### **Ethical Considerations**

The ethical considerations have very important values in the research field. Every respondent has their right to privacy. They should be informed the purpose of the study and value of their participation on research. Therefore, in the process of collecting primary and secondary data as well as in analyzing and interpreting the data, all the ethical issues have been considered. In order to maintain the ethical ness and validity of research, researcher will not harm the authentic source in the time of data collection; researcher will take the permission from the concerned authorities and participants. The identities of the participants will keep anonymous and they will not hunt physically, physiologically, socially and economically. Bad and negative aspects of participants will keep safely. Similarly to avoid the plagiarism, and intellectual

theft, researcher have mention proper citation and references for making the research more and more authentic and real. On the basis of collected data the results will derive and it will discuss in terms of developing our students and teachers; Gestures between teacher and students.

## Chapter IV

### Results and Discussion

This chapter incorporates the analysis and interpretation of the collected data. For this study, the data were collected by using the tools. Viz, classroom observation, checklist and a set of questionnaire. Researcher mainly used the descriptive approach to analyze under, analysis and interpretation of data. Obtained and observed from teachers and analysis and interpretation of data obtained from the students.

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

First of all researcher was selected one secondary level English teacher's English language classroom and their students were selected to find out the use of nonverbal communication. Then these collected data were analyzed and interpreted. Therefore, the following section consists of the analysis that I found in the collected data.

**Interpretation and Analysis of Data Obtained From the Teachers and Students.** To find out the nonverbal communication in ELT classroom, researcher observed one class for continuously four weeks and filled in teachers observation form in each day. The collected data have been analyzed into different themes. Based on the following themes the following analysis has done based on research objectives.

*Teachers Used Gestures in Observed ELT Classroom.* Gesture is a form of nonverbal communication or non-verbal communication in which visible bodily actions communicate particular message either in place of or in conjunction in speech. It includes movement of hands, face or other parts of the body. I.e. Nodding head, wrinkling on forehead, eye contacts, smile, touching, movement, pointing and so on. It plays vital role in the ELT classroom.

In order to fulfill my research study, researcher observed continuously the teachers classes and found the teachers used various types of gestures especially, eye contact, smiles at the students and teacher drums on the table, fingers, teachers claps to motivate students.

***Nodding Head.*** "Teacher nods the head to say 'Yes' and 'No' Nodding or Shaking head is one of the most important types of gesture. Generally it is useful to communicate with the people without speaking any language. Regarding this the observed teachers frequently nod their head to say 'Yes' and 'No' later on I asked a question with the observed teacher. The question was, "when do you nod your head in your classroom? And why you did? "In response to this question, teacher said that I nodded head when the students gave correct or positive response of the asked questions. Likewise I also nodded head for agree or disagree according to the subject matter. Sometimes, she/he used to give permission or refuse the students.

From the above mentioned responses it is clear that most of the teachers most of the time nodded their head when their students responded right or correct answer. Similarly, the teachers nodded their head to make their students conform, agree or disagree about something. It was found that teachers nodding head to made students pay more attention and encouraged to ask/answer the questions when the teachers nod their head. However few students react to discouraged. So it can be said that, nodding head conveys the different meanings such as positive, negative and neutral which is used in the ELT classroom.

***Pointing.*** Sometimes teachers point the students in the classroom to perform some action. Teachers can use different types of nonverbal behaviors for this purpose. Pointing or teacher points to the students. Here for his purpose I observe the class and take in checklist and what I was found that forty five percentage, times observed teacher point their fingers to students and I asked a question with the teachers, the question was "do you point your students while

asking the question? Do the students like your pointing behavior? In response to this query teachers said that "sure I point the students while asking the questions but only few students like my pointing behaviors and most of the students did not like my pointing behavior." She further said that sometimes I used APPLE techniques instead of pointing, where APPLE means A-ask question as a as a whole, P- pause for a while, P-pick up a student's L-listen carefully and E-evaluate them. So from the above response and observation checklist we can say that teachers pointed their students while teaching in the classroom but only few students preferred the students such behavior most of the students did not like of teachers pointing behaviors. Teachers pointing behavior take negative impact rather than positive impact on students learning. Likewise, the teacher points their students in a particular situation such as to asks question to say stand up/sit down, to indicate students which are commonly

