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The Importance of Non-Verbal Communication in Teaching Speaking Skill

The Case of Third Year EFL Learners at Mila University

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Presented by: **Supervisor:**
1) Amani KESSITA   Dr. Rima HADEF
2) Meriem HAMMADA

Board of Examiners:
Chairman: Dr. Fouad BOULKROUN
Supervisor: Dr. Rima HADEF
Examiner : Dr. Layla ZOUREZ

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Dedication

Amani's dedication

This research work is dedicated to:

My precious parents, Mounir and Zahira, for their support, love and prayer. May Allah bless them;

To my lovely brothers, Adel, and Nassereddine for their endless support, care, and valuable advice;

To the roses of my life my sisters, Bouchra and Lwiza, who are always beside me every time I need them;

To my partner in this work Meriem, thank you for your encouragement and patience and for all the memories we have passed together;

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Thanks to Allah, The most Gracious, The most Merciful

For the blessing and leading me.

I dedicate this dissertation especially to:

My adored Father (God petty his soul) the one who supported me to go through this path;

My adored mother, the queen of my heart, my biggest inspiration;

My superhero brother Hamdi;

My lovely sisters Wiam, Hadil and my little princess Hadjer;

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Abstract

In language learning, speaking is considered one of the most important skills. Nevertheless, learning how to speak seems difficult for most foreign language learners of English. In this regard, the present study aims to investigate teachers' and learners' perceptions toward the effectiveness of using non-verbal communication in teaching speaking and developing oral performance. Three main questions are raised in this research: (1) Do learners face difficulties in speaking English as a foreign language? (2) Are teachers and learners aware of the importance of non-verbal communication in improving speaking? (3) Do learners and teachers have positive views toward the use of non-verbal communication? To answer these questions, two questionnaires were designed. The first questionnaire was administered to five Oral expression teachers who teach third year students of English. The second questionnaire was distributed to sixty seven third year students of English. The analysis of the answers show that learners face difficulties in speaking English. The results also reveal that both teachers and learners are aware of the importance of using non-verbal communication in ameliorating speaking. Teachers agree on the efficacy of this strategy in teaching speaking. Learners as well assert that non-verbal communication is a useful strategy to help students overcome their problems in the speaking skill and develop their oral performance. Accordingly, the data denotes that both teachers and learners have positive views toward the importance of non-verbal communication in improving oral production. At the end, some recommendations are suggested for teachers, learners and future researchers.

Key words: Non-Verbal Communication, Speaking Skill, Teachers' Perceptions, Learners' Perceptions

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General Introduction

1. Statement of the Problem

Nowadays, English has become the language of technology, innovation and a medium of instruction in different university programmes. In learning English, it is important for learners to master the four skills: speaking, listening, reading, and writing. Among these skills, speaking is one of the most essential skill that learners need to develop. It is considered the first means of communication through which people can express their ideas, thoughts, opinions, and feelings.

Speaking is viewed as a difficult subject for students. Many FL learners face difficulties in communicating with each other via language. Maulana et.al (2016, p. 34) claimed that "the most problems that they faced in learning speaking skill are lack of vocabulary, lack of pronunciation, lack of confidence to speak and fear of making mistakes while speaking". These obstacles may be due to the lack of using certain strategies.

In order to overcome these problems, teachers have to provide learners with a strategy that would help them to speak successfully. Hence, using non-verbal communication is one of the strategies that provide learners opportunities to be fluent speakers.

2. Aim of the Study

The purpose of this study is to shed light on the role played by non-verbal communication on developing the speaking skill. It aims at investigating teachers and learners' perceptions toward the use of non-verbal communication as a teaching and learning strategy used to improve the speaking skill.

3. The Research Questions

The present study attempts to find answers to the following questions:

- Do learners face difficulties in speaking English as a foreign language?

- Are teachers and learners aware of the importance of non-verbal communication in improving speaking?

- Do learners and teachers have positive views toward the use of non-verbal communication?

4. The Research Methodology

To answer the aforementioned questions and meet the research aims, a descriptive method is adopted with two questionnaires: teachers' questionnaire and students' questionnaire. The first questionnaire is designed for third year Oral Expression teachers of English in the department of languages at Mila center. The second questionnaire is designed for third year students of English at Mila center. The aim of the questionnaires is to indicate teachers and students' views about the effectiveness of non-verbal communication in helping students to overcome their speaking difficulties and thus improving the speaking skill.

5. Structure of the Study

The present study is composed of two chapters. The first chapter represents the theoretical part and it is divided into two sections. The first section deals with the speaking skill including its definitions, components, functions, methods of teaching speaking, classroom speaking activities, both teachers' and learners' roles, speaking difficulties that students may face in learning, and speaking assessment. The second section focuses mainly on non-verbal communication; its definitions, types, functions, and importance of non-verbal communication in improving speaking. The second chapter is about the practical part. It also consists of two sections: Teachers' questionnaire and students' questionnaire. Both sections include the participants, the description of the questionnaires, and the analysis and discussion of the results.

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Chapter One: Theoretical Part

Introduction

Teaching and learning English as a Foreign Language (EFL) is to teach and acquire its skills, reading, writing, speaking, and listening. Among these four skills, speaking seems the most important one because it is considered the basis for mastering any language. Being proficient in speaking is not an easy task for many learners. Therefore, it is important for teachers to apply and make learners aware of various speaking strategies to improve it. Non-verbal communication (NVC) is one of the most important strategies used to boost communication.

This chapter is divided into two sections. The first section deals with the speaking skill. It starts with the definitions of the term speaking suggested by different scholars and its components; fluency and accuracy. Next, it highlights the functions of speaking; talk as interaction, talk as transaction, and talk as performance. Then, it sheds light on teaching and learning Speaking; the different methods of teaching speaking, classroom speaking activities and the role of both the teachers and learners. It discusses the difficulties that learners may encounter in speaking. Finally, it presents the assessment of speaking.

The second section is about NVC. It begins with the definitions of communication and NVC. After that, it introduces the different type of NVC with its different functions. The section ended up with the importance of NVC in improving the speaking skill.

1.1. Section One: The Speaking Skill

1.1.1. Definitions of Speaking

Speaking is one of the most important skills that should be mastered by foreign language learners. It is defined as "the ability to produce sounds or words to express, to state, and to show thoughts, ideas and feelings" (Maxom, 2009, p. 183). In order to speak, people go through

three different steps: producing, receiving and processing information (Florez, 1999, p. 1). In the same vein, Burns and Joyce (1997) claimed that "speaking is the process of building patterns of language that includes producing, receiving and processing information". In other words, it is a process of sending, receiving, and processing information to achieve a certain goal.

For some researchers, the term speaking does not include only linguistic aspects such as sounds and words; it includes also non-linguistic aspects like gestures. Chaney (1998, p.13) pointed out that speaking is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts". Equally, Brown (2007, p. 210) stated that "in any social interactive communication, it is not what you say that is important but how you say it using body language, gestures, eye contact, and other non-verbal messages". These definitions emphasize the importance of using both verbal and non-verbal features such as gestures, and facial expression to convey meaning.

On the whole, speaking is the process of conveying ideas, sharing opinions and information that involves using both verbal and non-verbal language.

1.1.2. Components of Speaking

The two fundamental aspects in teaching speaking for the purpose of mastering FL and guiding learners in the direction of success are fluency and accuracy.

1.1.2.1. Fluency

Fluency is one of the significant aspects of speaking that learners should achieve. According to Hedge (2000, p. 54), "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate slowness, or undue hesitation". In other words, it is the ability to produce

words and put them together in suitable way without incongruent pauses and frequent hesitation.

Thornbury (2005, p. 8) presented four main characteristics of fluency:

- Pauses may be long but not frequent.

- Pauses are usually filled.

- Pauses occur at meaningful transition points.

- There are long runs of syllables and words between pauses.

"Fluency in speaking is seen important in language learning development as it indicates the ability of the speakers' communication" (Phi Ho, 2018, p. 15). Students who speak fluently can establish a successful communication with others. However, students who speak with frequent pauses and unnatural hesitations can not be understood, which break down the flow of communication and drive listeners to lose interest. Therefore, in order to achieve fluency, teachers should provide their learners with opportunities to produce language and express their ideas freely.

1.1.2.2. Accuracy

Accuracy is the most emphasized aspect by both teachers and learners in speaking classes. It is defined as the use of correct forms in which utterances do not contain errors that impair the language's phonological, syntactical, semantical, or discourse aspects (Phi Ho, 2018).   In the same context, Baily (2004, p. 5) defined it as" the ability to talk properly, that is, to choose the appropriate words and expressions to convey the desired idea, as well as using the grammatical patterns of English".

a. Vocabulary

Vocabulary is an important component in language acquisition. It can be defined as "a list of words in a language including single items, phrases or chunks which have a particular meaning. It can be expressive vocabulary in speaking or receptive vocabulary in listening" (Neuman & Dwyer, 2009, p. 385). In addition to that, Alqahtani (2015) defined vocabulary as a person classes or profession's store of words. A learner who has a large vocabulary list is considered a better speaker, listener, reader and writer. Subsequently, having sufficient vocabulary leads the learner to communicate and express their ideas appropriately and effectively (Allen, 1983).

Active lexis and passive lexis are types of vocabulary. The first type refers to the vocabulary that students have taught and able to use. Nevertheless, the second type is the one that students recognize but unable to use (Harmer, 1991). Furthermore, Alqahtani (2015) suggested two other kinds of vocabulary named receptive and productive vocabulary. Words that learners know and understand when they are used in context but cannot produce are referred to receptive vocabulary. However, the words that learners comprehend, can pronounce correctly, and use constructively in speaking and writing are referred to as productive vocabulary.

b. Grammar

Grammar is a set of rules that investigates the structure and form of sentences in a language. It is a science of principles that determines the arrangement of sentences, phrases, and words to convey information (Mardyani & Kusumawardani, 2018).

