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**Exploring Students' use of The Non-Verbal Communicative  
Strategies When Speaking.**

The Case study: 2<sup>nd</sup> Year LMD Students at Biskra University.

A Dissertation Submitted to Mohamed KHIDER University of BISKRA in partial  
Fulfillment of the Requirements for the Degree of Master 2 in Language Sciences

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## **Abstract**

Many language learners find it difficult to express themselves in English. This study aims to examine the different Non-verbal communication strategies EFL learners employ when communicating orally to cope with their performance problems. To realize these aims, a descriptive method was used. In which , we used a questionnaire for the students along with a classroom observation as data collection tools in order to determine the types of Non-verbal communicative strategies used when interacting. The results revealed that most of the EFL students face the same problems and difficulties when speaking such as: inhibition, mother tongue use or they could not think of anything to say, and the most common used Non-verbal communication strategies were: hand gestures, eye contact along with affirmative gestures which in result helps in having a mutual understanding, it was also found that the majority of these students reported that they use NVBCSs when speaking.

# *Dedication*

*To my Mother “SALIMA” and Father “ABD EL AZIZ”, source of my happiness and success in life, to my lovely Sisters “Ghada” and “Maissoune”.*

*To my one and only Brother “Mohamed El Amine” and to my Grandparents “SAAD” and “ZHAIRA” whom I consider as my second parents.*

*May Allah bless them all*

*To my Soul Sister and Best Friend “SARA” who sustained me until the end of the work, to my Dearest, truthful, loyal friends “ROMAISSA” and “FATIMA”, to my Childhood Friend “KHOULOUD” to whom I keep a special place in my heart.*

*To “ABDOU” my faithful Friend with whom I shared and enjoyed every moment at the University. To those with whom I’ve shared the Campus life with “Msila”, “Tougourt”.*

*To “Adoul” the closest one to my heart.*

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## **List of Abbreviations**

**EFL:** Foreign Language Learners.

**CMSs:** Communication Strategies.

**NVBC:** Non-Verbal Communication.

**NVBCSs:** Non-Verbal Communicative Strategies.

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ملخص

# ***General Introduction***

## **General Introduction**

In the process of learning English as a foreign language, Speaking is considered as a major part of communicating in that language. When trying to express their opinions and ideas or when interacting in the classroom, learners are more likely to encounter communication problems due to the lack of linguistic resources. In order to overcome these problems they tend to use the NVBCs to convey their intended meaning. Non-verbal communication is the communication that surrounds, and supports the verbal one, it can help students to achieve mutual comprehension and develop a better understanding of interaction. “ Some researchers maintain that face-to-face communication up to 93 percent of an oral message is communicated nonverbally and that the nonverbal elements are a much better indicator of the true meaning than the actual words are” (Varner, 2005, p. 176). This study investigates and clarifies a wide range of NVCSs that the learners of English use to solve language problems as well as to facilitate their Oral communicative ability.

### **1. Statement of the problem**

The problem in this study concerns 2<sup>nd</sup> year EFL learners at the University of Mohamed Khiedar and the speaking difficulties that they encounter when performing a speaking task or when communicating in the classroom due to the lack of linguistic background, to overcome these difficulties they tend to use NVCs to compensate their weakness and make themselves understood. In this study we tried to see how the effective uses of NVCSs reflect on the learners’ learning process.

### **2. Significance of the study**

The study in this research aims at investigating, obtaining and discussing the elements of nonverbal communication in EFL students’ language learning and how

they affect the way we perceive others as well as, the importance of understanding nonverbal communication in enhancing and increasing their effectiveness when speaking.

### **3. Aim of the study**

The aim of this study is investigating and to examining the different non verbal communication strategies EFL students employ to cope with problems during communication. As well as to describe and understand how learners and their interlocutors manage to achieve successful communication of their messages when a NVCS needs to be used in a face-to-face oral interactional context.

### **4. Research Questions**

In this research, we are going to answer the following questions:

- 3.1. What speaking difficulties do EFL students encounter when speaking?
- 3.2. Which types and frequency of non verbal communication strategies used by EFL learners?
- 3.2. How do Non-verbal communication strategies help EFL learners overcome these speaking difficulties?

### **5. Methodology**

In our study, we have used the descriptive method in order to investigate the different types of non verbal communication strategies and how to employ it in overcoming the students speaking difficulties. In order to obtain an adequate amount of data, we have employed two research tools: a questionnaire for the students and classroom observation. Our work concerns 2<sup>nd</sup> year English students at the University of Mohamed Kheidar.



## **6. Structure of the Dissertation**

The presented research basically consists of two main chapters. Chapter one is devoted to the overview of our variables and chapter two is about the analysis of the results gathered from the student's questionnaires and classroom observation.

The first chapter has two parts: in the first part we shed the light on the speaking skills. It contains an introduction, a definition of speaking skills, elements of speaking ,its importance , aspects and types of speaking tasks, and the speaking difficulties in foreign language learning .While the second part, contains a definition of CSs, Types of CSs ,difference between verbal and non-verbal CSs ,types of non-verbal Communication Strategies, the importance of non-verbal Communication Strategies.

Concerning the second chapter, is an analysis of the data gathered which mainly consisted of the questionnaire and the classroom observation. Seeking to find solutions to overcome speaking difficulties when interaction and developing students speaking skill and a conclusion to sum-up the previous points.



***Chapter One***

***Literature Review.***

## **Introduction**

In the courses of teaching English as a foreign language, speaking in English has received the same attention in teaching as the writing of English. Despite the emphasis devoted on speaking, many students find it more difficult to speak English in some situations than to write it and some teachers neglect and focus more on writing than on speaking. The use of facial expressions, tone of voice and body language when speaking is in itself a way of communicating that has a huge impact on the understanding of our message. In the following chapter we will be investigating the speaking difficulties the learners face when communicating as well as the most commonly used Non-verbal communicative strategies used to overcome it.

### **I- Speaking Skills**

#### **I.1. Definition of The Speaking Skill**

Speaking is more complicated than it seems; it is one of the productive skills which has an important part in foreign language teaching and learning, it is also considered as a basic element of building a language. In this seek; Ur (1991: 120) claimed that: “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.” Scholars have put forward various definitions of speaking; according to Brown et al. (1994:19) speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. In this context, focusing on the importance of communicating between learners, speaking is a crucial skill to them that must be mastered, In other words, when the learners are in the process of communication

using speech related to their studies there is an exchange of knowledge and information happening between them.

In addition to this, Chaney (1998:13) describes speaking as “the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts”. For this reason, when communicating the speaker produces verbal symbols by formulating suitable expressions that can be easily understood. Taking into thought the use of non-verbal signs (body language) as a part of speaking.

## **I.2. Elements of Speaking**

Speaking among the other foreign language skills (listening, reading and writing) is of a crucial significance. As stated by Jeremy Harmer (2003:269) the ability to speak English fluently, accurately and clearly requires the knowledge about both language features and processes of the language when interacting with others.

### **I.2.1. Language Features**

For a spoken production to take place one needs to have:

#### **I.2.1.1. Connected Speech**

In connected speech, producing separated phonemes is not sufficient. When speaking English the speaker should be able to produce more connected sounds that are often modified (Assimilated: when a phoneme (sound) in one word causes a change in a sound in a neighbouring word, Linked: two vowel sounds meeting at a vowel boundary, Weakened: two vowel sounds meeting at a vowel boundary, or Omitted: the last phoneme of the first word is lost). We adapt our pronunciation when communicating that certain words are lost, and certain phonemes are linked together as we attempt to get our message across.

### **I.2.1.2. Expressive Devices**

If one pays attention to native speakers of English when interacting in face to face situations one can notice a change in pitch, stress, speed and volume of specific parts in their speech as well as their use of non-verbal symbols to show how they are feeling. Such expressive devices enable them to convey their intended meaning and to be effective communicators. “The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity”(Harmer, 2001: 269).

### **I.2.1.3. Lexis and Grammar**

Learners when producing some language functions instead of varying in the use of lexical structure they tend to employ the same ones, in this case the teacher’s role is to provide students with a mixture of expressions for a diverse function use such as agreeing or disagreeing, (yes of course, I am afraid of...), shock (you are kidding me...), expressing surprise (I don’t believed it...), or approval (I allow you to...).

### **I.2.1.4. Negotiation Language**

For the purpose of clarification and showing the structure of our utterances, we use the negotiator language for a successful verbal communication especially when noticing that the other interlocutors did not understand us. Students for example ask for clarification of unclear words or names when listening to someone else’s talk.

## **I.2.2. Mental / Social Processing**

Success of speaker’s productivity is also dependent upon the rapid mental and social processing skills that talking necessitates

### **I.2.2.1. Language Processing**

It is the learner's ability to gather, retrieve and process words in their minds in a coherent order so that their messages can be easily understood by their interlocutors.

### **I.2.2.2. Interacting with Others**

Oral communication has long been considered as a fundamental element in the field of foreign language learning, yet the way learners interact with each other is different from that of native speakers. For an efficient speaking to take place a good deal of listening, a perception of the speaker's way of thinking, and an understanding of turn taking.

### **I.2.2.3. Information Processing (On the Spot)**

Having the ability to process the information others say to us the moment we get it and respond to it. From Harmer's point of view; mastering an oral communication necessitates a comprehension of language features as well as the capacity for processing information and language on the spot.

## **I.3. The Importance of Speaking**

Speaking is the transmission of information or the expression of one's thoughts and feelings in a spoken language; it helps us in accomplishing an effective communication. Mastering this skill means mastering the other skills, since speaking is the most demanding skill; you will find foreign language learners asked "Do you speak English?" instead of "Do you write in English?." This has been pointed by Ur (2000: 12): "Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing."

Therefore, the importance of the speaking skill is enormous for the learners of any language. Without verbal communication, a language is reduced to a simple writing.