Used by the teachers in the ELT classroom. Regarding the pointing students I asked question with the students which was, 'How do you feel when the teacher points their fingers on you?' From this question I got the different views of the students. Among the twenty four students, fourteen students feel nervous when the teacher points their fingers at them. Out of which ten were females and four were males. Five students scared out of which four were females and one was male. But five students become active and alert out of which four were males and one was female. And among the fourteen students one of the student said that, "I feel abnormal frighten, uneasy and she/ he is forced to follow the commands and students (X) felt run comforted and uneasy while the teacher pointing to a particular students". Here these students seemed demotivate from the teachers commands or rules. And some students felt scared when the teacher points his/her fingers. And only few students felt happy and relaxed and answer the asked questions.

Thus, from the obtained data, most of the students felt uneasy, abnormal, frighten through the pointing behavior. They did not like the teachers pointing

behaviors while asking the questions and indicating to the students' during the English Language Learning. But only few students preferred pointing behaviors of the teachers which takes positive, negative and neutral impact towards the students learning. But here through the teachers pointing behaviors most of the students demotivated in the classroom teaching and interaction.

***Teachers Smiles at the Students.*** Communicating with the diversified students and satisfied individually is not an easy job to the teacher so, before to start teaching teachers face should be very cheerful, smiling and charming. Only the cheerful teacher makes their students cheerful in the classroom. Regarding this I observed the class and asked the question as well, when I observed the teachers class continuously I found her a very rarely she smiled inside and even outside the classroom to their students. When the teacher smiles then students feel relaxed among the twenty four students ten were males and eight were female students were encouraged to participate in communication when the teacher smile at them. Similarly, five students feel relax out of which three were males and two were females. But two students functions others.

So the above mentioned data most of the students felt relaxed and encouraged to active participate in communication however only the few times their teacher found to smile at their classroom which makes them monotonous and discouraged to learn English Language.

***Movement: 'Teacher Moves Around'.*** Movement of teacher is very important in the classroom. In the classroom, teachers use different types of movement to attract the attention of the students where as some teachers like to spend most of their class in fixed place. In front of class or in the middle of the class. The other teacher spent a great deal of time walking from side to side or standing up and down between the chairs. Motionless teachers always bored to the students. Here about the movement of the classroom the observed teacher thirteen days teacher moved around in the class during teaching while eighteen



days out of twenty-eight observed days do not move around. And I asked a question to the teacher, the question was, how often do you move in your classroom during the teaching? In response to this question the teacher said I move from one place to another place time and again but not frequently during the teaching. Likewise classroom movement is very useful and important to handle the classroom and to take the students attention towards learning. Teacher movement in the classroom attracts the students' attention to check the performance of individual to observe and monitor all the students.

Similarly movement is a powerful learning tool in the classroom. For the management of the classroom teacher's movement is very important, every teacher move in the classroom from one place to another place to handle the classroom and attract the student's attention towards their learning. So teacher takes different position in the classroom.

To collect the student's opinion I asked the question to the students the question was “does your teacher stand only in front of the class during the teaching? Do you like those teachers who stand in a fixed position in the classroom? In response to this query twenty students out of twenty-four react they become more active and alert when teacher moves in the classroom during teaching but we found very rarely our teacher m over’s in our classroom which makes us boring and monotonous during her teaching.

So the students preferred the teachers movement in the classroom which makes them active, careful and motivate to learn in English Language Classroom.

**Haptics.** Extrapolating the concept of personal space to the point of physical touching is a subject of significant debate. While studies have shown that deliberate and appropriate student/instructor touching in the classroom can be academically beneficial. The modern academic environment suggests that the risks of misinterpretation outweigh the benefits. Sometimes, the teachers

touch the students in the ELT classroom conveys several meanings. Through the touching behavior of teachers the students are encouraged towards learning and sometimes it may distract on learning. Here in my observed teachers teaching in ELT classroom the teacher pats on students shoulders. Twenty seven percentages observed times pat on students shoulders. But the seventy three percentage observed times teacher do not pat on students shoulders. Then I observed the students reactions after when the teacher pats on their shoulders the analyzed data presented in the following table.