In learning speaking, grammar is an important aspect that should be improved by learners and encouraged by teachers. Thornbury (2005, p. 21) indicated some features of spoken grammar which is different from written grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- The use of head- body- tail construction and direct speech.

- A lot of ellipsis and many question tags are used.

- Performance effects including (hesitations, repeats, false starts, and incompletion)

c. Pronunciation

Pronunciation is another significant element in speaking. Yowani (2021) claimed that

> pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important. (p. 781)

One of the most significant features of language creation is understandable pronunciation, which is one of the most basic requirements of learners' competency. While good pronunciation helps language acquisition, bad pronunciation creates language-learning challenges (Gilakjani, 2012). Having a good pronunciation of the language can help in normal communication particularly intelligibility (Derwing & Munro, 2005).

Nation and Newton (2009) stated that there are four factors affecting the learning of another sound system.

- **The Age:** There is strong evidence that there is a link between age which a language is learned and the degree of foreign accent acquired.

- **Learners' first language:** It might have a significant impact on students' ability to learn another language's sound system.

- **Learners' development and range of styles:** It has been proven that when learners become more comfortable with SL, their pronunciation changes.

- **The learners' prior experience and attitudes:** Learners in this situation bring their life experiences to the classroom, which may have an impact on how a new sound system is learned.

1.1.3. Functions of Speaking

Talk as interaction, talk as transaction and talk as performance are three main functions of speaking. Each of these functions has its own form, necessitating different instructional methods.

1.1.3.1 Talk as Interaction

Richards (2008) described interaction as social function. For him, talk as interaction refers to conversations people have when they encounter each other. This function of speaking is more concerned with speakers and how they seek to present themselves to one another than on the message. Opening and closing conversation, selecting topics, joking are examples of skills used in talk as interaction.

1.1.3.2 Talk as Transaction

This function of talk focus on what is said or done. So, message comprehension and accuracy are emphasized more by this function, rather than the participants and how they interact socially with each other. Examples of the skills related in talk as transaction are explaining a need or intention, describing something, asking for clarification and confirming information (Richards, 2008)

1.1.3.3 Talk as Performance

Unlike the first two functions of talk, talk as performance is concerned with both the message and audience. According to Richards (2008), it refers to public talk such as morning chats, public announcements, and speeches that transfer information in front of the audience. Speaking as performance takes the form of monologue rather than dialogue. It frequently follows a recognizable format and resembles written language more than spoken language. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar

1.1.4   Teaching and Learning the Speaking Skill

1.1.4.1 Methods of Teaching the Speaking Skill

Teaching speaking has been influenced by some approaches that have been considered useful in the educational field. Uso´-Juan and Martınez-Flor (2006) described three main approaches namely the environmentalist, the innatist, and the interactionist.

a.   The Environmentalist Approach

Before the end of 1960s, the environmentalist approach had a strong influence on language learning. For This approach, the learning process was governed by external environment and language development based on repetition and imitation. The environmentalist approach believed that learning is conditioned by the external environment rather than by human internal mental processes. Thus, learning to speak a language followed a stimulus-response-reinforcement pattern, which involved constant practice and the formation of good habits (Burns & Joyce, 1997; as referred to in Uso´-Juan & Martınez-Flor, 2006). In this manner, learners are exposed to linguistic input as a kind of external stimulus to be imitated and repeated.

Based on the assumptions of this approach, a new language approach named Audio-lingualism emerged. It emphasizes the importance of teaching the oral skill through oral activities such as drills and substitution exercises as a way for developing good pronunciation and correct grammar structures (Uso´-Juan & Martınez-Flor, 2006).

b. The Innatist Approach

This approach came with the pioneer Noam Chomesky by the end of 1960s who believed that acquiring languages is based on innate capacity that children are born with. Consequently, learners construct language using their mental and cognitive processes. Unlike the previous approach in which learning speaking is based on imitation and repetition, learning speaking with the innatist approach is based on students use of thinking to generate unlimited amount of sentences (Uso´-Juan & Martınez-Flor, 2006).

c. The Interactionist Approach

Another change in the field of language learning was attributed to the influence of interactionist ideas. For interactionists, speaking language is based on human innate capacities with taking into consideration the environmental factors. In this process, the production of oral language is seen as a difficult activity because it required the speaker to include the interpersonal and psychomotor aspects. In addition to that, learning speaking is not a matter of repeating words and generating isolated sentences, but rather developing a piece of discourse in a specific context (Uso´-Juan & Martınez-Flor, 2006).

For the interactionist approach, speaking happens through stages. Levelt (1989, as cited in Uso´-Juan & Martınez-Flor, 2006) proposed four major phases that the speaker should go through to produce language which are conceptualization, formulation, articulation, and monitoring. First, conceptualization includes the speaker's selection of messages based on the situational context. Second, formulation implies sequencing and choosing words and phrases.

Third, articulation concerns the motor control of the articulatory organ. Forth, monitoring allows the speaker actively identify and correct mistakes.

1.1.4.2 Classroom Speaking Activities

In order to speak the foreign language accurately and spontaneously, teachers should find solutions to solve the difficulties encountered by learners. Using classroom speaking activities are beneficial to reach these goals. Role-play, discussion, communication games, and information gap activities are among the classroom activities used to improve the speaking skill.

a. Role Play

Role-play is among the very common classroom speaking activities. According to Ur (1996, p. 131), "role play refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context". In simple way, the activity requires learners to incarnate a character that is different from themselves.

In order to have a more varied interaction when using role-plays, Littlewood (1981, p. 49) suggested the following techniques:

- Learners are asked to imagine themselves in situation outside the classroom. This could be anything from simple occurrence like meeting a friend in the street, to much more complex event such as series of business negotiations.

- They are asked to adopt a specific role in this situation. They can act as themselves or may imitate a specific personality.

- Ask them to behave as if the situation really existed, in accordance with their roles.

Harmer (2001) listed three main benefits of role-play. First, it can create enjoyable and motivating environment. Second, it permits reluctant students to express their opinions and

actions more directly than when they speak for themselves, because they do not have to take the same responsibility for what they say. Third, by expanding the world of the classroom to include the world outside, it allows students to use a much broader range of language than other activities may do.

b. Discussions

Discussion is considered as one among the best and interesting form of oral practice in speaking classes. Shaughnessy and Forzani's (2012, as cited in Destiana, 2019) defined it as the act of sharing and exchanging ideas and views between teachers and learners about a certain topic in order to enhance students' abilities and skills. It has important roles in developing speaking proficiency as it "can provide important opportunities for developing certain aspects of fluency. Ideally, over a period of time, free discussion activities will involve students in talking about a range of topics which engage their interests, opinions, histories, and experiences"(Hedge, 2000, p. 277).

Despite these advantages, most of FL students fail to express their views and ideas during discussion due to shyness, fear of making mistakes and lack of vocabulary. Accordingly, Harmer (2001) proposed different ways in which oral expression teachers can avoid such difficulties which are buzz group, instant comment and formal debate.

- **Buzz group:** In applying the buzz group strategy, students make a quick reaction in small groups first. They are given time to prepare what to say before talking to the whole class. Thus, this strategy reduces students' stress.

- **Instant comment:** Incorporating instant comment into lessons is another technique to teach students to respond smoothly and quickly. This involves showing students pictures or introducing subjects at any point during a lesson and asking them to say whatever comes to their minds first.

- **Formal debate:** Formal debate is another useful technique that helps learners develop their speaking. It contains two opposed groups discussing a specific topic. Learners in each group try to defend their points of view to convince the other one. At the end, they will reach a solution. This strategy forces students to interact and motivates them to participate in the discussion.

c. **Information gap activities**

Information gap activity is another useful classroom spoken activity. According to Bing(1999),

> information-gap activities involve a transfer of given information from one person to another or from one form to another or from one place to another generally calling for the decoding or encoding of information from or into language. The participants each have some knowledge or information not shared by any other one and can only solve the problem if they pool their information. (p. 3)

So, in information gap activities, students work in pairs or groups. One student has the information that the other student does not have; therefore, they need to communicate and exchange information to complete a task or achieve the goal.

Information gap activities are considered useful techniques in developing FL speaking. According to Ellis (2003 as cited in Asrobi et al., 2013), using information gap activities assist students to achieve their goals of meaningful communication. Students have more opportunities to practise the language and feel more confident when they work in pairs or groups. Moreover, it makes learning enjoyable which motivates students to get better level.

d. Communication-based Games

Communicative games are considered as funny activities used in classroom to foster the speaking skill. Herrel and Jordan (2008 as cited in Andriani,& Syarif, 2020) claimed that communicative games provide FL students with opportunities to practise verbal communication.

Bygate (1987) provided some examples of these activities which are "describe and draw", "describe and arrange", "find difference", and "ask the right question".

- **Describe and draw activity:** In this activity, one student describes a picture and the other draws it.

- **Describe and arrange activity:** It is an activity in which one student has complete picture and the other one has scrambled pieces of the picture. So, the one who has the arranged picture describes it to his partner until s/he gets the well-arranged one.

- **Find the difference activity:** In this activity, two students have slightly different pictures. Without seeing each other's pictures, they must find the differences.

- **Ask for right question activity:** It is an activity in which a student takes a card on which a word is printed. S/he has to elicit the word from the others by asking as few questions as possible.