People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. With speaking, students can improve their writing skill and develop their vocabulary and grammar. In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. Baker and Westrup (2003:5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” that is, speaking is important not just inside the classroom but also outside where most of the companies and organizations look for people who master a foreign language and have a good speaking ability.

#### **I.4. Aspects of Speaking**

The main goal in teaching speaking is to realize a good oral production. In the foreign language proficiency fluency and accuracy are considered as the two major aspects of language learning. This can be defined as "the ability to express oneself intelligibly, reasonably, accurately without too much hesitation otherwise communication may break down because the listener loses interest or get impatient " (Hughes, 2002). That is why students need the opportunities to enhance and develop these criteria.

##### **I.4.1. Fluency**

When teaching speaking, it is necessary to determine the impact of fluency on foreign language comprehensibility, teachers have the same goal that is to achieve oral fluency; the main important feature in performing. Fluency in the view of Hedge Tricia (2000: 54) is the ability to know how to put words, sentences and ideas effectively together in an appropriate way as he said: “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 facility and without strain or inappropriate showiness, or undue hesitation.”

According to Hughes (2002), fluency is achieved when learners are able to express themselves in a clear and reasonable manner in order to be understood without hesitation otherwise the listeners will lose their interest.

#### **I.4.2. Accuracy**

A good speaking skill is generating words that can be clearly understood by listeners. When speaking a foreign language most learners nowadays emphasize on being fluent and neglect being accurate in their speech. Accuracy as defined by Ellis and Barkhuizen 2005: 139 is “to how well the target language is produced in relation to the rule system of the target language.” Without structuring accurate speech, each time the speakers produce incorrect utterances they will not be understood in addition their interlocutors will lose interest. This is why teachers are giving more importance to teaching correctness and completeness for a better oral proficiency. Therefore, students need to pay attention to the grammatical structure, vocabulary and pronunciation in order to perform an accurate and comprehensive language.

##### **I.4.2.1. Grammar**

Speaking in a foreign language is more complicated than it seems, it is more than just pronouncing words, it involves student’s use of correct words, order, tenses, and agreement. As stated by Hughes 2002: “The Grammatical accuracy refers to the ability to use the grammatical structure in appropriate ways and situations including the control of length and complexity of the utterances”.



#### **I.4.2.2. Vocabulary**

The vocabulary accuracy refers to the ability of the students to transmit their point concisely by choosing the necessary and appropriate words while speaking. One cannot communicate effectively or express their ideas in both oral and written form having a limited vocabulary, learners encounter some difficulties in choosing the appropriate terms and they misuse words such as using synonyms that do not have the same meaning in all contexts. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances, so students should be able to use words and expressions accurately.

#### **I.4.3. Pronunciation**

Pronunciation generally speaking refers to the ability to produce comprehensible speech to fulfill the speaking test requirements; its key indicators will be the amount of strain caused to the listener, the amount of speech which is unintelligible and notice ability of L1 influence (Hughes, 2002). , learners should be aware of different sounds with their features, words' stress and intonations (falling /raising ones) and this may help them in developing their speaking skill.

#### **I.5. Types of speaking tasks**

Speaking is a crucial part of second language learning and teaching. Motivating students to speak and participate without any obstacles is the main goal of the teacher during the lesson. It is important to give the students a variety of speaking activities so that they will be able to cope with different situations in reality. Variety helps keeping motivation high. The teachers should bear in mind student's different learning styles, where some kinds of activities may suit some students, while other activities may suit other students. Role plays, free discussions, debates, conversations, and problem solving are among the most common speaking activities in EFL classrooms.

### **I.5.1.Role Play**

One of the most famous activities in EFL classrooms is Role play. We use the term ‘role play’ to refer to the set of activities in which students take an imaginative leap out of the confines of the classroom, providing a useful spring board for real life language use ( Thornbury,2005). Role play is the performance tasks by the learners in which they select a significant issue and perform it in front of their classmates. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun; it can be performed from prepared scripts, created from the students themselves, depending on their level they play a part (either their own or somebody else’s) in a specific situation. It consists of short scenes which can be realistic or pure fantasy. Therefore, to succeed with role play, the teachers have to select topics from the students’ interest in order to motivate and bring them to participate more.

### **I.5.2. Discussion and Debates**

Discussion and debates are considered as the basis of interaction between learners, it is one of the most commonly used activities to develop the student’s communicative abilities and a helpful exercise to practice the language in different situations. This activity aims at making the learners engage, discuss and debate upon specific topics, by being totally free to speak, express viewpoints, sharing experiences with peers, and agree or disagree... etc. Green, Christopher, and Lam (1997) state that “students will be more involved and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers’ performance.”. Debates and free discussions may develop many aspects of communication because learners can listen, speak, understand and answer at the same time using the target language. Buck claims that free discussion involves putting two or more people together and

asking them to have a discussion on a particular topic; in which they talk from their own experience on topics which they have a sufficient knowledge about it in order to lead to a successful interactive atmosphere among learners (166).

### **I.5.3. Conversation**

Through this activity learners are asked to give their opinions and share their experiences according to the introducing topic. It is the learners' formal interaction in the classroom which is based on various conversational topics; these topics should vary between real life and affective subjects. Murcia views that "one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication". The development of conversation skills paves the way to develop the language itself. During the conversation activity learners face many difficulties which lead them to misunderstandings and breakdowns in communication. According to Carter and Nunan who state that, difficulties in conversation arise at the level of phonological system (sounds, pronunciations, accents...etc.), grammatical structures (verbs, nouns, preposition...etc.), and word recognition (between the written and the spoken form).

### **I.5.4. Problem Solving Activity**

In this classroom activity learners try to create solutions for a given problem where they find themselves participating and speaking when struggling to find solution to the problem that is presented in problem-solving tasks. Each student, here, gives his/her point of view as a solution to this problem. From the different opinion, the classroom becomes more active and the students' participation will increase. According to Klippel (1983) "problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general

students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others” (p. 103).

### **I.5.5. Information Gap Activity**

Information gap activity involves each learner in a pair or group processing information which the other learners do not have. It is another useful activity in oral EFL classes. The teacher’s aim from conducting such activity is sharing information since this information are known by one part and the other part of group has to complete the information by asking questions. The value from conducting this kind of task is to motivate learners by bridging the information gap to solve a problem and to assist in language acquisition without involving learners in conversation strategies as role-play and discussion do.

## **I.6. Speaking Difficulties EFL Students Encounter in Foreign Language**

### **Learning**

Since English is a foreign language in our country, most students use English more frequent only inside the class and less frequent outside the class. EFL learners often encounter some difficulties while dealing with such difficult skill, even those who have the academic knowledge of the foreign Language but unfortunately they do not have the ability to speak appropriately, which deceives their communicative achievements towards the target language. According to Ur (2000), there are four main problems in getting students to speak in the foreign language in the classroom.

### **I.6.1. Inhibition**

Unlike the activities of the other three skills (reading, writing and listening), speaking requires some degree of real time exposure to an audience. When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur

(2000: 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

### **I.6.2. Nothing To Say**

The teacher may ask his students to share their thoughts and talk about a given topic; in this case, most of them prefer to keep silent while others might say “I have no idea” or “No comment” .Due to the lack of motivation in expressing themselves on the chosen topic they cannot think of anything to say whether in the native language or in the foreign one.

### **I.6.3. Low or Uneven Participation**

Low participation is the amount of each student’s time of talking. Classroom discussion is conquered by a minority of talkative participants who tend to take place of those who prefer keeping silence or of those who are uncertain of what they are going to say and contributions are not evenly distributed. This may be due to the mixed ability groups.

### **I.6.4. Mother Tongue Use**

In EFL classrooms, students sharing the same mother tongue use words from their native language because of the lack of vocabulary in the target language, or because they feel more comfortable and less stressed when they use their native language. According to Baker and Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Consequently, learners will not be able to develop their language abilities, if they keep on being influenced by the use of their mother tongue. Thus, teachers should give strict instructions to the students not to use their native language

inside the classroom, and try to learn the most used vocabularies of the target language that help them to interact and speak freely.

### **Conclusion**

In learning English as a foreign, teaching speaking is a crucial part, this is why teachers need to focus more on teaching and improving this skill by providing a suitable environment for a meaningful communication to take place, in addition to a variety of speaking activities which helps the learners in learning and develops their interactive skills both at school and later on in their lives.

## **II- Non-Verbal Communicative Strategies.**

### **Ii.1. Definition of Communication Strategies**

When learners attempt to communicate, they may need to resort to communication strategies in order to get their meaning across. Several different yet significant definitions of communication strategies have been proposed at various points in time since they were first identified

Ellis (1986 182) refers to strategies of communication as "psycholinguistic plans which exist as part of the language user's communicative competence They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement

Poulisse (1987 141) talks about the lack of vocabulary of the learners which causes communication problems She defines communication strategies quite simply as "the strategies which they employ to solve these linguistic problems.

Bialystok (1990 35) suggests that "communication strategies overcome obstacles to communication by providing the speaker with an alternative form of expression for the intended meaning" Sharwood Smith (1994 12) suggests that the word "strategy" invokes the general idea of business executives planning their next move and similarly, learners "adopt strategies to cope with the business of handling non-native languages"

Domyei (1995 60) refers to communication strategies as a "wide range of Communication-enhancing devices"

Taking into account the upper mentioned definitions, one can conclude that communication strategies are the tools employed by a learner to overcome linguistic shortage in a foreign language and serves in maintaining the flow of communication.

Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning.

## **ii.2. Types of Communication Strategies**

When people communicate in face-to-face situations with each other, there is a variety of signals sent and interpreted as they exchange thoughts, opinions, or information through speech, writing, or signals.