**Table 1**

**Students Reactions after Teacher Pats on their Shoulders**

<b>Reactions of Students</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I like it and I am encouraged	seventeen	seven	twenty-four
I do not like it and I feel nervous	Six	thirteen	nineteen
Other	two	three	Five

From the mentioned table seventeen depict that (twenty-four) students like and feel encouraged when the teachers pat on their shoulders out of which seventeen were males and seven were females. Similarly, nineteen students do not like and feel nervous out of which six were males and thirteen were females. But the five students feel other things out of which two were males and three were females.

Later on I asked a question with the teachers about touching, which was "do you touch your students while touching in the classroom? In which situation do you touch your students? Is it effective on students learning? In response to this query, the teacher said that, yes sometimes, I touch the students on their shoulders beck part of the body, head when the students did not pay attention and it is somehow effective to motivate them towards learning.

Sometimes I touch the students to become closeness and for saying well-done of group task.

So from the above mentioned descriptions it can be analyzed that most of the teacher touched their student's shoulders, cheek and back part of the body to motivate, encouraged and be closeness. However few teachers did not touch their students because they think it may discourage the students who felt uncomfortable and abnormal when the teacher touched while teaching in the classroom.

Similarly, teacher touched their students in the classroom in order to make them active alert them towards learning. But sometimes it may hinder on students learning because all the students do not prefer the touching behavior. Here above mentioned table showed that most of the students (girls) did not prefer and they become nervous, frighten through the touching behavior on the teachers. However some students (boys) preferred and they felt comfort and curious about what the teacher going to say. Thus, touching behavior on students' body, head and cheek by the teacher may not effective all the time sometimes it may take positive, negative and neutral impact on students.

***Oculesics (Eye contact).*** Eye contact is one of the nonverbal communicative forms. It is an important for English Language Teaching classroom. It makes the students alert and works as motivational techniques in ELT classroom. In order to fulfill my study, observed teacher frequently does eye contact with the students and I found students became more active, alert and motivated towards their teachers teaching. I asked students to raise their hands 'when your teacher gazed you then how you feel?' and their response will be presented on the following table:

**Table 2**

**Students Reactions after Teacher Gazed You**

<b>Reactions of Students</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I am motivated	Twelve	eight	Twenty
I become active and alert	Ten	Fourteen	Twenty four
Other	One	Two	Three

This above statistical analysis demonstrates that twenty students were motivated when the teacher gazed them, out of which twelve were males and eight were females. Twenty four students became active and alert out of which ten were males and fourteen were females, but three students felt other things out of which one was male and two were females.

So all the students paid more attention when their teacher made proper eye contact with them, they become aware, active and alert towards learning. Teacher's eye contact with the students stopped to do unnecessary nothings while teaching in the classroom. Similarly, eye contact made the students closer and familiar with the teacher. All most all the students preferred teacher's eye contact with them. So from the above mentioned descriptions it can be analyzed that eye contact of teacher with the students is very important in the ELT classroom which makes the students active and attracts the attention. All the students take positively using eye contact by their teacher. It reduces the noise and nonsense behavior of the students similarly it helps to make proximity between the students and teachers in English Language Classroom.

***Paralanguage/Vocalic.*** Paralanguage includes the non-verbal voice qualities, modifiers and independent sound constructs we use consciously or unconsciously supporting or accompanying the linguistic message mainly either simultaneously or alternating with them. Paralanguage is mainly used

while speaking, especially by the teachers in the language classroom. It gives the different meaning according to the context.