1.1.4.3 Teacher's Roles in Teaching Speaking

In order to help learners reach the linguistic and learning goals, the teacher should take different roles in the classroom. To help learners speak FL fluently, Harmer (2001) introduced five main roles for teachers.

a. Controller

Harmer (2001, p. 58) stated that "controllers take the register, tell students things, organise drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom". In other words, teachers are in charge of classroom, they are the center of the teaching/learning process, giving explanations and instructions, lecturing, and controlling the pace of the lesson. Therefore, teachers should have this quality because it helps the lesson progress better.

b. Organiser

Harmer (2001) stated that the role of teacher as organizer is crucial in the classroom. In order to do various activities in language learning, teachers should organise the students by providing them with information on how they will perform the activities, dividing them into groups and lastly bringing activities to a close and organising feedback.

c. Prompter

Students sometimes face problems while performing a classroom tasks. Being a prompter is one way for helping students to overcome these problems by encouraging them to think creatively rather than telling them every single word. When prompting learners, sensitivity and encouragement should be taken into consideration in order not to take initiation away from students (Harmer, 2001).

d. Participant

Usually the roles of teachers during classroom speaking activities are to correct mistakes and provide feedback. However, the teachers may join the activity as participants with condition that they do not dominate the activity and do not deny the students opportunities to speak.

Changing the routine of the teacher from being a prompter and organiser to a participant may create an enjoyable environment and encourages students to participate more (Harmer, 2001)

e. Feedback provider

Another role teachers play in speaking classes is feedback provider. The teacher provides feedback either in positive or negative way. On one hand, teacher's negative feedback may confuse learners and take the communicativeness out of the activity. On the other hand, helpful and gentle feedback may encourage students to speak and avoid frequent hesitation. After performing a given task, teachers respond to the content of the activity as well as the language used (Harmer, 2007).

1.1.4.4 Learners' Roles in Speaking Classes

"Learners have significant roles in classroom. They are expected to play the role of listeners, performers and interactors while speaking in language classroom" (Nunan, 1999 as cited in Talley & ling, 2014, p. 43). They also engage in conversations with teachers and peers about specific topic, using new vocabulary and follow the rules of interaction (*Key Components of speaking and listening*, 2008)

Furthermore, students are supposed to act as negotiators. The notion of negotiation is defined as discussion to reach agreement and it is considered as an aid to second language learners' comprehension, where the learners are given more chances to negotiate their problems through peer interactions (Yu, 2008). In this seek, Breen and Candlin (1980) described the language learner's role as negotiators in EFL classroom as actively responsible for their own learning.

In order to improve learner autonomy in SL education, the focus has been shifted from externals such as teachers and materials that the learners receive to learners. This change is

generally known as the move from teacher-centred instruction to students-centred instruction. Learner autonomy is a key concept in which the learners have the responsibility in controlling their own learning (Farrell, & Jacobs, 2010).

1.1.4.5 Learners' Speaking Difficulties

FL students proclaim that they face challenges in achieving a fluent and accurate oral performance as result of the following factors:

a. Lack of Motivation and Interest

Motivation is defined as "an internal drive, impulse, feeling or desire that propels a person to take a specific activity" (Brown, 1987, p. 114). Motivation and successful learning are interrelated. Humaera (2015) described motivation as a crucial factor of learning that is closely linked to interest, efficiency, and self- concept. It is the most important factor that influences learning as it creates a desire for them to study and participate actively in the class (Davies & Pearse, 2000). Hence, oral expression teachers should create a motivating and relaxed atmosphere.

b. Inhibition

Inhibition is one of the factors that influence FL learning. It refers to a temperamental inclination to react with caution, fear, or restraint when confronted with unknown people, objects, or situations (Kagan, et al. 1988). It has a significant impact on learners speaking and personality. In this seek, Ur (2000) stated that:

> learners are often inhibited in their learning speaking when they are trying to say things in a foreign language in the classroom. Generally, are worried about making mistakes, scared of being judged or loosing face or simply shy of the attention that their speech draws. (p. 111)

c. Pronunciation Problems

Pronunciation is one of the most salient aspects in oral communication. Many FL learners struggle to produce words. As result, this problem will influence their performance which may cause lack of participation.

For a variety of reasons, students have a tough time mastering English pronunciation. The reasons that affect learning pronunciation are summarized by Yowani (2021, p. 1) as follows:

- There are various sounds in the English sound system that are unfamiliar to learners.

- The way native English speakers pronounce the last sounds differs significantly from the way learners do, making it more difficult for them to attain proper English pronunciation.

- The phonetic errors in English that the learners make resulting in incomprehensible speech undermines the learners' confidence both in speaking and in listening.

d. Mother Tongue Use

The fundamental cause of SL learning difficulties lies in the differences between the mother language and the target language (Ramelan 1999). Hence, the greater similarities between them, the less difficulty it will be for students to learn FL. Moreover, Baker and Westrup (2003) pointed out that the use of the mother language reduces students' participation in the classroom and limits their ability to practice FL.

1.1.4.6 Speaking Assessment

Speaking is seen by language teachers as the most effortful skill to assess. The main aims behind using language tests are to point out strengths and weaknesses in the learned abilities

of students, to make the learning process more efficient, and to assist the decision of who should be allowed to participate in a particular programme of instruction (Ginther, 2013).

Direct assessment, semi direct assessment and indirect assessment are the three different types of assessment (Clarck, 1979). In testing speaking, the direct and semi direct methods are the most commonly used ones. Hughes (2003) mentioned that testing is said to be direct as the candidates are required to perform precisely the skill wished to be measured. The direct method is widely used as a face-to-face or interview format of testing which also known as oral proficiency interview. The direct tests evaluate speaking skills and abilities in actual performance and have considerable face validity. Qian (2009) noted that the most valid test is the direct testing; furthermore, it is the presumed to be the preferred form of testing to the majority of examinees.

The semi-direct test appears slightly different from the direct test. According to Qian (2009), in semi-direct method, the test can be sent to different locations without the presence of the test taker (Live person) to administer the test. In terms of reliability and fairness of semi-direct method, Qian (2009, p. 115) stated that "by adopting the format of semi-direct testing, the test taker will receive standardized instructions and prompt and there will unlikely be variation in examiner point." It can be divided into two subcategories, the stimulated oral proficiency interview (SOP) and the computerised oral proficiency interview (COPI).

In indirect assessment method, the test-taker is assessed without actually producing spoken language (Isaacs, 2016). The assessment can be done through using methods rather than looking to the real sample of the students. "The indirect tests evaluate the skills and abilities that underlie an examinee's performance by eliciting performance on item types such as a multiple choice" (Gnither, 2013, p.1)

1.2 Section Two: Non-Verbal Communication

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1.2.2   Definitions of Non-Verbal Communication

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        b.   Facial Expression

        c.   Posture

        d.   Eye contact

    1.2.3.2   `Proxemics

    1.2.3.3   Paralanguage

    1.2.3.4   Haptics

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    1.2.4.2   Accenting/ Moderating

    1.2.4.3   Complementing

    1.2.4.4   Regulating

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Conclusion

1.2   Section Two : Non-Verbal Communication

1.2.1   Definitions of Communication

The origin of the word communication comes from the Latin word *"communis" or "communicare"* which means to share or to have things in common (Bulunmaz, 2016). The term communication is defined by different authors. According to Richards and Schmidt (2002),

> Communication is the exchange of ideas, information, etc., between two or more persons. In the process of communication, there is usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended (the receiver). (p. 89)

Furthermore, it is "an ongoing process of sending and receiving messages that enables humans to share knowledge, attitudes, and skills" (Miller, 1988, p. 89).

In the clearest form, communication is the exchange of information and thoughts from one person to another. It includes a sender transmitting information to a receiver.

1.2.2   Definitions of Non-Verbal Communication

Non-Verbal Communication plays a significant role in the teaching/learning process. Many researchers and scholars attempt to define the concept of NVC and emphasized its significance. Miller (1988) stated that

> NVC is communication without words. It includes those overt behaviors such as facial expressions, eye contact, touching and tone of voice, as well as less obvious behaviors such as the way of clothing, posture, and spatial distance between two or more people. (p. 5)

To put it another way, NVC is the way of exchanging information non-verbally between people using facial expression, gestures, postures, eye contact, and paralinguistic features.

Pan (2014) pointed out that in NVC, the ideas, the feelings and the attitudes are expressed without the use of words. Similarly, Zoric, et al. (2007, p. 161) claimed that "NVC refers to all aspects of message exchange without the use of words".

1.2.3 Types of Non-Verbal Communication

Many researchers divided NVC into different types. The most common classification of NVC is: kinesics, proxemics, paralanguage, and haptics.

1.2.3.1 Kinesics

The word "kinesics" was introduced in 1952 by Ray Birdwhistell, an anthropologist who is interested in study how people communicate through posture, gesture, stance, and movement (Ferraro, 2015). Kinesics is a word originated from the root "kinesis", which means movement. According to Pan (2014, p. 2628), "the term kinesics used for bodily movement that involves the use of facial expression, eye contact, posture and gesture".

a. Gestures

Gestures is the most common types of NVC. Kendon (2004, p. 1) defined gestures as "visible body actions that may be used in conjunction with spoken expressions or as alternatives to them". In other words, gestures are specific bodily movements used either to reinforce the verbal message to convey an idea or feeling or used to replace it. They are usually made with hands like waving, thumbs up, and saluting but we can use the head, shoulders or even the legs.

Gestures play important roles in improving both learning and teaching. According to Gladis (1985, as cited in Roviello, 2004, p.12), "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". Furthermore, the combination of verbal communication and gestures can help teachers convey specific messages effectively. Rogers (1998, p. 57) identified that "the raise of an eyebrow in conjunction with asking a student, "what are you doing?" improves the message put across to the student". Thus, to provide a comfortable learning environment for students, a mix of gestures and spoken forms of communication is necessary.

Using gestures can enhance students' communication. Cao and Chen (2017) stated that gestures help learners convey meaning and to overcome difficulties faced in speaking. In case of students lack vocabulary and they need a way to overcome this problem. So, using gestures can help them speak fluently without hesitation or long pauses.

Gestures are divided into five categories which are emblems, illustrators, adaptors, regulators and affect display.