### **I.2.1. Verbal Communication**

Is the use of words in delivering the intended meaning, Verbal signals are received in different ways depending on tone, stress, and voice inflection. Verbal communication makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication, it has two main forms:

#### **II.2.1.1.The Oral Communication**

The first form is the spoken word which takes place either in face-to-face situations, or through different mediums such as: phone calls, voice chat, or video conferencing. Oral communication finds use in discussions and causal and informal conversations.

#### **II.2.1.2.The Written Communication**

The second form of the verbal communication is the written one, which includes printed letters and typed electronic documents such as SMS, e-mails, and text chats. This type of communication is mainly used for formal business.

### **II.2.2. Non-Verbal Communication**

Non verbal communication is a multitude of signals sent and interpreted between interlocutors; it involves the communication through a set of expressions and body language that the individuals consciously or unconsciously use to express themselves. These signals generally convey thoughts and feelings and reinforce verbal



communication. Non verbal behaviors include facial expressions, postures, eye contact, tone o voice, and gestures.

### **II.2.3. Visual Communication**

The last type of communication is considered more powerful than verbal and nonverbal communication on many occasions that is the visual one. Generally it is the communication through using visual aids such as graphic designs, illustration, drawings, typography and other electronic resources.

### **I.3. Verbal Communication Vs. Non Verbal Communication**

Despite the fact that non verbal communication supports the verbal one, they differ at many levels. One of the key differences is that in verbal communication people use words to convey their intended meaning either in a formal or an informal manner while in non-verbal communication they use signals to deliver their messages. Another distinction is that in the verbal communication we document all what is said or heard and it is also time consuming whereas there's no documentary in the non-verbal communication. Also, the chances of being misunderstood in verbal communication between parties are fewer than it is in the non-verbal one.

### **I.4. Types of Non-Verbal Communication**

Non verbal communication is a form of communication as it is the case for any other language; it is divided into various channels and categories. Aiming at achieving an effective communication, teachers need to pay attention to the non-verbal cues and behaviors the students use including; body language, eye contact, gestures, facial expressions and tone of voice.

#### **II.4.1 Kinesics (Body Language)**

The word kinesics comes from the root word 'Kinesis', meaning 'Movement', it refers to the study and interpretation of body motion communication, such as facial

expression, gestures, eye contact and body movements. It is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication.

#### **II.4.1.1 Facial Expressions**

Our face is the most expressive part of our body, it is responsible for communicating a wide range of different emotions, it is considered as a form of non-verbal communication. These face movements play a significant role in transmitting the emotional state of individuals when speaking since it is the look on the Person's face that we see first before we hear what they have to say. These facial expressions can vary from happiness, sadness, anger to fear and can also communicate when a speaker is tired, excited, confused, frustrated, shy, or bored. Oatley and Jenkins (1992) observed, "By far the most extensive body of data in the field of human emotions is that on facial expressions of emotion" (p. 67).

Facial expressions and the emotions attached to them can be identified even if the subjects are from different cultural backgrounds; it is a viable way of determining an individual's emotional state

#### **II.4.1.2 Gestures**

Gestures are a form of non-verbal communication, it can be the most effective non-verbal tool to express meaning. Through the use of bodily actions we communicate particular messages, it can be speech-dependent (pointing to something while speaking) or speech-independent (waving at someone). Gestures include the use of hand, face, or body movements, it can be speech-dependent (pointing to something while one is talking about it) or speech-independent (waving at someone). Many

people make use of them to supplement verbal communication, or simply to express themselves silently.

Conversational gestures (unplanned, expressive hand movements that often accompany spontaneous speech) have traditionally been assumed to strengthen or adapt the information conveyed by speech, and are tightly coordinated with words to demonstrate anything that can be represented such as: size, shape or action, which eventually serves a communicative function. Recent research suggests that gesturing plays an important role in speech production by facilitating lexical retrieval (Krauss et al, 1991).

#### **II.4.1.3 Head Movements**

Head movements are used in a wide range of expressions, it reveals the way we see things and how we feel about them. During speaking, the head moves when trying to deliver your messages. The head turns towards the things we like, and away from the things we want to avoid. When it comes to the meaning of head gestures, nodding while listening to others sends approval signals and encourages them to keep talking, meanwhile shaking the head shows disagreement and may either force the speaker to stop and persuade the listener with their point of view.

#### **II.4.1.4 Posture**

Along with facial expressions, a person's bodily stance can communicate a variety of messages and can also explain and express emotions in face-to-face conversations, meaning that the changes in the person's mood or feeling are reflected

by the changes in the body posture. According to Niedenthal (2007), there is a mutual relationship between the bodily expression of emotion and the way in which emotional information is intended to and interpreted. Posture plays an important role in determining the degree of involvement or attention a person has for other interlocutors. Studies revealed that forward lean or a decrease in a backwards lean also signify positive response during communication. Posture is understood through such indicators as direction of lean, body orientation, arm position, and body openness.

#### **II.4.2 Oculestic (Eye Contact)**

Another important channel of nonverbal communication is called “oculesics” which refers to the study of eye behaviors as nonverbal communication, the word comes from the Latin word “oculus”, meaning “eye.” The way you look at a person is the primary nonverbal way of indicating attention, interest, affection and involvement; it is important in maintaining the flow of a conversation and determining the other person’s response. We use eye contact to signal to others that we are ready to speak or we use it to cue others to speak. During an interaction, eye contact changes as we move from speaker to listener, we make more direct eye contact with our listener to indicate that we are finishing up. While listening, we tend to make more continued eye contact, not glancing away as regularly as we do while speaking. Judith N. Martin

and Thomas K. Nakayama(2010, p276). Our eyes bring in the visual information we need to understand about people's movements, gestures, and eye contact

### **II.4.3 Haptics**

Another important non-verbal behavior is the communication through touch. Haptic refers to the way in which people communicate and interact via the sense of touch, it is considered as the most effective means in expressing feelings, emotions and messages such as using a handshake in professional situations. A touch has the ability to carry immense indications without requiring use of words.

### **II.4.4 Vocalics**

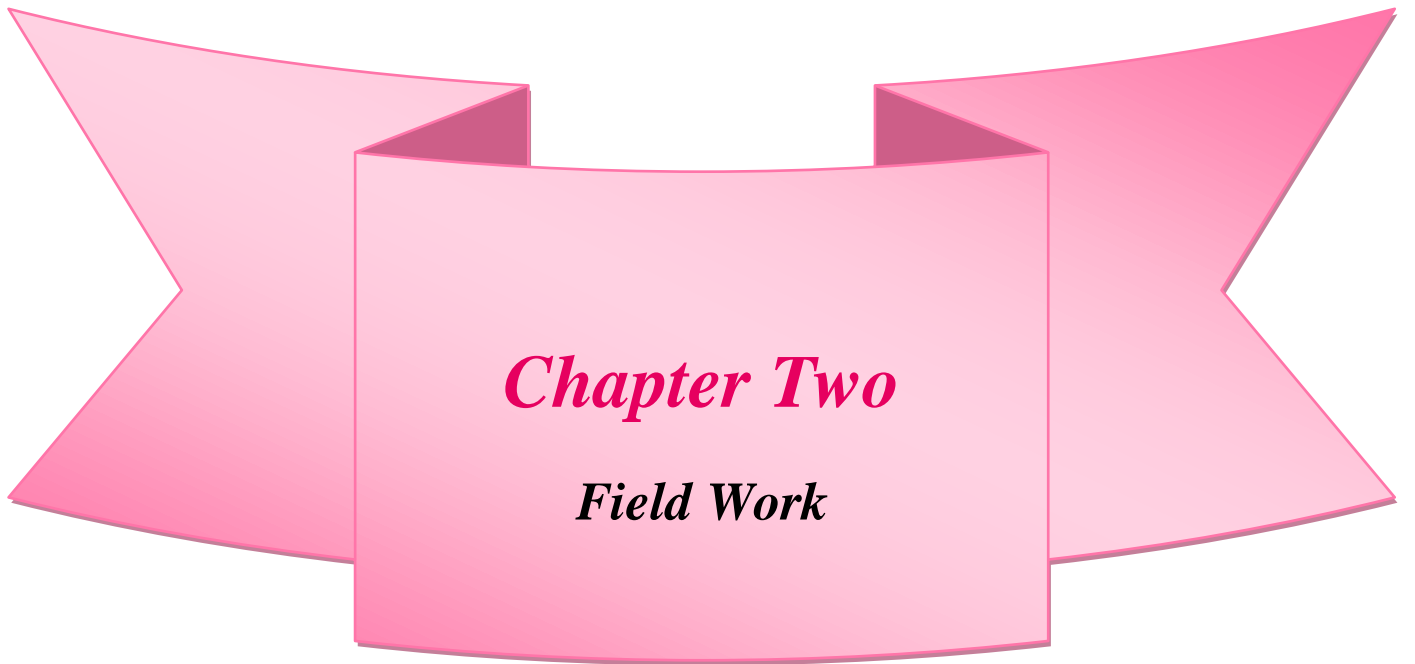
Vocalic refers to the way people express their thoughts and feelings using their voices, it is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as the rate at which the person speaks, the pitch, the tone and the variety in the voice volume- being loud or soft- , articulation and pronunciation, or how correctly and clearly the person speaks, Peter A. Andersen (1999, 69–70). The way we say things makes a big difference, you can tell a lot about a person just by their voice. If they have an accent you can usually tell where they are from. If someone is speaking loud and quickly you can assume that they are excited about something. If someone is talking slow and with short responses they could be upset.