Regarding the paralanguage my observed teachers did various times like, umm..... Ah, huh, etc. during speaking. And I asked a question with the teachers. The question was, 'Do you sounds such as umm..... Ah..... during speaking? In which situation you make mostly?' in response to this question teacher said that, I make such a sounds umm..., ahh....., while speaking when I forget and thinking and remembering about the subject matter. Furthermore he adds 'I also made such a sound when the students are responding of the asked questions. I found they teachers such a sound when students responded satisfactory answers and teachers encouraged going ahead.

Likewise, I asked a question with the students. The question was, 'How do you feel when your teachers make sound such as umm..... Ahh..... Huh.... Etc, during speaking? 'In response to this I got different views which were presented in the following table:

**Table 3**

**Feeling of Students when Teacher Makes Sounds such as Ahh..... Huh**

<b>Response of Students</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I feel interesting	Ten	seven	Seventeen
I feel boring	Thirteen	Twenty	Thirty three
Other	Three	Two	five

The statistical analysis shows that seventeen students feel interesting when the teacher makes such a sound s during speaking out of which ten were males and seven were females. Similarly, thirty three students feel boring out of which thirteen students were males and twenty were females. But five students feel other things out of which three were males and two were females.

So from the above mentioned data most of the time their teacher made pause and silence when they become confuse or forget something and trying to

remember and only few students they feel interesting with the teachers such a sound. But when the teacher made such a paralinguistic features most of their students feel bored.

So teachers pause, silence gives several meanings in the teaching process. Students can understand clearly nonverbal behavior of teachers without using verbal communication. Silence helps to understand the meaning clearly which takes positive, negative and neutral impact on students learning in ELT classroom.

**Artifacts: Teachers Personality.** Every teacher wants to be a good teacher. A good teacher has a very good personality. So personality of the teacher is an essential characteristic of a good teacher. Students always get attracted to the teacher with the good personality which leads to better communication, understanding and ultimately good results.

So this section deals with the attributes of the teachers such as attractiveness, height, hair style, dress and so on. The physical appearance, personality of the teacher meaningfully affects in ELT classroom. Regarding to this I collected the student's different opinions in different section, which are presented in table 4:

**Table 4**

**Students Reactions when Teacher has Good Personality**

<b>Response of Students</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I am interested in his/her teaching	Fourteen	Twelve	Twenty six
I like to hear him/her teaching	Seven	Ten	Seventeen
Other	One	Two	Three

The statistical analysis demonstrates that twenty-six students were interested in those teachers teaching who has a good personality out of which

fourteen were males and twelve were females. Similarly seventeen students were liked to hear him/her and interact as well out of them seven were females and ten were females. But three students feel other things out of which one was male and two were females.

Next I asked them to respond 'Do you enjoy those teachers class who are handsome, smart and beautiful?'

Their opinions are presented in the following table:

**Table 5**

**Students Reactions towards Teacher's Outer Personality**

<b>Response of Students</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Yes, I enjoy	Seventeen	Fifteen	Thirty two
No, do not agree	Five	Seven	Twelve
Other	Zero	Two	Two

This above data shows that thirty two students enjoy those teachers classes who are handsome/beautiful out of which seventeen were males and fifteen were females. Similarly twelve students do not agree with that statement out of which five were males and seven were females. But two students feel other things for this statement out of which two were only the females.

So from the above mentioned class observation and students data descriptions teachers' personality seemed very important in the language classroom. Most of the students were attracted and motivated to learn with the teacher having attractive personality but only few students said only teacher's personality does not help towards learning. It depends upon the teachers teaching styles, methods and expression.

***Olfactics.*** In this section I collect the student's opinion whether teachers' body order affects in teaching learning or not.

**Table 6**

**Teacher's Body Order**

<b>Teacher's Body Order</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Yes it does	Eighteen	Ten	Twenty-eight
No, it does not do	Five	Nine	Fourteen
I do not know	Two	Four	Six

This statistical analysis clearly shows that twenty eight students think that the teacher's body Oder affects in teaching learning out of which eighteen are males and ten were females. Similarly, fourteen students disagree on this statement out of which five were male and nine were females. But six students do not know out of which two were males and six were females.