- **Emblems** "are those non-verbal acts which have a direct verbal translation, or dictionary definition, usually consisting of word or two, or perhaps a phrase" (Ekman & Fries, 1969, p. 63). In American sign language, for example, the Ok sign is made up of the thumb and index finger joined in a circle with the other three fingers (Schmitz, 2012).

- **Illustrators** are actions which are directly related to speech and serve to illustrate what is being spoken to make the message easy and clear (Ekman & Fries, 1969). As an example, when a person shows another the way to go somewhere.

- **Affect display** "are behaviors used to show our emotional state. Most commonly, these displays are communicated through facial expression, like smiling, laughing or crying" (Gregersen, 2007, p. 55).

- **Regulators** "are acts which maintain and regulate the back and forth nature of speaking and listening between two or more interactants. They can tell the speaker to continue, repeat, and hurry up, etc". (Ekman & Fries, 1969, p 83). For example nodding the head to indicate understanding instead of saying "I agree with you".

- **Adaptors** "are unintentional hand movements which have no intrinsic relationship to concomitant speech, but may be triggered by the speaker's internal states associated with the conversation" (Genova, 1974, p. 4). For example, chewing one's fingernails, scratching one's arm or tapping one's foot or leg.

b. Facial Expression

In terms of body language, the face is the most noticeable indicator. It is the most common form of NVC. Harmer (2001) defined facial expressions as actions that appear in one's face to achieve a particular meaning. It refers to a way of communicating thoughts and emotions through changes in facial behaviour.

According to Knapp and Hall (2006),

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of infor-mation next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others. (p. 260)

The human face is extremely expressive. It has the ability to express innumerable emotions without using words. Ekman and Friesen (1975) listed six innate universal facial expressions related to emotions which expressed and interpreted in consistent ways among all humans. They include happiness, sadness, fear, anger, disgust, and surprise.

Facial expression plays a vital role in the teaching/learning process. It makes the process more successful and enjoyable. Rogers (1998, p. 58) signified the importance of smile in the classroom stating that, "a smile can disarm, defuse tension, encourage, motivate and human-ise". Therefore, smiling teachers can create a positive image on students mind and motivate them to learn.

Facial expressions are very important when speaking. Salwana (2020) claimed that using facial expressions while speaking helps to convey the message clearly. It can express the emo-tions and feelings of people more than words.

c. Posture

Another form of non-verbal communication is posture. It refers to the way that the body is positioned, including whether one is standing, sitting or lying (Kuhnke, 2007). Sadiki (2020) claimed that:

> Postures carry different messages such as self-confidence, status, consciousness, lack of interest. For instance, when you see someone sitting with their head in their hands, you immediately understand that they are in the dumps. However, sitting on a chair with the feet on the desk may show superiority and authority. (p. 27)

Using appropriate postures when completing speaking tasks helps students develop native-like communication. Clayton (2013) argued that good postures show the listeners that you are in control and have confidence in your capacity. It also helps the speaker in producing and projecting better voice. Therefore, having confidence with better voice can help foreign lan-guage learners be good speakers.

d. Eye Contact

The eyes are important organs in the human body, not only for sight but for communication as well. They are an expressive means of communication. Jongerius et al. (2020, p. 368) defined eye contact "as situations in which one individual gazes at the other and vice versa simultaneously."

In daily communication, eye contact has different functions. Knapp and Hall (2006 as cited in Gergerson, p. 59) explained some of them as follows:

- Visual contact regulates conversations in two ways: it shows that the interlocutors are willing to communicate, and it manages turn taking by sending and receiving signals. In other words, eyes tell the conversants when to encode a message, when to decode a message and when to respond to another person.

- Eye contact monitors feedback. When speakers look in the direction of their listeners, they are looking for visual proof that they are being heard as well as try to get feedback on what they are saying.

- Eye contact signals cognitive activity. It is possible that when one of the participants looks away during a conversation, it is because they are processing a lot of information.

- Another role of eye behavior is expressing emotions. Because the eyes are less controlled than other parts of the face, they are regarded as the primary source of emotions and can provide more accurate information about one's emotional state. Fear, happiness, anger, surprise, and sadness can all be expressed through the eyes.

The use of eye contact plays a very vital role in the teaching/learning process. Knapp (1972) pointed out that the eye contact is a salient factor for better understanding. Consequently, teachers' eye contact enhances students' interest and concentration in learning. Furthermore, Simonds and Cooper (2014, p. 129) identified that "students are more comfortable with a person who, when speaking, listening, or sharing mutual silence, looks at them fifty percent of time than someone who looks at them one hundred percent of the time". This summarizes the importance of using moderate eye contact in order to manage classroom easily rather than prolonged eye contact which may create anxiety to students.

Eye contact plays a significant role in promoting effective communication. Eatough (2021) believed that making eye contact helps learners to stay focus and concentrate on conversation. This can improve understanding which by its turn improves communication.

1.2.3.2 Proxemics

The term "proxemics" was defined as "The spatial dimension of non-verbal behavior" (Hall, 1963, p. 122). It is the form of NVC which concerned with the study of space.

In communication, there should be a precise amount of space or distance between people. This distance varies in terms of the nature of their relationship. Hall (1969) established four categories of distance, which are:

- **Intimate distance:** it ranges from actual touching to eighteen inches. This zone is for those with whom one has a close relationship such as closest friends, and family members.

- **Personal distance:** it exists from eighteen inches to four feet. This is the distance of interaction of good friends. In addition, the distance between teachers and students can take part in this zone to discuss personal concerns such as grades, conduct, and private problems.

- **Social distance:** it ranges from four to twelve feet. It is the informal interaction-distance between acquaintances and strangers.

- **Public distance:** it exists from ten feet and beyond. This distance is used in very formal interactions. It is also often used in public meetings and seminars.

1.2.3.3 Paralanguage

It is a part of NVC which also called "vocalics". Poyatas (1993, as cited in Wharton, 2017, p. 69) stated that "paralanguage includes only the vocal aspects of language use that are not, strictly speaking, part of language including affective tone of voice and the non-linguistic elements of prosody". Furthermore, Miller (1988) believed that paralanguage is about how people say utterances of language not what they say. It includes multitude of components such as pitch, tone, volume, and intonation.

Paralanguage cues play important roles in communication. Mason (2003, p. 41) stated that "a speech delivered in a monotone is not likely to be well received". In addition, a person may express his/her emotions using different vocal aspects; for instance, s/he can express anger by using high pitch and blaring sound or sadness by using low pitch and resonant sound.

Paralanguage is considered a significant element in education as it has a great influence on how students react to information presented by the teacher. According to Cavanagh, et al. (2014, p. 7), "teacher's paralanguage should be natural, appropriate volume/ projection, melodic variety/ intonation, clear enunciation, appropriate pace". Teachers' speech with all these aspects makes students comprehend the information easily and increases their engagement. Thus, teachers should be aware of using good paralanguage in classroom in order to create a positive learning environment.

Paralinguistic features have a significant impact on students speaking. "Using the right paralanguage features can bring harmonization in speaking and the communication between the speaker and the listener will turn to successful one" (Girsang et al., 2021, p. 14).

1.2.3.4 Haptics

It is an aspect of NVC which refers to the way people communicate through touching. It includes handshaking, patting on the shoulder, back slap, etc. (Berger, 2005). Touch is an extremely important sense for humans as it used in early stages of human development (Yaghoobi, 2014)

Touching between people can provide encouragement, communicate tenderness and express emotions. In classrooms, touching becomes a crucial matter as teachers' use of touching can develop a closer relationship with students. For instance, a simple pat on the back for doing a correct task can be a form of praise and can increase students' motivation to participate more in speaking classes (Miller, 1988).

1.2.4   Functions of Non-Verbal Communication

NVC has four main functions. It can substitute, accent, complement, and regulate the verbal message (Knapp, et al. 2013).

1.2.4.1 Substituting

Non-verbal behaviour can substitute for the verbal messages. For example nodding the head to indicate the "yes" answer.

1.2.4.2 Accenting/ Moderating:

The verbal message may be accented or moderated by non-verbal behaviour. Accenting words is similar to highlighting or italicizing to emphasize them. Head and hand movements are commonly used to accent the verbal message.

1.2.4.3 Complementing

Non-verbal behaviour can change or elaborate the verbal message. The messages can be decoded accurately when the non-verbal behaviour complement the verbal one. In addition to that, the complementary non-verbal signals play an important role in retrieving verbal messages.

1.2.4.4 Regulating

Non-verbal behaviour is used to regulate verbal behaviour .It happens by coordinating the verbal and non-verbal behaviour in the production of the individual messages and interaction patterns.

1.2.5   Importance of Non-Verbal Communication in Improving Speaking

NVC has a significant role both in our daily communication and in language classes because it is the inevitable part of language teaching (Pan, 2014).

In the classroom setting, it is very important for both teachers and learners to send and receive verbal and non-verbal behaviors. It plays a significant role in producing accurate messages. Miller (1988, p. 5) stated that"being aware of NVC helps you acquire the ability to send accurate messages".

NVC is a useful strategy that helps students speak fluently. Rosa (2002, p. 1) claimed that "non-verbal cues send clear and distinct messages". Students and teachers need to use non-

verbal cues while speaking in order to make message more comprehensible and correct. Thus being comprehensible and accurate increases students' self-confidence and minimizes the feeling of fear. Furthermore, Clough and Duff (2020) believed that people usually use gestures when they find difficulty in remembering or retrieving words. In this case, gestures play a vital role in compensating the lost vocabulary in order not to break the flow of speech. However, the lack of using gestures can lead to dysfluency, exhibiting increased pause time, and slower speech rate. So, using NVC in speaking is an effective way for achieving fluency.