## **II.5 The Importance of Non-Verbal Communication**

Nonverbal communication describes the process of shared cues between people, which functions as the main supporter of verbal interaction. This can include body movements, eye contact, gestures, facial expressions, postures, and more. The importance of non verbal communication in FTF communication in specific and overall communication in general really shines when using it in expressing our feelings and emotions through different body gestures and facial expressions; emotions such as happiness, stress, sadness...etc. It has been shown that when people lie they usually expend effort censoring and disguising their non-verbal cues. Yet, some of the involuntary, spontaneous expressions of emotion are not easy to conceal completely (Ekman, & Friesen, 1982). Expression of the face becomes basic mode of non-verbal communication among people, since it is the first thing that the hearer observe before the sentence is uttered, they assume that non-verbal actions do not lie and therefore they tend to believe the non-verbal message when a verbal message contradicts it. Moreover, non-verbal communication contributes in delivering the message that the individual is trying to convey; emphasizing the message, substituting or completing meaning and making it clearly understood. It plays an important role in communicating interpersonal relationships. Nonverbal signals can increase trust, clarity, and add interest to your presentation when yielded properly.

### **Conclusion**

Non-verbal communication plays an essential part in everything we say, when speaking we cannot hide our facial expressions, body movements and posture; it has a huge importance and functions as it helps learners feel more comfortable when interacting.



***Chapter Two***

***Field Work***

## **Introduction**

In this practical part, we aim at analyzing the data gathered from the classroom observation and the questionnaire submitted to 2<sup>nd</sup> year English students at the University of Mohamed Kheidar. The purpose of this study is exploring the non-verbal communicative strategies that the students use when speaking. According to the questionnaire, students are expected to provide us with their opinions towards the most frequent non-verbal cues they use.

### **III.1.The Analysis of Students' Questionnaire**

#### **III.1.1Population and Sample**

Aiming at gathering an adequate number of data, we directed the questionnaire towards (50) students which were chosen randomly from the total number of (449) from 2<sup>nd</sup> year LMD students at the English department of Mohamed Khiedar University. The selection of such sample was based on the assumption that these students aim at achieving oral proficiency and improving their communicative skills.

#### **III.1.2 Description of the questionnaire**

The questionnaire administrated to 2<sup>nd</sup> year LMD students contains (10) question; it is divided into 2 sections. In part (I) entitled as "Difficulties students encounter when performing a speaking task" consists of (6) questions devoted to speaking. In part (III) which goes under the title of "Non-verbal communication use" where students were asked to answer (4) questions based on their use of the non-verbal cues when speaking



### III.1.3 Administration

The technique	Analysis tools	The administration date	Information collected
Questionnaire	Descriptive statistics	20/03/2017	-Difficulties students encounter in speaking. - The most non-verbal communicative strategies used by students.
Classroom observation	Descriptive statistics	24/04/2017	-Frequent non verbal cues used.

### III.1.4 Distribution

	Number	Percentage
Handed questionnaire	50	100%
Returned questionnaire	50	100%
No answers	0	00%
Total	50	100%

### III.1.5 Analysis of the Results from the Students' Questionnaire

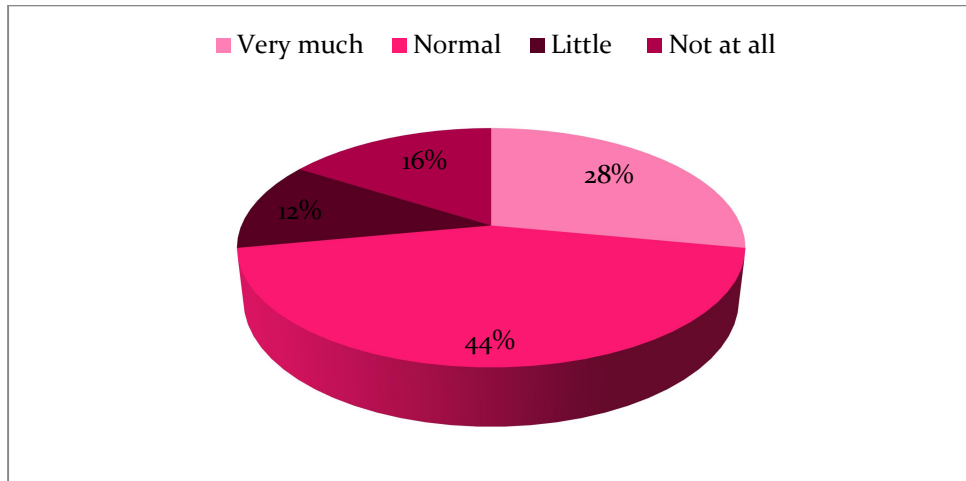
**Part I:** Difficulties students encounter when performing a speaking task.

**Item 1:** How much do you participate in the classroom?

- A: Very much.
- B: Normal.
- C: Little.
- D: Not at all.

**Table1:** Students participation in the classroom.

Frequency	Very much	Normal	Little	Not at all	Total
Number	13	23	6	8	50
%	28%	44%	12%	16%	100%



**Figure1:** Students frequency of participation

By this question, we sought to know the students frequency of participation in the classroom. Theorists and teachers in general emphasize that only motivated student who very much likes to participate even when they are not asked to do so. This category is represented only by 13 participants (28%). 23 participants (44%) state that their participation in oral class is Normal. while 6 of them (12%) which considered it as Little. As for the rest 8 (16%) opted for Not at all.

**Item 2:** How often do you practise speaking English outside the classroom?

A: Always.

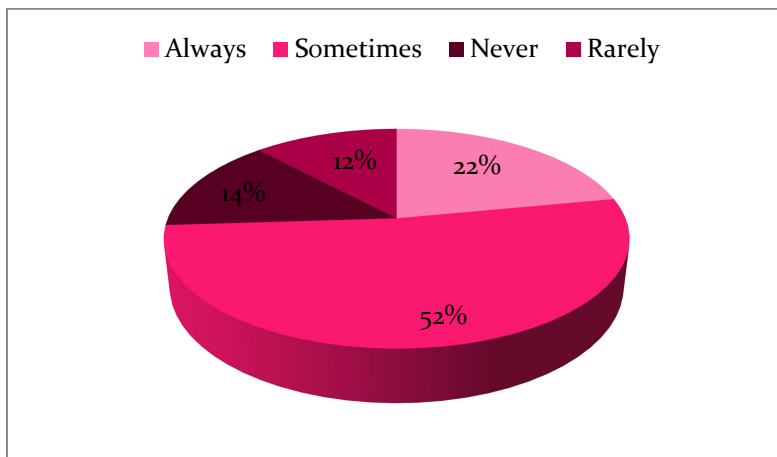
B: Sometimes.

C: Rarely.

D: Never.

**Table2:** Students frequency of English use outside the classroom.

Frequency	Always	Sometimes	Never	Rarely	Total
Number	11	26	7	6	50
%	22%	52%	14%	12%	100%



**Figure 2:** Students Use of English outside the Classroom.

One can notice from the figure above that the minority of (12%) of the participants who stated that they “Rarely” use English outside the classroom, and the majority of (52%) of the participants who stated that they “sometimes” do so. In contrast to (22%) who affirmed that English is “Always” used by them outside the classroom, and to (14%) who choose “never” as an answer to that question.

**Item 3:** Have you ever been in situations where you felt that your ability to speak English was not enough?

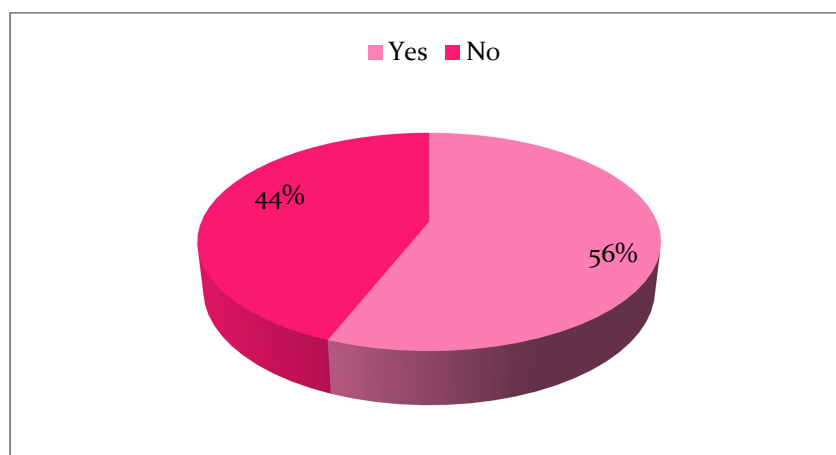
A: Yes.

B: No.

If yes, justify.

**Table3:** Students’ ability in speaking.

	Yes	No	Total
Number	28	22	50
%	56%	44%	100%



**Figure 3: Students' ability in speaking.**

By this question, we wanted to know if the students have found themselves in situations where their ability in speaking was not enough in delivering their ideas. Most students with a percentage of (56%) replied with a “Yes”, whereas the rest with the percentage of (44%) answered with a “No”. For the justification students most answers were “when they want to discuss a topic with their classmates or teachers”, where the rest “when they are talking to native speakers of English”.

**Item 4:** Do you sometimes find it difficult to express what you want to say in English?

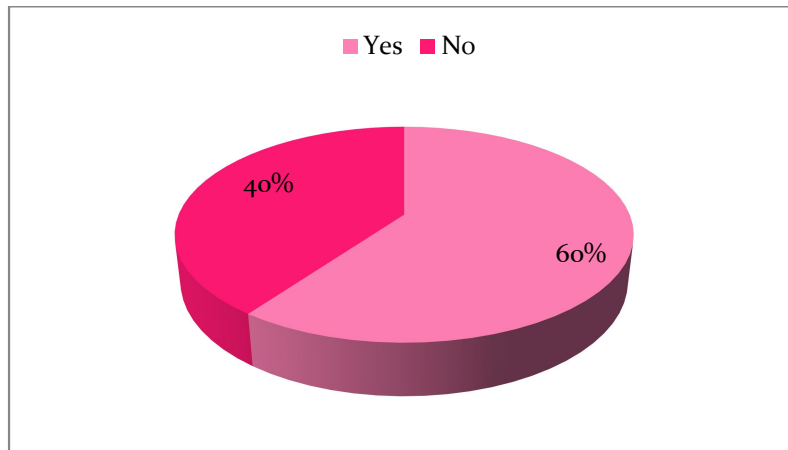
A: Yes.