Similarly I also asked the observed and other students "you do not like teachers when they come with perfume in the classroom?"

The analyze data for scenario is presented in the following table:

**Table 7**

**Teachers who use Perfumes**

<b>Teachers who use Perfumes</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
No, I like	Ten	Fourteen	Twenty four
Yes, I do not like	Sixteen	Ten	Twenty six
I do not know	Two	Zero	Two

In this scenario, the statistical analysis shows that twenty four students like those teachers who come with perfumes in the classroom out of which ten were male and fourteen were females. Similarly twenty six students do not like out of which sixteen students were males and teen students were females. But two students were only the males.



**Chronemics.** Simply it refers to the usage of time and punctuality in communication.

Teachers taking time and punctuality in ELT classroom plays an important role to be a good model teacher one should care about the class time and punctuality.

In my observed ELT class room except the exceptional case the teacher was very punctual.

Regarding this I asked the students to know their opinion, like “what you feel when your teacher takes overtime in class?” the analyzed data for scenario are presented in the following table:

**Table 8**

**Teachers Taking Time**

<b>Teachers Taking Time</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I become tired	Eight	Four	Twelve
I feel boring	Fifteen	Eighteen	Thirty three
Other	Four	Two	Six

This statistical analysis manifests that twelve students become tired when the teachers take overtime in class out of which eight students were males and four were females. Similarly thirty three students felt boring out of which fifteen were males and eighteen students were females. But six students felt other things. E.g. like it and so on. Out of which four students were males and two students were females.

Similarly I asked the question “do you like the teachers who always take their class?” then fifty percentage students agree with this questions and they said yes we like the teachers who are punctual in the school. And thirty

percentage students were not aged with this statement. Rather they said we feel relaxed when the teacher became absent in the classroom.

## **Results**

- a) All most all the students liked the teachers' nonverbal behaviors such as eye contact, smile movement. Which encouraged them toward better learning? But teachers such a behavior touching pointing, teacher drums on the table, wrinkling discouraged them to learn.
- b) The teacher's nodding head encouraged most of their students to participate in communication. Regarding this the male students felt more encouraged than the female students.
- c) The teacher moved in the whole class during the teaching to manage the class, reduce the noise and keep students active and alert and all the students were preferred the teacher's movement in the classroom.
- d) Twenty five percentages observed times teacher pats on students shoulders during teaching to make active, concentrate and encouraged them. But the nineteen students out of which thirteen were females and six were male students did not like the teachers such behavior and they felt nervous.
- e) I found the teacher made such a sound like, umm..... Ahh... etc. when she forgets and become confused about the subject matter. But the thirty three students out of them twenty were females and thirteen were male students did not like and they interpreted the teacher is not talented and they feel boring in the classroom.
- f) Twenty six students out of them fourteen were males and twelve were female students were highly motivated and interested in teachers personality and friendly style of the teachers. They believed that teacher's attractive personality really upgrade their learning.
- g) The students were very sensitive in relation of teacher's body order. Sixteen students think it affects in teaching learning out of which seven were males and nine were females respectively. Thirteen students do not

like the teachers in perfume in the class room out of which five were males and eight were female students.

- h) Nine students felt boring when teachers take over time in the class room. Out of which five were males and four student's females. In this regard the number of female students was greater than the male students. Furthermore, twelve students feel tired out of which eight were males and four were females. The male students feel more tired them the female students.
- i) Most of the students scare when teachers go near them. So, teachers should bridge the gap by friendly behavior. Furthermore, teachers should follow the saying “Be active, make active”. Teachers should frequently move front to back in the classroom to make the students active and motivated.
- j) Teachers frequently smile and nod their heads during getting questions and answers that highly encourages the students. And they also fell relax at the same time.
- k) Teacher frequently do eyes contact with the students, gaze them and move in the classroom to make the students motivated, active and alert.
- l) The teacher cleverly pat to encourage the students.it has the direct negative reactions, too. So, teachers should always aware of these behaviors too.