Non-verbal cues play an important role in conveying feelings and attitudes. According to Meharbian (1971, p. 44), "a person's non-verbal behavior has more bearing than his words when transmitting feelings or attitudes to others". Using NVC to transmit one's emotions and feelings can improve and strengthen students' oral production like using low voice to express sadness and using smile to express happiness. However, using just words can make the speech boring.

NVC increases students' concentration and motivation. Negi (2009 as cited in Barabar, & Caganaga, 2015, p. 138) believed that "the language of body expressions and movement plays a great role in the language classes. It helps teachers to get the students' attention easily, rather than using verbal communication alone". Through the use of NVC, teachers draw students' attention and motivate them to participate. For example, teachers who smile may increase students' motivation and make them interested in the subject matter.

Conclusion

Overall, speaking is considered the most important productive skill in language learning. Subsequently, it requires special attention from both teachers and learners. However, most of students face difficulty in producing language due to some problems. Teachers should be aware of these problems and find solutions that may help them. NVC can be an effective way for

developing oral performances. It is not only essential in daily communication, but it plays a great role in EFL classes as it assists students in becoming more proficient at receiving and sending precise messages, speaking accurately smoothly, and compensating for vocabulary. Additionally, it is a good teaching strategy that helps teachers to attract students' attention and motivating them to participate during oral classes.

Chapter Two: Practical Part

Introduction

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Conclusion

Chapter Two: Practical Part

Introduction

In the previous chapter, we presented the literature review of non-verbal communication and the speaking skill. This chapter presents the practical part. It is divided into two sections: teachers' questionnaire and students' questionnaire. The aim behind these questionnaires is to investigate teachers' and learners' opinions and perceptions toward the importance of non-verbal communication in improving the speaking skill.

The chapter begins with teachers' questionnaire which is the first section. It includes the participants, the description of the questionnaire, the analysis and discussion of the results. The second section presents the students questionnaire. It also introduces the population and the sample, the description of students' questionnaire, the interpretation and the discussion of the findings.

2.1 Section One: Teachers' Questionnaire

2.1.1 Participants

This questionnaire has been planned to investigate teachers' perspectives toward the use non-verbal communication strategy in enhancing speaking performance. It tries to demonstrate teachers' views toward the factors that may cause learners difficulties in speaking and whether non-verbal communication strategy help them overcome these obstacles. It has been administered to five teachers who teach oral expression or have already taught oral expression to third year students at Mila University.

2.1.2 Description of the Questionnaire

The questionnaire is composed of twenty questions which are divided into four parts. These questions are of three types: yes/ no questions, multiple-choice questions, and open-ended questions.

- **Part One: General Information (Questions 1-2)**

The first part is designed to attain general information about the questioned teachers; their degrees, and their experience in teaching oral expression to third year students.

- **Part Two: The Speaking Skill (Questions 3-9)**

The aim of this part is to investigate teachers' perceptions about teaching speaking, the difficulties students face and the strategies used by both teachers and learners to tackle these problems.

- **Part Three : Non-Verbal Communication (Questions 10-19)**

This part intended to collect information about teachers' opinions toward using non-verbal communication in developing students speaking skill.

- **Part Four: Teachers' Suggestions (Question 20)**

In this part, teachers are asked to provide suggestions about the significant of non-verbal communication in improving the speaking skill.

2.1.3 Analysis and Interpretations of the Results

Part One: General Information

Question 01: Which academic degree do you hold?

   a) Master

b) Magister

c) Doctorate

Table 1: Teachers' Degree

Options	Number of Respondents	Percentages
a	2	40%
b	0	00
c	3	60%

This question seeks to identify the academic degree that teachers have. Table 1 shows that 60% of the questioned teachers possess doctorate degree, 40% of them have master degree, and no one holds magister degree. The results indicate that teachers are competent enough to provide us with valid information that help us fulfil the aim of the research.

Question 02: How long have you been teaching Oral Expression to Third year students?

Table 1 : Teachers' Experience in Teaching Oral Expression

Options	Number of Respondents	Percentages
1 year	3	60%
2 year	2	40%

The aim of this question is to know the teachers' experience in teaching oral expression to third year students. The results indicate that three of the questioned teachers declared that they

have been teaching oral expression to third year for one year while two teachers stated that they have been teaching oral expression to third year for two years.

Part Two: The Speaking Skill

Question 03: Do you think that teaching the speaking skill is difficult?

a) Yes

b) No

Table 3: Teachers' Opinions on the Difficulty of Teaching Speaking

Options	Number of Respondents	Percentages
a	4	80%
b	1	20%

The purpose behind this question is to know whether the teachers face difficulties in teaching speaking or not. The results presented in the table show that the majority of the respondents (80%) face difficulties in teaching speaking. The results confirm that teaching speaking is effortful and requires more energy from the teacher to meet the different needs of the learners and reach the aims of the syllabus.

Question 04: How can you define the speaking level of third year students?

a) High

b) Average

c) Low

Table 2 : Students' Level in Speaking

Options	Numbers of Respondents	Percentages
a	00	00
b	5	100%
c	00	00

The question aims to identify the speaking level of third year students. Based on the results, all the respondents described their students' level in speaking as average. This implies that third year learners still face problems in speaking and they need some strategies to overcome them.

Question 05: What are the problems that mostly faced by third year students in learning speaking?

a) Lack of vocabulary

b) Pronunciation

c) Grammatical mistakes

d) Lack of motivation

e) Hesitation

f) Shyness

Table 3 : Students' Difficulties in Speaking

Options	Number of Respondents	Percentages
abcdef	2	40%
acef	1	20%
abcef	1	20%

ce	1	20%

In this question, teachers are required to mention the most speaking problems faced by third year students. According to teachers' responses, the major problems that their students face in speaking are grammatical mistakes and hesitation. Lack of vocabulary and shyness take the second position of the most faced difficulties in speaking English followed by pronunciation and lack of motivation. The results show that third year learners of English face many problems of various types in learning the speaking skill. Hence, effective solutions should be sought to minimize these problems.

Question 06: Do you use certain strategies to solve learners' problems in speaking?

a) Yes

b) No

Table 4 : Teachers' Use of Strategies to solve Learners' Speaking Problems

Options	Number of Respondents	Percentages
a	5	100%
b	0	00

The question seeks to see whether the instructors use certain strategies to solve learners' problems. The data in table 06 show that all the questioned teachers use certain strategies to tackle learners' difficulties. The result asserts that all teachers are interested in finding some strategies that help learners overcome these problems to develop their oral production.

Question 07: If yes, what are those strategies?

The aim of this question is to collect information about the strategies teachers use to overcome students speaking problems. According to the instructors' responses, two teachers suggested using cooperative activities like classroom discussion to help learners express their thoughts freely. Other two teachers claimed that corrective feedback, reward, self-evaluation, translation, and explanation of words are the strategies that help students develop their speaking. One teacher stated that establishing a good relationship with students make them feel comfortable to speak without shyness.

Question 08: Do your students apply some strategies to reduce the problems they have?

a) Yes

b) No

Table 5 : Learners' Use of Strategies to Reduce their Speaking Problems

Options	Number of Respondents	Percentages
a	1	20%
b	4	80%

Question 08 is designed to see teachers' opinions about whether their learners use some strategies to tackle their problems. The results indicate that 80% of the informants believed that their learners are not aware of how to overcome their difficulties. Only one teacher thought that her/his learners use some strategies to reduce the faced problems. The findings assert that third year university learners are not conscious of how to find solutions to their obstacles.

Question 09: If yes, what are the most used strategies?

This question aims to know the strategies used by learners to avoid speaking problems. Based on the results, only one teacher said that their learners use some non-verbal communication, and translation strategies.

Part Three: Non-Verbal Communication

Question 10: Do you use non-verbal communication while teaching speaking?

a) Yes

b) No

Table 6 : Teachers' Use of Non-Verbal Communication in the Classroom

Options	Number of Respondents	Percentages a
a	5	100%
b	0	00

Question 10 is devoted to identify whether third year oral expression teachers use non-verbal communication while teaching speaking or not. The findings in table 08 demonstrate that all the tutors use non-verbal communication while teaching speaking. The results confirm that all teachers are aware of the importance of using non-verbal communication in teaching speaking.

Question 11: In your perspective, does non-verbal communication used by teachers help learners improve speaking?

Table 7 : Teachers' Views about their Use of Non-Verbal Communication in

Improving the Speaking Skill of the Learners

Options	Number of Respondents	Percentages
a	4	80%
b	1	20%

The aim set for this question is to discover whether the non-verbal strategies used by teachers have any positive impact on learners' speaking. 80% of the informants replied by yes and 40% of them said no. These results denote that the majority of teachers agree on the efficacy of teachers' non-verbal communication in developing learners' oral production.

Question 12: Do your learners use non-verbal communication in completing speaking classroom tasks?

a) Yes

b) No

Table 8 : Learners' Use of Non-Verbal Communication in Completing

Classroom Speaking Tasks

Options	Number of Respondents	Percentages
a	2	40%
b	3	60%

The purpose behind this question is to know whether third year university learners of English use non-verbal communication in completing speaking classroom tasks. 60% of the informants answered by yes and 40% of them chose no. From the findings presented, learners use this strategy in completing speaking classroom tasks.

Question 13: Do you encourage your students to use non-verbal communication to camouflage their speaking problems?

Table 9: Teachers' Attitudes of Encouraging Their Students' to Use Non-Verbal Communication to Camouflage their Speaking Problems

Options	Number of Respondents	Percentages
a	4	80%
b	1	20%

This question aims to know whether teachers encourage their students to use non-verbal communication to camouflage their speaking problems. The results displayed in table 11 demonstrate that 80% of the questioned teachers encourage their learners to use non-verbal communication to help them minimize their learners' speaking problems. Only 20% of the informants do not do so. These findings indicate teachers' awareness of the effectiveness of using this strategy to develop communication.