B: No.

**Table4:** Difficulties in expressing thoughts.

	Yes	No	Total

Number	30	20	50
%	60%	40%	100%



**Figure 4: Learners' Difficulties in Expressing their Thoughts.**

When the students were asked if they find it difficult to express what they want to say in English their responses were (60%) Yes and (40%) No.

**Item5:** How often do the teachers correct your mistakes while you are performing your tasks?

A: Always.

B: Often.

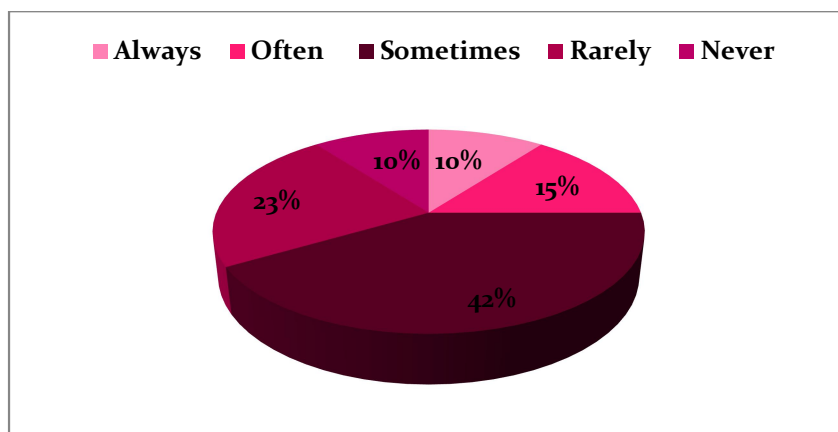
C: Sometimes.

D: Rarely.

E: Never.

**Table5:** The teacher's frequency of interruption for correction.

Frequency	Always	Often	Sometimes	Rarely	Never	Total
Number	5	7	20	13	5	50
%	10%	15%	42%	23%	10%	100%



**Figure 5: Teachers' frequency of interruption for correction.**

We aim, by this question, to know the frequency of correction from the part of the teachers. The majority of the participants admitted that they are sometimes (42%) and always (10%) corrected when they speak. Whereas, the minority stated that they are often (15%) and never (10%) corrected when they speak. The rest of the participants (23%) stated that the teacher rarely corrects his/her mistakes.

**Item 6:** What do you think is the most difficult part when you speak in English?

A: You are worried about making mistakes.

B: You are fearful of criticism.

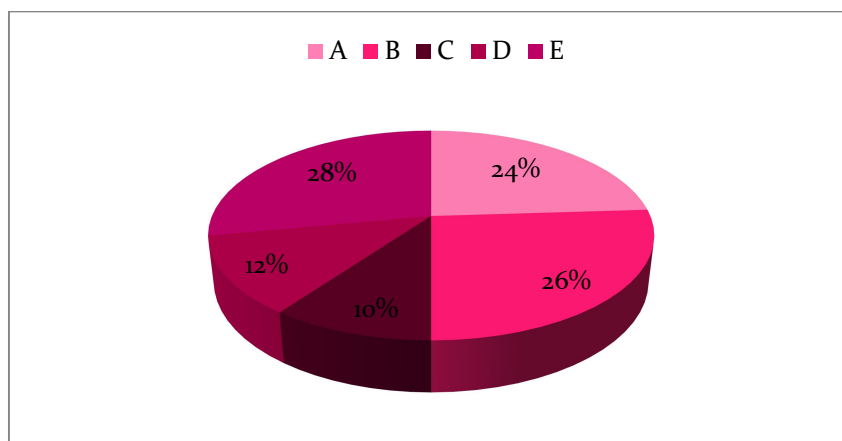
C: You cannot think of anything to say.

D: You speak very little or not at all.

E: Lack of vocabulary in the target language.

**Table 6:** Speaking Difficulties Encountered By Student.

	A	B	C	D	E	Total
Number	12	13	5	6	14	50
%	24%	26%	10%	12%	28%	100%



**Figure6: Speaking Difficulties encountered by Students.**

The purpose of this question is discovering the most speaking difficulties students face when they speak, 24% of students answered that they are worried about making mistakes, 26% are fearful of criticism, meanwhile 10% of them when asked to speak cannot think of anything to say, 12% speak very little or not at all, whereas the rest 28% they lack vocabulary in the target language.

**Part II: Non-verbal communication use:**

**Item 7:** When speaking how often do you use your:

**Hand gestures:**

A: Always.

B: Often.

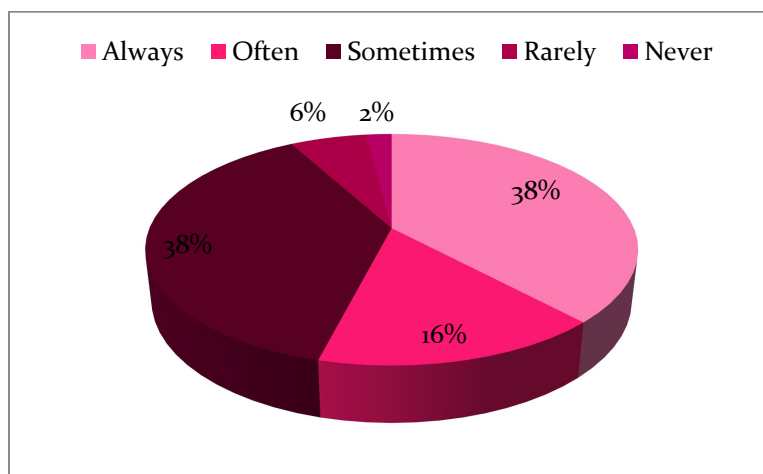
C: Sometimes.

D: Rarely.

E: Never.

**Table 7.1:** Student's use of Hand gestures.

Hand gestures	Always	Often	Sometimes	Rarely	Never	Total
Number	19	8	19	3	1	50
%	38%	16%	38%	6%	2%	100%



**Figure 7.1: Students Use of Hand gestures.**

When the students were asked to tick in the table the frequency of use of Hand gestures when speaking an equal percentage of 38% is divided into Always and Sometimes, whereas 16% Often, 6% Rarely and the rest 2% for Never.

**Tone of Voice:**

A: Always.

B: Often.

C: Sometimes.

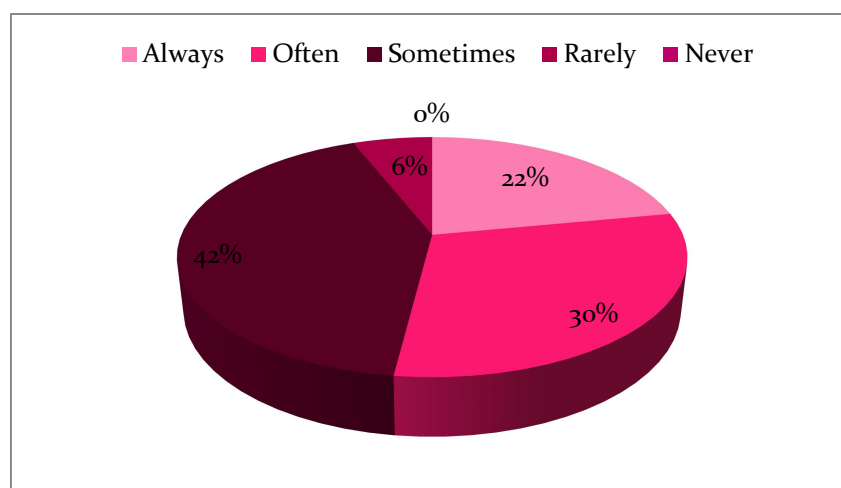
D: Rarely.

E: Never.

**Table 7.2: Students' Use of the Tone of Voice.**



Tone of voice	Always	Often	Sometimes	Rarely	Never	Total
Number	11	15	21	3	0	50
%	22%	30%	42%	6%	0%	100%



**Figure7.2: Students' use of their Tone of voice.**

The majority of students (42%) Sometimes change their tone of voice when speaking in contrast to most of them (30%) Often and (22%) Always tend to change their pitch of voice and the rest (6%) Rarely do.

**Facial expressions:**

A: Always.

B: Often.

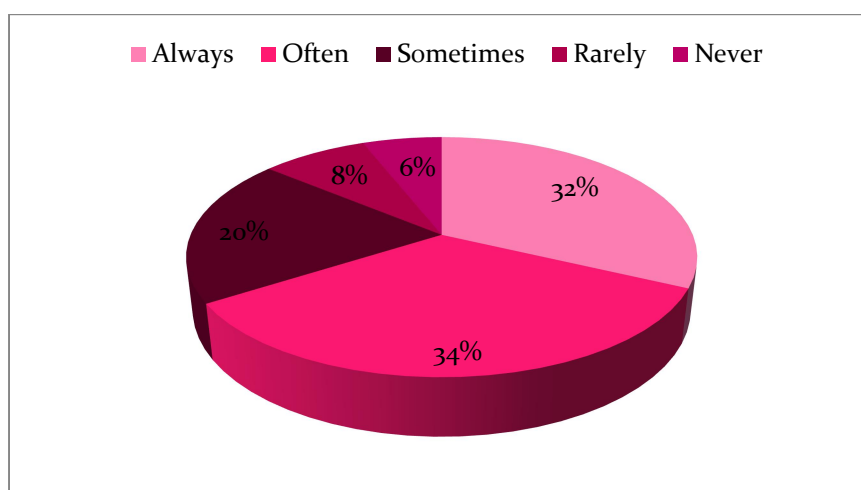
C: Sometimes.

D: Rarely.

E: Never.