## Chapter V

### Conclusion and Implications

This chapter presents the conclusion and implications of the study on the basis of analysis and interpretation of data from the participants. Finally, this study also provides some recommendations related to policy, practice and further research area.

#### Conclusion

Nonverbal communication is communication through sending and receiving wordless cues between or among the people. It includes the visual clues such as body language, distance, and physical appearance, images, and postures etc. teachers nonverbal communication plays a vital role in a language classroom. Teachers use intentionally or unintentionally while teaching in the language classroom. Nonverbal behavior repeats the words which are spoken verbally so it helps the students to understand the meaning clearly and easily. So it is inseparable parts of human communication which adds essence of meaning and adds the beauty in language.

After conducting an ethnographic research on "**the use of nonverbal communication in English Language Teaching Classroom**" researcher came to draw the conclusion of this research study entitled "use of nonverbal communication in English language classroom". Aims to find out the use of teachers nonverbal behaviors in English Language Classroom. The researcher used ethnographic observation in secondary level students, using questionnaire and checklist and analyzed those data thematically and descriptively. The chief finding of the study was that the teachers used nonverbal behaviors to communicate with their students such as classroom movements, eye contact used to develop close proximity between teachers and students, wrinkling on

forehead used to show agree or disagree, pointing used to indicate the particular students in language classroom.

Though the findings of this research cannot be generalized to the every teachers, nonverbal behaviors used in the classroom, it can certainly show the teachers nonverbal communication which are commonly used in the language classroom. Likewise, after analyzing the data use of teacher's nonverbal behaviors seemed satisfactory and the students have positive impacts on this communication used by the teachers most of the time in their language classroom. Teachers eye contact, nodding heading, smile, pointing, touching, wrinkling and personality were used frequently in ELT classroom. Moreover from the findings of this research study most of the teachers and students perceived nonverbal communication as the best communication to keep the students more active, alert, interested, and ready to participate students in classroom communication.

## **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 level. The recommendation on these levels has been presented separately below:

**Policy Level.** Policy is a general rule to systematic the functions and to achieve the goals of educations. Here, it has some policy related recommendations:

- a) To participate different nonverbal aspects and learning effectively there should be the policy for implementing NVC cues in faculty of educations, Tribhuvan University.

- b) There should be policy to train teachers to handle how to use nonverbal signs and symbols in our daily ELT classroom and way to improve our learning effectively.
- c) Curriculum designer and text book writer should make curriculum and text book applicable for both face to face (verbal words) and (nonverbal signs and symbols). And also should instruct some methods and techniques for teachers to imply effectively.
- d) Curriculum designers and textbook writer should determine the proper methods and techniques of English language learning through the use of NVC cues. Different types of training related to NVC mediated instructions. Should be provided to the school level to the university level teacher to enhance the quality of education.

**Practice Level.** This research is equally advantageous to those who are at practice level. Their research is very much significant for the students and teachers. Teachers should be well prepared for the use of face-to-face (verbal language) and (nonverbal signs and symbols) in English language classroom. Concern authorities should provide wealth sufficient NVC practices in their institution. This research study found that some of the aspects NVC and techniques were being used in school level teachers in that particular school and the Central Department of English Education, Tribhuvan University so; the concern authority should provide sufficient trainings and aware about the benefits of using nonverbal signs and symbols to the every institution to practice in a ground level very effectively. For the improvement of quality Education of Tribhuvan University, Government should expose teachers to the latest trends in language teaching and to familiarize teachers with authentic and useful language learning sites and software.

It is suggested that teachers and students should practice nonverbal signs and symbols in teaching and learning. Such as online discussion, face-to-face discussion, virtual classroom, discussion forum, Email, You Tube, Smart

phone, Television, Internet, Facebook, Computer, Twitter, Viber and Tablet for English language learning.