Question 14: If yes, how often do you encourage them to do so?

a) Rarely

b) Sometimes

c) Often

Table 10 : Teachers' Frequency in Encouraging Students to Use Non-Verbal

Communication to Camouflage their Speaking Problems

Options	Number of Respondents	Percentages
a	00	00
b	5	100%
c	00	00

The purpose of this question is to see the frequency in which teachers encourage their learners to use non-verbal communication to camouflage their speaking problems. The results in table 12 illustrate that all the instructors (100%) sometimes encourage their learners to use non-verbal communication while speaking. As a result, teachers recommend their learners to use non-verbal communication when required

Question 15: Do you think that non-verbal communication is an effective strategy to improve students' oral performance?

   a) Yes

   b) No

Please, justify your answer

Table 11 : Teachers' Views about the Effectiveness of Non-Verbal Communication in

Improving Students' Oral Performance

Options	Number of Respondents	Percentages
a	4	80%
b	1	20%

The aim of this question is to investigate the teachers' views toward the efficacy of non-verbal communication in improving students speaking skill. 80% of the informants believed that non-verbal communication is an effective strategy for developing learners' speaking, while 20% of teachers denied this view. The results assert that teachers have positive views towards the use of non-verbal communication in improving students' oral production.

The informants justified their answers as follows:

- Non-verbal communication gives students chances to feel that they can practise English. This raises their self-esteem and pushes them to search and find the exact words.

- Teachers' non-verbal communication helps students especially those who are shy to be accepted and feel at ease to participate more.

- Non-verbal communication helps learners build self-confidence which is crucial for developing oral performance as well as achieving fluency.

- Non-verbal communication is a beneficial strategy for both teachers and learners. For teachers, it helps them to transmit the message easily and in clear way to the students. For learners, this strategy makes it easy for them to explain their thoughts when they forget words or lack vocabulary.

Question 16: Do you think that using non-verbal communication minimizes learners' shyness?

a) Yes

b) No

Table 12 : Teachers' Perceptions towards the Use of Non-Verbal Communication in

Minimizing Learners' Shyness

Options	Number of Respondents	Percentages
a	5	100%
b	0	00

Question sixteen is designed to know the instructors' perceptions towards using non-verbal communication in minimizing learners' shyness. As indicated in the table above, all teachers (100%) agreed on the role of non-verbal communication in decreasing learners' shyness. These results denote teachers' positive perception towards the effectiveness of non-verbal communication in minimizing learners' shyness and thus developing their oral performance.

Question 17: Do you think that using non-verbal communication increases learners' motivation to participate in speaking tasks?

a) Yes

b) No

Table 13 : Teachers' Views on the Impact of Non-Verbal Communication on

Learners' Motivation

Options	Number of Respondents	Percentages
a	5	100%
b	00	00

The aim of this question is to see tutors opinions about the impact of non-verbal communication on increasing students' motivation to participate in speaking tasks. As it is highly noticed, all the questioned teachers consented on the significance of non-verbal communication in motivating third year learners to participate in the oral classes. The results indicate that teachers have positive views toward the use of non-verbal communication to increase students' motivation to participate in speaking tasks.

Question 18: Do you think that using non-verbal communication allows students to produce accurate messages?

    a) Yes

    b) No

Table 14 : Teachers' Point of View about Using Non-Verbal Communication in Allowing Students to Produce Accurate Messages

Options	Number of Respondents	Percentages
a	5	100%
b	00	00

Question 18 is structured to recognize teachers' point of view about whether using non-verbal communication allows students to produce accurate messages. The results illustrated in table 16 revealed that all tutors believed that non-verbal communication plays an important role in producing a correct language.

Question 19: Do you think that using non-verbal communication develops fluency in speaking?

Table 15 : Teachers' Opinions about the Importance of Non-Verbal Communication in
Developing Fluency in Speaking Skill

Options	Number of Respondents	Percentages
a	3	60%
b	2	40%

Question 19 aims at investigating teachers' opinions about whether non-verbal communi-
cation develops fluency in speaking. More than half of the questioned teachers (60%) asserted
that non-verbal strategies enhance fluency in speaking .However, 40% of them claimed that it
does not do so. In the light of what has been said, we can notice that teachers have positive
views towards the effectiveness of the silent language in developing learners' fluency.

Part Four: Teachers' Suggestions

Question 20: Please add any suggestions you see relevant to the aim of the questionnaire?

Teachers are asked to add any suggestion about the research theme. Only two teachers
answered this question. The following are their suggestions:

- One teacher suggested that non-verbal communication is a paralinguistic feature and it
  is used to complete a message and transform it correctly.

- The other teacher said that non-verbal communication strategy is not widely used by
  both teachers and learners because it is still not clear for most of them. In fact,
  providing this strategy in EFL classes can help learners move forward and enhance
  their learning of the foreign language. Therefore, we should all be aware of the
  importance of this strategy in teaching and learning a second language.

2.1.4   Discussion of the Results

This discussion covers the main results gathered from the teachers' questionnaire. The study intended to investigate third year oral expression teachers' perceptions toward the effectiveness of non-verbal communication in developing the speaking skill. The results reveal that the majority of the questioned teachers' are qualified and have experience in teaching oral expression which helps us to get valid data that serve our research.

According to the findings, most of the instructors claimed that teaching speaking is not easy and requires effort. When it comes to the learners' level, Teachers reported that the majority of third year university students have an average level in speaking as they face many problems. Grammatical mistakes, hesitation, lack of vocabulary and shyness are examples of the obstacles encountered by third year learners.

From the analysis of the results, all the questioned teachers use non-verbal communication in teaching speaking and encourage their learners to use it in order to reduce their speaking problems. In the light of discovering teachers' views toward the effectiveness of non-verbal communication in improving students' speaking skill, the findings reveal that the majority of the teachers agree on the vital role that non-verbal communication plays in enhancing students' oral performance. They stated that non-verbal communication is an effective strategy that allows students to develop the different aspects of the speaking skill and facilitates the learning process. As it indicated by the majority of the teachers, non-verbal communication minimizes learners' shyness, increases their motivation to participate, allows them to produce accurate messages, and helps students speak fluently.

Therefore, it is proved that teachers' have positive views toward the importance of non-verbal communication in ameliorating the speaking production.

2.2 Section Two: Students' Questionnaire

2.2.1   Population and Sample

The present research is carried out at University of Mila, Institution of Letters and Languages, Department of Foreign Languages. The population of our research involves EFL students. They are third year students of English in the academic year 2021/2022. The population includes 211 students who are divided into 8 groups. 67 students is the sample of the study. The reason behind choosing third year students is based on their needs in order to reach the aim of the syllabus.

2.2.2   Description of the Questionnaire

The students' questionnaire contains fifteen (15) questions divided into four parts. Each part discusses a specific aspect. The questions used in the questionnaire are varied between close-ended and open-ended questions.

- **Part one**: **General Information (1-3)**

This part aims to collect general information about the participants. It includes their choice of learning English, whether they like English, and their level.

- **Part Two: The Speaking Skill (4-8)**

Part two explores issues related to learning speaking. It deals with the students' participation in oral sessions, their difficulties in speaking and strategies used to overcome the faced problems.

- **Part Three: Non Verbal communication (9-14)**

The third part investigates students' views toward the importance of non-verbal communication in enhancing the speaking skill.

- **Part Four: Students' Suggestion (15)**

In this part, students are requested to give further suggestions about the effectiveness of non-verbal communication in improving the speaking skill.

2.2.3 Analysis and Interpretation of the Results

Part One: General Information

Question 01: Your choice of studying English at university was:

a) Personal

b) Imposed

Table 16 : Students' Choice of Studying English

Options	Number of Respondents	Percentages
a	63	94%
b	4	6%

The results presented in the table show that the overwhelming of the questioned students (94%) answered that English was their personal choice; whereas 6% of them were obliged to study English. The results imply that most of the respondents are interested in learning English which lead them to be motivated to achieve the level of proficiency that allows them to communicate effectively.

Question 02: Do you like learning English?

a) Yes

b) No

Table 17 : Students Views toward Learning English Language

Options	Number of Respondents	Percentages
a	66	99%
b	1	1%

This question is asked to see whether students like learning English or not. From the above table, almost all the students (99%) asserted their admiration of learning English, only one participant making up 1% claimed that s/he does not like learning English. These findings indicate that the majority of the informants want to master English.

Question 03: How do you describe your level in English?

a) Good

b) Average

c) Weak

Table 18 : Students' Level in English

Options	Number of Respondents	Percentages
a	26	39%
b	41	61%
c	0	0%

The question aims to know the students' levels in English. 61% of the respondents described their level in English as average, 39% of them answered that they have good level, and

none of the respondents said that their level is weak. The results signify that the questioned students have the average level and they need to use strategies to improve it.

Part Two: The Speaking Skill

Question 04: What is the most important skill you need to develop?

 a) Speaking

 b) Reading

 c) Writing

 d) Listening

Table 19 : Students' Most Important Skill

Options	Number of Respondents	Percentages
a	36	54%
b	6	9%
c	14	21%
d	11	16%

Question four is designed to determine the most needed skill to develop. According to their responses, 54% of the questioned learners selected the speaking skill as the most needed skill to develop. 21% of students believed that writing is the most important skill to achieve. 16% of the respondents chose listening and only 9% of the students opted for reading. These findings denote that more than half of the students prefer the speaking skill among the other skills.

Question 05: Do you participate in the oral classes?

a) Yes

b) No

Table 20 : Students' Participation in the Oral Classes

Options	Number of Respondents	Percentages
a	50	75%
b	17	25%

This question is structured to know whether third year university students participate in the oral sessions. As it is shown in the table, the majority of students (75%) take part in the oral classes; only 25% of them do not participate in the oral classes. These results indicate that most of the students are motivated and interested in developing the speaking skill.