**Table7.3: Students Use of Facial Expressions.**

Facial expressions	Always	Often	Sometimes	Rarely	Never	Total
Number	16	17	10	4	3	50
%	32%	34%	20%	8%	6%	100%



**Figure7.3: Students use of Facial expressions.**

From the analysis of the student's answers, we noticed that a high percentage is divided between 34% Often, 32% Always and 20% Sometimes use their facial expressions meanwhile, the rest is divided into 8% Rarely and 6% Never.

**Eye contact:**

A: Always.

B: Often.

C: Sometimes.

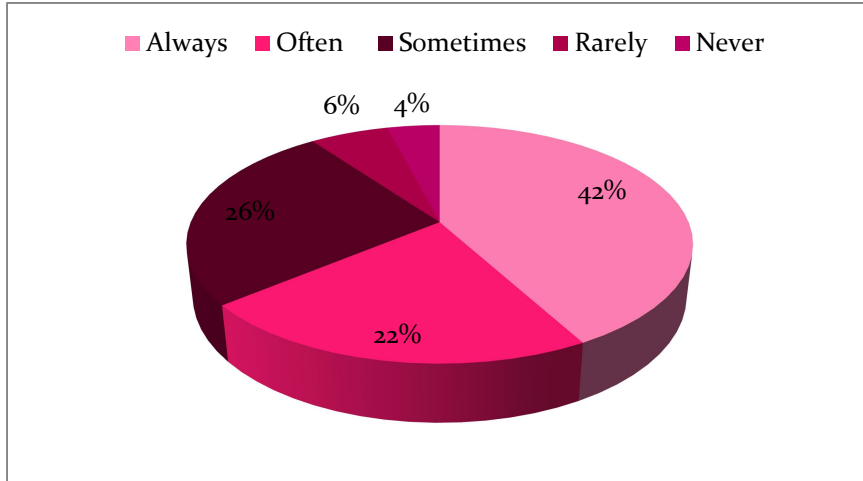
D: Rarely.

E: Never

**Table7.4: Student's Use of Eye Contact.**

Eye contact	Always	Often	Sometimes	Rarely	Never	Total

Number	21	11	13	3	2	50
%	42%	22%	26%	6%	4%	100%



**Figure7.4: Student’s Use of Eye Contact.**

The results indicated that 42% of the participants Always keep an eye contact in face to face situations, the 22% Often and the other 26% sometimes do, in contrast to the 6% Rarely and 4% Never make an eye contact in dialogues. When the students were asked to specify whether they use it while speaking or when listening to others the majority opted while speaking instead of listening.

**Postural change:**

A: Always.

B: Often.

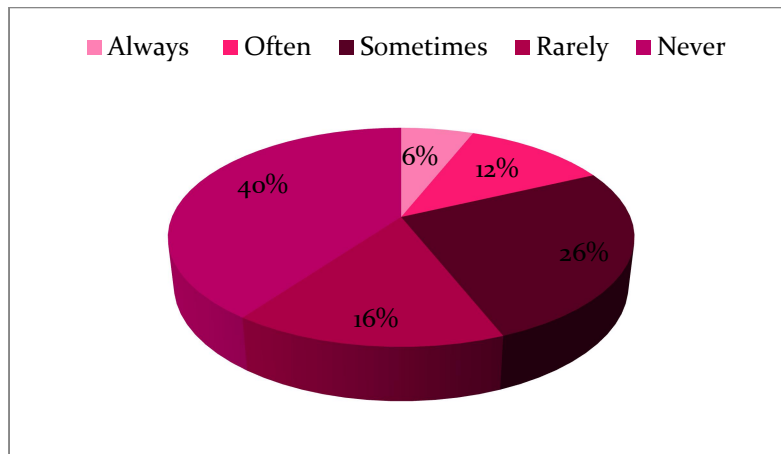
C: Sometimes.

D: Rarely.

E: Never.

**Table7.5: Postural change.**

Postural change	Always	Often	Sometimes	Rarely	Never	Total
Number	3	6	13	8	20	50
%	6%	12%	13%	16%	40%	100%



**Figure7.5: Postural Change.**

Here 40% of students state that they Never change their postures when speaking, other 26% Sometimes and 12% Often do. However 16% of those students chose Rarely in contrast to the 6% which Always prefer changing their body position when trying to explain their ideas, feeling shy, stressed or uncomfortable.

**Body lean:**

A: Always.

B: Often.

C: Sometimes.

D: Rarely.

E: Never.

**How?**

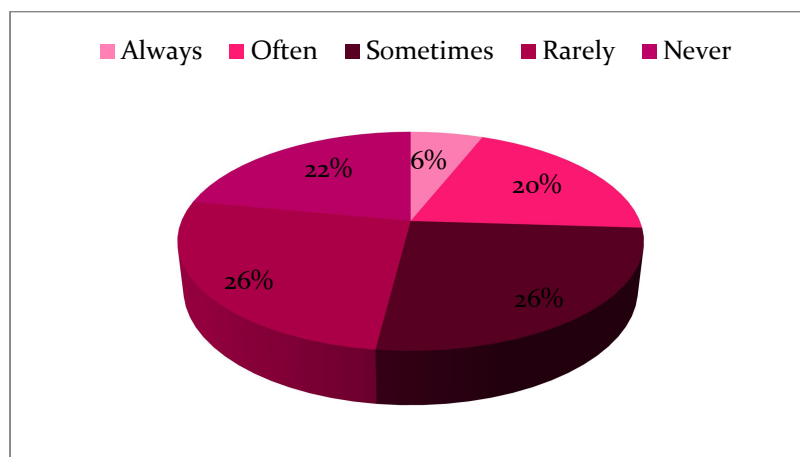
A: Backward.

B: Neutral.

C: Forward.

**Table7.6: Body Lean.**

Body Lean	Always	Often	Sometimes	Rarely	Never	Total
Number	3	10	13	13	11	50
%	6%	20%	26%	26%	22%	100%



**Figure7.6: Body Lean.**

On the basis of the table's findings, we notice that an equal percentage (26%) of student's answers concerning their body lean was Sometimes and Rarely whereas the rest is divided into 22% for Never followed by 20% Often and 6% Always. As for how they lean 45% said that they keep it Neutral, 22% Forwards, on the other hand 33% of students declared that their lean is Backwards.

**Affirmative Gestures:**

A: Always.

B: Often.

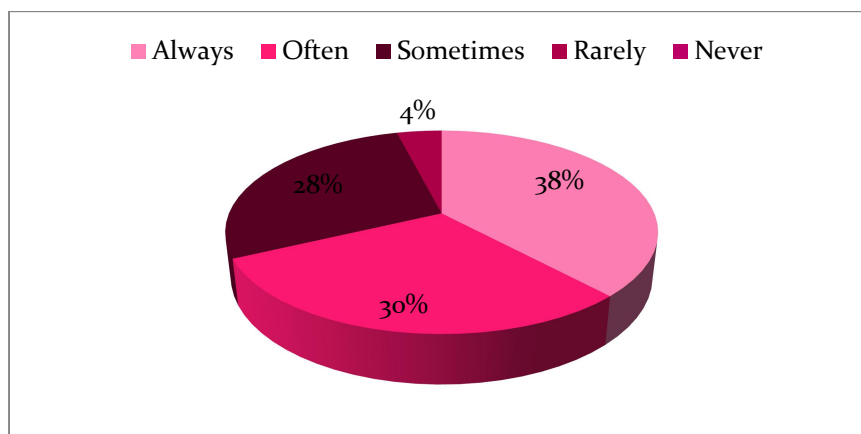
C: Sometimes.

D: Rarely.

E: Never.

**Table7.7:** Student's Use of Affirmative Gestures.

Affirmative Gestures	Always	Often	Sometimes	Rarely	Never	Total
Number	19	15	14	2	0	50
%	38%	30%	28%	4%	0%	100%



**Figure7.7:** Use of Affirmative Gestures.

As an analysis of the data obtained from the table, we can observe that most students' responses were 38% who tend to Always use affirmative gestures when speaking for maintaining communication with others, while a close percentage of 30% Often and 28% Sometimes for the rest 4% of them chose Rarely, as for Never no one of the students opted for that choice.

**Self Touching:**

A: Always.

B: Often.

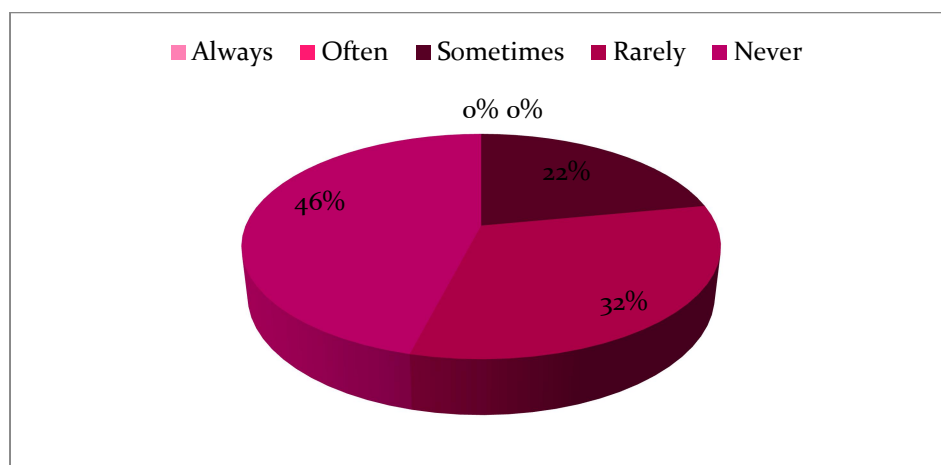
C: Sometimes.

D: Rarely.

E: Never.