**Further Research.** No work is final and no research is complete in itself. This study also could not cover all the area of research. It might have some limitations as well. This study was only limited to secondary level English teachers and their one class it can be done for bachelor level too, in the same way this research has done in Tribhuvan University it can also be done in other universities too. Like this further research can be done to explore the NVC in ELT classroom learning in the field of English learning. So many researchers have to involve investigating the relevance of NVC in ELT classroom in English language learning

Some further research can be:

- 1 Effectiveness of using NVC in EFL/ESL classroom.
- 2 Perceptions and its impact on both learners and teachers to use this discourse (NVC)
- 3 University Level teachers' Views towards the nonverbal communication.
- 4 The impact of teachers' non-verbal communication on success in teaching.
- 5** Gestures and other nonverbal communicators in ELT classroom.

## References

- Akinola, O.A. (2014). The Use of Nonverbal Communication in the teaching of English Language. *Journal of Advances in Linguistics*, 428-433.
- Ali, M., & Ali, S. (2011). *The Use of Non-verbal communication in the classroom. 1<sup>st</sup> international Conference on Foreign Language Teaching and Applied Linguistics*, May 5-7 2011, Sarajevo.
- Awasthi, J.R. (2003). Teacher education with special reference to the language teaching in Nepal, *Journal of NELTA*, Vol. 8, 17-28.
- Barabar, A. & Caganaga, C.K. (2015). Using Nonverbal Communication in EFL classes. *Cyriot Journal of Educational Sciences*. 10 (2), 136-147.
- Barber, A & caganaga, C., K. (2015). Using Nonverbal Communication in EFL classes. *Cypriot Journal of Educational Sciences*. 10 (2), 136-147.
- Bastola ,P.K.(2005). *A correlation study of English and Nepali kinesic*. An Unpublished M.ED Thesis, Tribhuvan University, Kirtipur, Kathmandu
- Bhattarai, G.R. (2006). English teaching situation in Nepal: An appraisal journal, *Young Voice in ELT*, vol.5. 1-6.
- Bull, P.E. (1987). *Gesture and Posture*. Oxford, Eng.: Pergamum Press.
- Chaudhary, N.A., & Arif, M. (2012). Teachers nonverbal behavior and its impact on student achievement. *International education studies*, 56-64.
- Creswell, John W. (1994). *Research design qualitative and quantitative Approaches*. Cambridge: CUP.
- David McNeill (2004). *Language and Gesture*. Cambridge: Cambridge University Press.
- Dawes, L. (2001). What stops teachers using new technology? In M. leask (ed.) *Issue in teaching using ICT*. (61-79). London Routledge.



- Gregersen, T.S. (2007). Language learning beyond words: incorporating body language into classroom activities. *In journal of reflection on English language teaching*. Vol. 6, 51-64.
- Hall, Joan Kelly (2002). Teacher-student Interaction and language Learning. *Annual Review of Applied Linguistics*, 22, 186-203.
- Joshi, A. (2009). *Gestures in the ELT Classroom*. An unpublished M. Ed Thesis, Kathmandu: Tribhuvan University.
- Joshi, G.D. (2011). *Effectiveness of using technology in teaching short stories*. An Unpublished M.ED Thesis, Tribhuvan University, Kirtipur, Kathmandu.
- Khan, A.A (2001). *Non-verbal communication: fact and fiction*, <http://www.strangehorizons.com>
- Knapp, M., & Hall, J. (2002). *Nonverbal communication in human interaction*. USA: Thomas Learning Inc.
- Ledbury, R. White, I. & Darn, S. (2004). The importance of Eye contact in the classroom. *The internet TESL Journal*, 10 (8).
- Negi, J.S. (2009). The Role of Teachers' Nonverbal Communication in ELT classroom. *Journal of NELTA*, 101-110.
- Non-verbal communication/ Teaching English/British council/BBC, website: <http://www.teaching English.org. UK/think/articles/non-verbal communication>.
- Pan, Q. (2014). Nonverbal Teacher-student Communication in the foreign language classroom. *Theory and practice in language studies*, 4 (12), 2627-2632.
- Pan, Q. (2014). Nonverbal Teacher-Student Communication in the foreign language classroom. *Theory and practice in Language Studies*, 4(12), 2672-1266.