Question 06: How do you feel when you participate in the oral expression class in front of your teacher?

a) Comfortable

b) Uncomfortable

Table 21 : Students' Feeling in the Oral Class

Options	Number of Respondents	Percentages
a	35	52%
b	32	48%

The purpose behind this question is to investigate the students' feeling when they partici-pate in oral expression classes. As it is indicated in the table 23, 52% of the participants claimed that they feel comfortable when performing speaking tasks, while 48% of them said that they feel uncomfortable. These results show that students may have some problems that prevent them from producing language like shyness, and lack of vocabulary.

Question 07: What are the difficulties you face while speaking?

a) Shyness

b) Lack of vocabulary

c) Lack of motivation

d) Pronunciation

e) Grammar

Table 22 : Students' Difficulties in Speaking

Options	Number of Respondents	Percentages
a	5	7.5%
b	13	19%
c	6	9%
d	3	4.5%
e	4	6%
ab	7	10.5%
abc	1	1.5%
ac	5	7.5%
ae	4	6%

acd	1	1.5%
bc	3	4.5%
bd	2	3%
be	9	13.4%
cde	1	1.5%
de	3	4.5%

The aim of this question is to identify students' difficulties in speaking. Through the answers, we are going to check whether learners face problems in the language itself or in the learning process (affective aspects). As it is presented in the table, the most common problems encountered by learners while speaking and placed first are lack of vocabulary, shyness and lack of motivation. Grammar and pronunciation take the second position of the most difficult aspects for third year learners. These findings imply that third year university students face both affective and linguistic problems while speaking English. Thus, learners need to use some learning strategies that help them overcome these obstacles.

Question 08: Do you use strategies to solve your problems in speaking?

a) Yes

b) No

Table 23 : Learners' Use of Strategies to Solve their Problems in Speaking

Options	Number of Respondents	Percentages
a	67	100%
b	00	00

Question eight is designed to know whether learners use strategies to solve their problems in speaking. As it is shown in the table, all the respondents use some ways to overcome their speaking problems. The findings show that learners are interested in using learning strategies to solve the speaking problems they have

Part Three: Non-Verbal Communication

Question 09: Do you use non-verbal communication in the classroom?

a) Yes

b) No

Table 24 : Students' Use of Non-Verbal Communication in Classroom

Options	Number of Respondents	Percentages
a	45	67%
b	22	33%

The aim of this question is to identify whether third year students use non-verbal communication in the classroom. The results obtained show that more than half of the respondents (67%) use this type of communication to learn in the classroom. In contrary, 33% of the students do not use it. The results confirm the informants' positive view of the helpfulness of using non-verbal communication in the classroom.

Question 10: What types of non-verbal communication you use the most?

a) Kinesics (gestures, postures, facial expressions, eye contact)

b) Paralanguage (tone, volume, intonation, pitch)

c) Proxemics (use of space)

d) Haptics (use of touch)

Table 25 : Students' Most Used Types of Non-Verbal Communication

Options	Number of Respondents	Percentages
a	10	15%
b	13	19.5%
c	8	12%
d	1	1%
ab	7	10.4%
ac	2	3%
ad	4	6%
abc	2	3%
bc	3	4.5%
bd	2	3%
cd	1	1%
No answer	14	22%

Through this question, we want to investigate the types of non-verbal communication mostly used by learners. As it is indicated in the table 27, paralanguage and kinesics are the most used types by learners. Proxemics and haptics take the second position of the most used types by students. However, 22% of the respondents did not answer the question since they do not use those strategies in the classroom. These findings reveal that learners use different strategies of non-verbal communication when completing classroom tasks.

Question 11: Do your teacher's gestures while speaking motivate you?

a) Yes

b) No

Table 26 : Students' Views toward Teachers' Gestures while Speaking

Options	Number of Respondents	Percentages
a	62	92.5%
b	5	7.5%

This question is intended to see whether teachers' gestures while speaking motivate students. The overwhelming majority of the respondents (92. 5%) believed that the gestures used by teachers are helpful for them for better motivation. Whereas, 7.5% of the respondents replied by no. From the results, it can be concluded that teacher's non-verbal behaviour has a considerable influence on the students' learning process.

Question 12: Do you think that non-verbal communication is helpful in improving your speaking performance?

a) Yes

b) No

Table 27 : Students' Opinion about the Helpfulness of Non-Verbal Communication in Improving their Speaking Skill

Options	Number of Respondents	Percentages
a	50	75%
b	17	25%

This question is devoted to know learners' perceptions toward the effectiveness of non-verbal communication in enhancing the speaking skill. The results presented in table 29 point out that 75% of the informants have a positive view on the effectiveness of non-verbal communication. 25% found that non-verbal communication has no effect on the oral performance improvement. These endings show that learners are aware of the usefulness of this strategy to reach the objectives set to acquire a native-like speaking.

Question 13: Do you think that non-verbal communication:

a) Increases your motivation to participate

b) Increases your communicative skills (fluency, vocabulary, grammar, and pronunciation)

c) Minimizes fear

d) Gives you opportunities to monitor your language

Table 28 : Students' Opinions about Non-Verbal Communication

Options	Number of Respondents	Percentages
a	20	20%
b	10	15%

c	13	19.4%
d	5	7.4%
ab	6	9%
ac	3	4.4%
abc	2	3%
abcd	1	1.5%
bc	2	3%
bd	1	1.5%
cd	1	1.5%
No answer	3	4.4%

The question aims at knowing the impact of non-verbal communication in learning speaking. As it highly noticed, non-verbal communication has an impact on the affective side more than the linguistic one as "increases your motivation to participate" and "minimizes fear" options were selected by the majority of the participants.

Question 14: Using non-verbal communication while speaking makes you feel comfortable.

a) Agree

b) Disagree

Table 29 : Students' Feelings of Using Non-Verbal Communication While Speaking

Options	Number of Respondents	Percentages
a	56	86.5%
b	9	13.5%

Question 14 looks for how learners feel when they use non-verbal communication to perform speaking tasks. More than 85% of the informants agreed about being comfortable when using non-verbal communication when completing speaking tasks. However, only 13.5% of the students do not feel comfortable when speaking using the foreign language even when utilizing the nonverbal strategy. Hence, non-verbal communication while speaking makes learners feel comfortable which minimizes their fear of making mistakes and increases their participation in the classroom.

Part Four: Students' Suggestions

Question 15: Would you please add any suggestions on how non-verbal communication can help the improvement of the speaking skill?

In this question, learners are required to write down their views about how non-verbal communication makes their speaking better. The following are the students' suggestions:

- Four learners said that non-verbal communication helps foreign language students to produce accurate messages, makes listeners understand the messages better, and explains the ideas that cannot be explained via words easily.

- Four students stated that speaking with non-verbal communication makes learner feel comfortable

- Four students claimed that non-verbal communication helps learners talk and express their ideas without fear and shyness.

- Three students said that non-verbal communication helps learners reduce the number of mistakes they make while speaking and it is a beneficial strategy for learners who lack vocabulary.

- Three learners proposed that non-verbal communication is a good strategy that increases students motivation to participate.

- Three learners asserted that non-verbal communication improves learners 'self-confidence.

2.2.4 Discussion of the Results

Based on the findings gathered from the students' questionnaire, some facts revealed concerning the students' views toward the effectiveness of non-verbal communication in developing the speaking skill have been found.

The results of the questionnaire show that among the four skills, speaking is considered the most important skill to be developed by the majority of the students. Concerning the students' participation, the findings indicate that the respondents take part in the oral classes what proves their interest and desire to improve speaking. However, the majority of the participants face difficulties in speaking including the affective problems such as shyness and lack of motivation and linguistic problems such as lack of vocabulary, grammar mistakes and pronunciation. To tackle these problems and develop the speaking skill, students asserted that they use different strategies.

The data demonstrate that the majority of the questioned students are aware of and interested in using non-verbal communication in the oral classes. They use different types including paralanguage and kinesics in order to make their oral production better. This indicates that most of the respondents agree on the effectiveness of non-verbal communication used by them and their teachers' in developing the speaking skill. They believe that non-verbal communication increases their motivation to participate, makes them feel comfortable, minimizes their fear of committing mistakes, allows them to produce accurate messages and increases their communicative skills.

All the results gained from the students 'questionnaire illustrate that third year university learners have positive views toward the importance of non-verbal communication in enhancing the speaking skill.

Conclusion

This chapter is concerned with gathering data about teachers and learners perceptions toward the effectiveness of non-verbal communication in improving the speaking skill. The data were gathered through administering questionnaires to teachers of Oral Expression module and third year students of English. The findings of the questionnaires confirm that both teachers and learners have positive views toward the importance of non-verbal communication in reducing students speaking problems and developing oral performance. It encourages students to participate, minimizes their feeling of fear and shyness, allows them to send clear messages, and speak fluently.

Recommendations

Based on the reported results, a number of pedagogical implications are suggested for teachers of English, learners, and future researchers:

➢ **EFL Teachers**

- Since many learners face difficulties in speaking, teachers should cope effectively with them by following appropriate strategies.

- Teachers should raise learners' awareness about the importance on non-verbal communication in developing speaking.

- Teachers should create an appropriate atmosphere for students to speak.

- Teachers should use non-verbal communication as a strategy to attract students attention and motivate them to participate during oral classes.

➢ **EFL Learners**

- Learners' should be aware of their problems and find solutions to achieve successful communication.

- Leaners should know that non-verbal communication is a key solution for both affective and linguistic problems.

➢ **Future Researchers**

- This research is strongly suggested for future researchers to dive in but using different methodology.

General Conclusion

Speaking is considered the most significant skill to be developed by foreign language learn-ers. However, many students find it difficult to master. In this manner, our research sheds light on non-verbal communication as a strategy used by both teachers and learners in teaching and learning the speaking skill. The main purpose of this work is to investigate both teachers and learners' views toward the effectiveness of non-verbal communication in developing the speak-ing skill.