**Table7.8:** Student’s Self Touching When Speaking.

Self Touching	Always	Often	Sometimes	Rarely	Never	Total
Number	0	0	11	16	23	50
%	0%	0%	22%	32%	46%	100%



**Figure7.8: Self Touching.**

According to the results provided, the highest percentage of students (46%) Never use Haptics when speaking, 32% Rarely do as for the remaining 22% sometimes. Concerning the two colons of Always and Often were left unanswered, none of the students ticked in it.

**Item8:** How often do you rely on Non-verbal language to communicate?

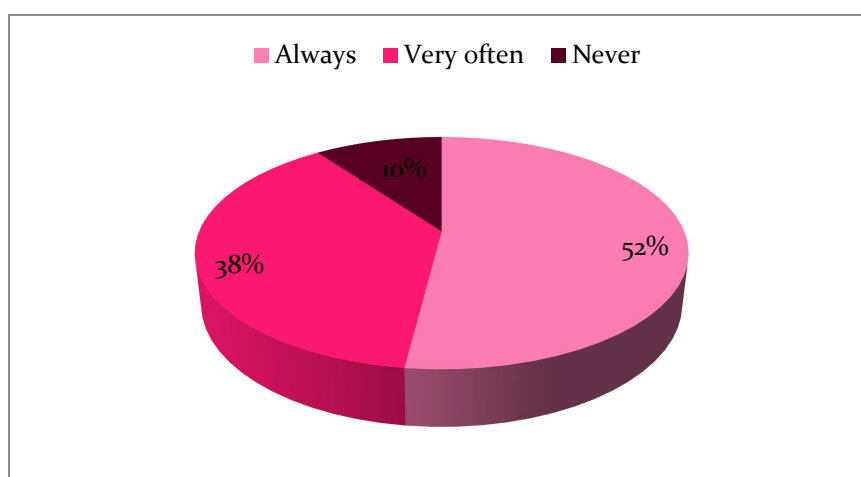
A: Always.

B: Very often.

C: Never.

**Table8:** Students' reliance on Non-verbal language.

Non-verbal Language	Always	Very often	Never	Total
Number	26	19	5	50
%	52%	38%	10%	100%



**Figure8:** Students reliance on Non-verbal Language.

As **Figure8** show that most students (52%) Always rely on Non-verbal language in completing their speech, and 38% which Very often do, in contrast to the 10% which Never use it.

**Item9:** Do your classmates and teachers understand you when you use gestures?

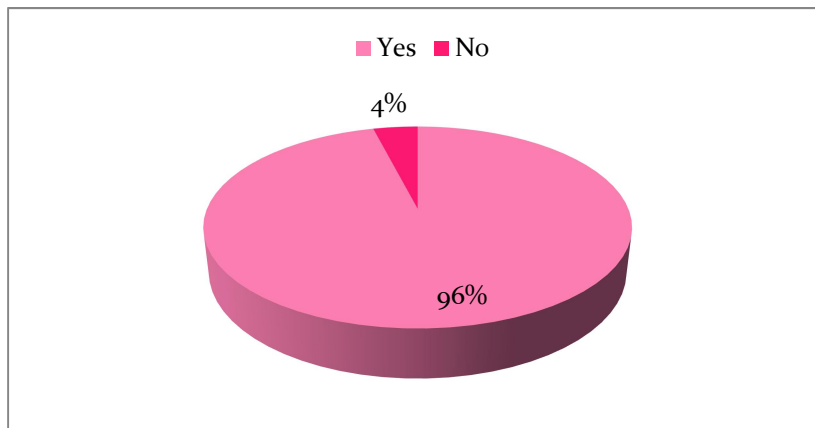
A: Yes.

B: No.

**Table10:** Are Students Understood When Using Gestures.



Are they understood	Yes	No	Total
Number	48	2	50
%	96%	4%	100%



**Figure9: Are Students Understood When Using Gestures.**

The results obtained indicate that almost (96%) all students using gestures when communicating are being understood by their classmates and teachers, on the other hand only 4% of them state that they are not.

**Item10:** Do you think it is effective in learning English?

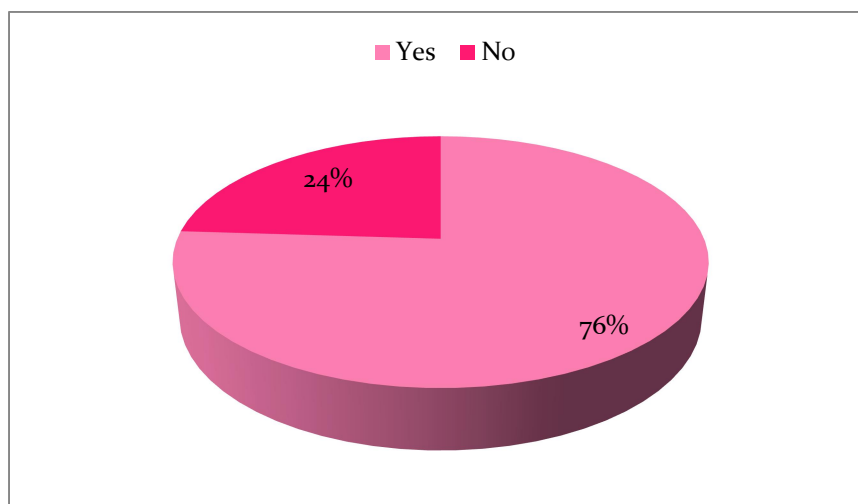
A: Yes.

B: No.

If yes, justify.

**Table10:** The Effectiveness of Using Non Verbal Cues in Learning English.

No verbal cues effectiveness	Yes	No	Total
Number	38	12	50
%	76%	24%	100%



**Figure10: The Effectiveness of Using Non-Verbal Cues in Learning English.**

As it is shown from the analysis of the question that, 76% of students think that using Non-verbal language in supporting the verbal one is effective in learning English, in contrast to those 24% who thought it was not so. For those who answered with a “Yes”, claimed that:

- The body language is more important when speaking, because it helps tell the missing words and makes the receiver engage more in the communication.
- Non verbal language can help you in explaining your ideas when you cannot remember the words.
- It facilitates learning English when we face some problems due to the lack of vocabulary.

- It allows us to speak freely.
- It helps in delivering the idea and what we want to say.
- It makes it easy to understand others and learn more.
- It helps me to overcome speaking difficulties and be understood.
- Because when you hear something and you cannot understand it, you can rely on the gestures to understand the meaning or even get closer to the missing idea.
- It motivates others to listen to you and it facilitates the communication.

### **III.1.6. Discussion of the results**

According to the analysis of the student' questionnaire, it is noticed that:

The students' poor interaction and low participation in the classroom is due to different difficulties they encounter such as: lack of practice, fear of making mistakes and lack of vocabulary in the target language. In which it halts them from expressing their thoughts, which necessitates the teacher's interruption for correction.

The results indicated that the majority of students sometimes find themselves in situations where they felt that their speaking abilities were not enough especially when communicating with native speakers as they reported.

It is also shown that students have a normal level of participation in the classroom when engaged in speaking activities, which may be due to lack of motivation, the choice of the topic or for psychological problems such as: shyness. Furthermore, the findings from this study delivered that some students find it difficult to speak in English, and their speaking performance is affected by many factors especially when they get stressed and cannot find the words that they need fast enough. A significant number of students also claimed that that they don't speak in the Classroom as they

lack the vocabulary in the target language, they are fearful of criticism or they are worried about making mistakes.

As a result, they tend to use non-verbal language such as: hand gestures, facial expressions, Eye contact, Affirmative gestures and their body movements to compensate that shortage and fill the gaps in communication. According to the student's answers, the most common non-verbal communicative strategies used when speaking were hand gestures, eye contact –especially when speaking- and facial expressions.

Along the data analysis students admitted that when using non-verbal cues as they speak they become understood by the listener, at the same time they sought that it is very effective in learning English since it helps in delivering the messages they want to say easily.

## **III.2. Analysis of the classroom observation**

### **III.2.1 Description of the classroom observation**

In developing the NVC checklist, we directly listed the use of facial expressivity and self-touching/ unpurposive movements, in addition to measuring speech rate, voice volume or voice tone. We also categorized: body lean, distribution of eye contact, and hand gestures to better fit our study. For this study, Body Lean was coded as backward, neutral or forward, as for body position we coded it as either open or closed. Using this list along with classroom observation allowed us to code each participant more accurately. (Appendix B)

Concerning the classroom observation conducted on second year LMD students at the University of Mohamed Khiedar, Biskra. The reason why we choose 2nd year students is that they were the most suitable level for this study since they became familiar with classroom activities. We observed during two (2) sessions of

Oral expression the non-verbal behaviors of two different classes (Group7and 8) From which we selected (12) students (six from group 7 and the other six from group8) to analyze their use of body language when speaking. The observations were conducted during morning (9 am - 11 am), and lunch sessions (11am - 1 pm). After each observation we tried to discuss what we have witnessed.

### III.2.3 Results of the Classroom Observation

Non-verbal behaviors observed:		Speaking Difficulties
Hand gestures	Frequent (5) when explaining.	-When failing to find the words.
Body Lean	Neutral.	
Body Position	Open.	
Postural change	Yes	
Eye contact	More likely when talking.	
Facial expressions	Adequately expressive.	
Affirmative gestures	A frequent headshake.	
Unpurposive movements	Few (2).	
Vocalics	A frequent change in the tone using a soft and a loud voice	

**Figure11: Student 1 Observed Behaviors**

**Figure 11** shows an observation of **Student 1** non-verbal strategies used when asked by the teacher to share her views about a game called “OUIJA”, at a certain point, she was interrupted by another student for further clarification of how the game functions, so as to illuminate the ambiguity she used her hands and body movements to illustrate to her colleagues keeping a straight forward Eye contact when doing so.