Radford, L. (2003). Gesture, Speech, and the Sprouting of Signs: A Semiotic-Cultural Approach to Students' Types of Generalization. *Journal of Lawrence Erlbaum Association*, 5(1), 37-70.

TOASTMASTERS INTERNATIONAL, (2011). *Gestures: your body speaks*.  
WWW. Toastmasters.org/members

# APPENDICES

## APPENDIX-I

### “USE OF NONVERBAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING CLASSROOM”

#### Checklist

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

ELT Teachers' NVC Observation form

Name of the Teacher: .....

School .....

Level ..... Day .....

Please tick (...) on each of the following if you think 'YES' and (...) if 'NO'.

1. Teachers smile at students.
2. Teacher does foot-tapping.
3. Teacher frequently does eye contact with students.
4. Teacher drums the table, fingers.
5. Teacher points the finger/s to students.
6. Teacher nods the head to say 'Yes' and 'No'.
7. Teacher claps to motivate students.
8. Teacher makes both hands up and down while saying 'stand up' and 'sit down'.
9. Teacher moves around.
10. Teacher pats on students shoulders.
11. Teacher makes non-vocal sound such as ah....., um....., huh....., etc.
12. Teacher is exhausted and fatigued.

## APPENDIX- II

### “USE OF NONVERBAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING CLASSROOM”

#### Questionnaire

This question has been prepared in order to accomplish a research work entitled, Nonverbal Communication in ELT Classroom: An Ethnography.’ this research is being carried out under the guidance of **Mr. Bhim Prashad Wasti**, Reader, Department of English Education, T.U., Kirtipur, Kathmandu. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

#### Researcher

Hark Bahadur Mauni

Name (optional): .....

Sex: .....

School: .....

Level: .....

**Please go through the statement carefully and tick (....) according to your view/experience.**

- 1) When teacher uses a body language as a clue for anything;
  - a) It motivates me.
  - b) I start to guess what he/she wants to convey.
  - c) Other; .....
- 2) When teacher speaks with gestures;
  - a) I understand the subject matter clearly
  - b) I watch him/her carefully what he/she is doing.
  - c) Other; .....

- 3) The teachers nodding head;
  - a) Encouraged me to ask/ answer the questions.
  - b) Discouraged me.
  - c) Others; .....
- 4) You understand those teachers' teachings who teach you with soft voice.
  - a) Yes! I agree.
  - b) No! I disagree.
  - c) Others; .....
- 5) when teachers makes sounds such as umm....., ah....., huh....., etc. during speaking;
  - a) I feel interesting.
  - b) I feel boring.
  - c) Others.
- 6) The sudden loud voice of the teacher;
  - a) Makes me alert and active.
  - b) Makes me boring and irritates me.
  - c) Others; .....
- 7) You do not understand when teacher speaks rapidly.
  - a) No, I understand.
  - b) Yes, I do not understand.
  - c) I do not know.
- 8) You enjoy those teachers' classes who are handsome/ beautiful.
  - a) Yes! I enjoy.
  - b) No! I do not agree.
  - c) Others; .....
- 9) Teachers' body odor/ smell affects in teaching learning.
  - a) Yes, it does.
  - b) No, it does not do.
  - c) I do not know.

- 10) You do not like teachers when they come with perfumes in the classroom.
- a) No, I like.
  - b) Yes, I do not like.
  - c) I do not know.
- 11) When teachers take overtime in class;
- a) I became tired.
  - b) I feel boring.
  - c) Others; .....
- 12) You like the teachers who always take their class.
- a) Yes, I agree.
  - b) No, I disagree.
  - c) Other; .....
- 13) You like to study in the room having beautiful paintings, logos, etc.
- a) Because I like to study in decorated room.
  - b) I disagree because they divert my mind.
  - c) Others; .....
- 14) Teacher's movement in class.
- a) Makes me alert and active.
  - b) Makes me sleepy.
  - c) Others; .....
- 15) You like those teachers who remain standing body but never come near you during teaching (speaking).
- a) I agree.
  - b) I disagree.
  - c) Others; .....

**Thank you for your kind co-operation.**