Our research consists of one theoretical part holding two sections; speaking skill and non-verbal communication, besides a practical part in which we carried out a descriptive research study. We conducted two questionnaires one for third year teachers and the other one for third year students.

The information gathered from the analysis of the answers assure that learners face diffi-culties in speaking. Also, they confirm teachers and learners' positive perspectives toward the effectiveness of non-verbal communication in developing speaking. Their positive perspectives indicate their awareness concerning the significance of non-verbal communication.

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Appendices

Appendix 01 : Teachers' Questionnaire

Appendix 02 : Students' Questionnaire

Dear teacher,

This questionnaire is a part of a research work. It aims at investigating teachers' and learners' views toward the effectiveness of non-verbal communication in improving the speaking skill. We would be grateful if you answered the following questions.

Please, put a tick (✓) in the appropriate box or write a full statement when necessary. Thank you very much in advance.

Part One: General Information

1) Which academic degree do you hold?

   a) Master

   b) Magister

   c) Doctorate

2) How long have you been teaching Oral Expression to third year students?

   ………………………………. year(s)

Part Two: The Speaking Skill

3) Do you think that teaching the speaking skill is difficult?

   a) Yes

   b) No

4) How can you define the speaking level of third year students?

a) High ☐

b) Average ☐

c) Low ☐

5) What are the problems that mostly faced by third year students in learning speaking? (you may tick more than one option)

a) Lack of vocabulary ☐

b) Pronunciation ☐

c) Grammatical mistakes ☐

d) Lack of motivation ☐

e) Hesitation ☐

f) Shyness ☐

6) Do you use certain strategies to solve learners' problems in speaking?

a) Yes ☐

b) No ☐

7) If yes, what are those strategies?

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8) Do your students apply some strategies to reduce the problems they have?

    a) Yes

    b) No

9) If yes, what are the most used strategies?

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Part Three: The Non-Verbal Communication

10) Do you use non-verbal communication while teaching speaking?

    a) Yes

    b) No

11) In your perspective, does non-verbal communication used by teachers help learners im-

    prove speaking?

    a) Yes

    b) No

12) Do your learners use non-verbal communication in completing-speaking classroom tasks?

    a) Yes

    b) No

13) Do you encourage your students to use non-verbal communication to camouflage their speaking problems?

    a) Yes   ☐

    b) No   ☐

14) If yes, how often do you encourage them to do so?

    a) Rarely   ☐

    b) Sometimes   ☐

    c) Often   ☐

15) Do you think that non-verbal communication is an effective strategy to improve students' oral performance?

    a) Yes   ☐

    b) No   ☐

Please, justify your answer:

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16) Do you think that using non-verbal communication minimizes learners' shyness?

    a) Yes   ☐

b) No ☐

17) Do you think that using non-verbal communication increases learners' motivation to participate in speaking tasks?

    a) Yes ☐

    b) No ☐

18) Do you think that using non-verbal communication allows students to produce accurate messages?

    a) Yes ☐

    b) No ☐

19) Do you think that using non-verbal communication develops fluency in speaking?

    a) Yes ☐

    b) No ☐

Part Four: Teachers' Suggestions

20) Please, add any suggestions you see relevant to the aim of the questionnaire.

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                                                   Thank you so much

Appendix 02: Students' Questionnaire

Dear student,

This questionnaire is a part of a research work. It aims at investigating teachers' and learners' views toward the effectiveness of non-verbal communication in improving the speaking skill. We would be grateful if you answered the following questions.

Please, put a tick (✓) in the appropriate box or write full statement when necessary. Thank you very much in advance.

Part One: General Information

1) Your choice of studying English at university was:

      a) Personal   ☐

      b) Imposed   ☐

2) Do you like learning English?

      a) Yes   ☐

      b) No   ☐

3) How do you describe your level in English?

      a) Good   ☐

      b) Average   ☐

      c) Weak   ☐

Part Two: The Speaking Skill

4) What is the most important skill that you need to develop?

a) Speaking ☐

b) Reading ☐

c) Writing ☐

d) Listening ☐

5) Do you participate in oral class?

a) Yes ☐

b) No ☐

6) How do you feel when you participate in the Oral Expression class in front of your

teacher?

a) Comfortable ☐

b) Uncomfortable ☐

7) What are the difficulties you face while speaking? (you may tick more than one option)

a) Shyness ☐

b) Lack of Vocabulary ☐

c) Lack of motivation ☐

d) Pronunciation ☐

e) Grammar ☐

8) Do use you strategies to solve your problems in speaking?

a) Yes ☐

b) No ☐

Part Three : Non-Verbal Communication

9) Do you use non-verbal communication in the classroom?

a) Yes ☐

b) No ☐

10) What types of non-verbal communication you use the most? (you may tick more than one option)

    a) kinesics(gestures, postures, facial expression, eye contact) ☐

    b) Paralanguage (tone, volume, intonation, pitch ☐

    c) Proxemics (use of space) ☐

    d) Haptics (use of touch) ☐

11) Do your teachers' gestures while speaking motivate you?

    a) Yes ☐

    b) No ☐

12) Do you think that non-verbal communication is helpful in improving your oral performance?

    a) Yes ☐

    b) No ☐

13) Do you think that Non-verbal communication: (you may tick more than one option)

    a) Increases your motivation to participate ☐

    b) Increases your communicative skills(fluency, vocabulary, grammar, pronunciation) ☐

    c) Minimizes your fear ☐

    d) Gives you opportunities to monitor your language ☐

14) Using non-verbal communication while speaking makes you feel comfortable:

    a) Agree ☐

    b) Disagree ☐

Part Four: Students' Suggestions

15) Would you please add any suggestions on how non-verbal communication can help the improvement of the speaking?

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Thank you

ملخص

في تعلم اللغة يعتبر التحدث احدى المهارات المهمة بين المهارات الاربع التي يجب تطويرها، ومع ذلك فان تعلم كيفية التحدث يبدو صعبا من قبل معظم متعلمي اللغة الانجليزية، وبالتالي تهدف هذه الدراسة الى التحقيق في تصورات كل من الاساتذة والطلبة اتجاه فعالية استخدام التواصل الغير لفظي في التدريس والتحدث وتطوير الاداء الشفوي. ثلاثة اسئلة في غاية الاهمية طرحت في هذه الدراسة وهي: اولا، هل يواجه طلبة اللغة الانجليزية اية مشاكل اثناء التحدث باللغة الإنجليزية؟ ثانيا، هل يعتبر كل من الاساتذة والطلبة على دراية بأهمية التواصل الغير لفظي في تطوير مهارة التحدث؟ ثالثا، هل للأساتذة والطلبة نظرة ايجابية حول استعمال التواصل الغير لفظي؟ وللحصول على اجابات مناسبة اعتمدنا على منهجية تحليل الاستبيانات التي تم توزيعها على خمسة من أساتذة التعبير الشفهي والاخر تم توزيعه على سبعة وستون طالب من السنة الثالثة بقسم اللغة الإنجليزية. كشفت النتائج ان كل من الأساتذة والطلبة يدركون اهمية استخدام التواصل الغير لفظي في تحسين مهارة التحدث واتفق الأساتذة على فعالية هده الاستراتيجية في التدريس. كما أكد الطلبة ان التواصل الغير لفظي هو استراتيجية مفيدة لمساعدة الطلاب على التغلب على مشاكلهم في مهارة التحدث وتطوير ادائهم الشفوي. وفقا لذلك تشير البيانات ان كل من الأساتذة والطلبة لديهم اراء ايجابية اتجاه اهمية التواصل غير اللفظي في تحسين الانتاج الشفوي. في النهاية تم اقتراح بعض الاثار التربوية على الطلبة الأساتذة والباحثين المستقبليين.

الكلمات المفتاحية: التواصل الغير لفظي، مهارة التكلم، تصورات الأساتذة، تصورات الطلبة

Résumé

Dans l'apprentissage des langues, parler est considéré comme l'une des compétences les plus importantes. Néanmoins, apprendre à parler semble difficile pour la plupart des apprenants de langues étrangères de l'anglais. À cet égard, la présente étude vise à examiner les perceptions des enseignants et des apprenants quant à l'efficacité de l'utilisation de la communication non verbale dans l'enseignement de la parole et le développement de la performance orale. Trois questions principales sont utilisées dans cette recherche : (1) Les apprenants éprouvent-ils des difficultés à parler l'anglais comme langue étrangère ? (2) Les enseignants et les apprenants sont-ils conscients de l'importance de la communication non verbale pour améliorer l'expression orale ? (3) Les apprenants et les enseignants ont-ils une opinion positive de l'utilisation de la communication non verbale ? Pour répondre à ces questions, deux questionnaires ont été conçus. Le premier questionnaire a été administré à cinq professeurs d'expression orale qui enseignent l'anglais aux élèves de troisième année. Le deuxième questionnaire a été distribué à soixante-sept étudiants de troisième année d'anglais. L'analyse des réponses montre que les apprenants éprouvent des difficultés à parler l'anglais. Les résultats révèlent également que les enseignants et les apprenants sont conscients de l'importance d'utiliser la communication non verbale pour améliorer la parole. Les enseignants s'entendent sur l'efficacité de cette stratégie dans l'enseignement de la parole. Les apprenants affirment également que la communication non verbale est une stratégie utile pour aider les élèves à surmonter leurs problèmes d'élocution et à développer leur performance orale. Par conséquent, les données indiquent que les enseignants et les apprenants ont une opinion positive de l'importance de la communication non verbale dans l'amélioration de la production orale. À la fin, certaines implications pédagogiques sont suggérées pour les enseignants, les apprenants et les futurs chercheurs.

Mots clés : Communication non verbale, compétences orales, perceptions des enseignants, perceptions des apprenants.