Student's 2 observed behaviors:		Speaking Difficulties
Hand gestures	Few (2).	-Fearful of making mistakes
Body Lean	Neutral.	
Body position	Closed.	
Postural change	No.	
No Eye contact.		
Facial expressions	Mismatched.	
Affirmative gestures	Infrequent (no gestures).	
Unpurposive movements	Frequent (6).	-Could not think of anything
Vocalic	Using a soft voice.	to say.

**Figure12: Student 2 Observed Behaviors.**

**Student 2** was feeling slightly uncomfortable when speaking and was missing a lot of words which made the teacher interrupt several times for correction, one thing that cannot be missed while observing her behavior is that she could not keep an eye contact with the teacher or with her colleagues. It was also noted that the teacher also used some non-verbal strategies such as hand gestures accompanied with a soft voice and a gentle touch on the student's shoulder to try and make her feel at ease.

Student's 3 Non-verbal strategies:		Speaking Difficulties
Hand gestures	Frequent.	
Body Lean	Backward.	
Body position	Open.	When asked to speak at
Postural change	Yes.	first he could not think
Eye contact	Equal when talking and listening.	of anything say.
Facial expressions	Very expressive.	
Affirmative gestures	Frequent.	
Unpurposive movements	Few.	
Vocalic	Using a soft voice.	

**Figure13: Student's 3 Observed Non-Verbal Strategies.**

In contrast to Student's 2 observations, Students 3 was feeling more comfortable towards speaking in front of the other students, at first he could not think of anything to say, moments after he started using Facial expressions, keeping a constant smile, maintaining an open body position and using hand gestures, eventually convincing his colleagues with his point of view.

Student 4 observed non-verbal behaviors:	Speaking Difficulties
Hand gestures	Frequent.
Body Lean	Neutral.
Body position	Closed.
Postural change	No.
Eye contact.	More likely when talking
Facial expressions	Adequately expressive.
Affirmative gestures	Frequent.
Self-touching	Frequent.
Vocalic	Using a loud voice.
	-Lack of vocabulary in the target language

**Figure14: Student’s 4 Observed Behaviors.**

As it is shown in **Figure14** above that Student 4 regardless to maintaining a closed body and a neutral body lean, she continued speaking loudly using an adequately expressive appearance and a constant eye contact with frequent affirmative gestures and self-touching.

Student’s 5observed behaviors:	Speaking Difficulties
Hand gestures	Frequent.
Body Lean	Neutral.
Body position	Closed.
Postural change	Yes.
Eye contact.	More likely when talking
Facial expressions	Blank.
Affirmative gestures	Frequent.
Unpurposive movements	Few.
	-Fearful of making mistakes.



Vocalic voice.	Using a loud than a soft	
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**Figure 15: Student 5 Observed Behaviors**

**Student 5** seemed anxious of losing words when speaking; instead she started using a loud voice with her hand gestures, a frequent postural change and head movements to carry on a smooth level of verbal communication.

Student 6 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	
Body Lean	Forward.	
Body position	Open.	-Lack of vocabulary in the target language.
Postural change	No.	
Eye contact.	More likely when talking	
Facial expressions	Adequately expressive.	
Affirmative gestures	Frequent head shake.	
Unpurposive gestures	Few.	
Vocalic voice: loud than soft.	Using a varied tone of	

**Figure16: Student 6 Observed Behaviors.**

**Figure 16** represents an observation of Student's 6 non-verbal cues use, as it is shown; this student was focused more on keeping her colleagues attention when speaking using her body and tone of voice so there will be no breakdown in communication.

Student's 7 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	-Nothing to say. -Lack of vocabulary in the target language.
Body Lean	Backward.	
Body position	Closed.	
Postural change	Yes.	
Eye contact.	More likely when talking	
Facial expressions	Adequately expressive.	
Affirmative gestures	Frequent.	
Self-touching	Frequent.	
Vocalic	Using a soft voice.	

**Figure17: Student 7 Observed Behaviors.**

When observing Student's 7 behaviors, we noticed that she was struggling to find words and started touching herself which indicates that she was feeling shy; one thing that cannot be neglected is her use of the mother tongue to fill the gaps accompanied with frequent hand gestures and facial expressions to try and be more convincing in delivering the message.

Student's 8 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	-Fearful of criticism.
Body Lean	Neutral.	
Body position	Closed.	
Postural change	Yes.	
Eye contact.	More likely when talking	
Facial expressions	Mismatched.	
Affirmative gestures	Infrequent.	
Unpurposive movements	Frequent.	

Vocalic	Using a soft voice.	
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**Figure18: Student’s 8 Observed Behaviors.**

Student 8 maintained a frequent postural change, a straight eye contact as well as using his hand gestures when asked to express his opinion.

Student’s 9 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	
Body Lean	Neutral.	
Body position	Closed.	-Inhibition
Postural change	No.	
Eye contact.	More likely when talking	
Facial expressions	Adequately expressive.	
Affirmative gestures	Frequent.	
Self-touching	Frequent.	
Vocalic	Using a soft voice.	

**Figure 19:Student9 Observed Behaviors.**

Student 9 seemed to be intimidated and shy when speaking, he kept his body position closed and the same posture however he used his hand gestures and facial expressions and a soft voice along with eye contact.

Student’s 10 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	-Nothing to say.
Body Lean	Neutral.	
Body position	Closed.	
Postural change	No.	
Eye contact.	When talking.	

Facial expressions expressive.	Adequately	
Affirmative gestures movements.	Frequent head	
Self-touching	Frequent.	
Vocalic voice.	Using a soft	

**Figure20: Student10 Observed Behaviors.**

From the Figure above, we noticed that student 10 at first could not think of anything to say so she kept her body position closed and the same posture with a frequent use of head and hand gestures, an adequately expressive face, frequent self touching and a soft tone of voice.

Student's 10 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	-Fearful of Making mistakes.
Body Lean	Neutral.	
Body position	Open.	
Postural change	Yes.	
Eye contact.	When talking and listening.	
Facial expressions	Adequately expressive.	
Affirmative gestures	Frequent head movements.	
Unpurposive movements	Few.	
Vocalic	Using a soft then a voice.	

**Figure21: Student11 Observed Behaviors.**

From the list above, representing Student's 11 use of non-verbal language in which we notice that this student was really engaged in the conversation with other

students, he was feeling relaxed moving in the classroom and using his body (head and hand gestures and facial expressions) when interacting, with a change in the pitch of voice (a soft and a loud voice).

Student's 12 Non-verbal behaviors:		Speaking Difficulties
Hand gestures	Frequent.	-Mother tongue use.
Body Lean	Neutral.	
Body position	Closed.	
Postural change	No.	
Eye contact.	When talking.	
Facial expressions	Adequately expressive.	
Affirmative gestures	Frequent head shake.	
Unpurposive movements	Frequent.	
Vocalic	Using a soft voice.	

**Figure 22: Student 12 observed behaviors.**

Student's 12 behaviors were adequately expressive from his face, hand and head movements to his eye contact and tone of voice. However he was making unpurposive movements; which indicates his shyness.

#### III.2.4. Discussion of the classroom observation analysis.

The aim of this classroom observation is to look at a group of 2<sup>nd</sup> year students behaviours during the oral expression session and to see what non-verbal strategies they use in order to achieve working communication. The ability to understand and use nonverbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships.

The data from class observations of the 12 student's behaviors revealed that the student's speaking performance is affected by the use of Non-verbal communicative strategies both consciously and unconsciously. It was found that the majority of their behaviors when speaking and facing difficulties were similar as they tend to use their hand gestures and body movements (head shake, and postural change) which may serve as a guide to what is being conveyed verbally and trying to illustrate their ideas along with their facial expressions, eye contact and tone of voice which reflects their emotions and helps in maintaining the flow of communication.

The classroom observation revealed that students make more eye contact while speaking and less when listening, and that students who were feeling uncomfortable when asked to share their opinion avoided using eye contact. However the most common body movements that student used when explaining were hand gestures which is considered as a contributory factor in helping students express their thoughts and clarify verbal responses. When students couldn't find the words they needed to express their thoughts, the hand gestures were clues that lead the other students (listeners) and the teacher to utter the appropriate word that he failed to find. Hence, Non-verbal communication especially hand gestures is a helpful mean in learning new vocabularies which will lead to mutual understanding.

As for the use of affirmative gestures, it was noticed that a head shake with an eye contact has a psychological dimension on the students; while speaking it was observed that one student while listening to his colleague kept on shaking her head as a sign of comprehension which in return encouraged the speaker to continue speaking.

It needs to be stressed out that a variation in the tone of voice, fluency, and other vocal properties is quite informative and that students change their voice pitch to

emphasize on key points, as it is exhibited when the students were trying to respond to questions.

By carefully observing the students it was found that the use of non verbal language in speaking is of a critical role in speaking and that it enhances the speaker's ability and effectiveness when communicating.

### **III.3. Suggestions and Recommendations**

The findings in this study revealed that Non-verbal communicative strategies are used by students to express their thought, emotions and all what they could not express verbally, it viewed as an important part in communicating with others. Several following recommendations for teachers and students in the aspect of speaking in EFL classes can be provided and for helping them in improving their non-verbal behaviors:

- The first thing that the teacher should do is to provide a relaxed atmosphere to help stimulate his students to learn.
- EFL Teachers should encourage their students to speak in English not only inside the classroom but also outside, in order to be fluent and preparing tasks for improving their Speaking skill.
- Students should not be afraid of spontaneous speaking. They should be self-confident and involved in the classroom activities.

Students should develop their non-verbal language through:

- Maintaining an eye contact when communicating with others.
- Paying attention to their feelings and keeping a relaxed body language.
- When feeling stressed and overwhelmed, stop and take a moment before speaking.

- When speaking, try to use words that everyone can understand and in the most clear way possible.
- Students should keep positive facial expressions when speaking or listening to others.



# ***General Conclusion.***

## General Conclusion

The present study has dealt with the Non-verbal strategies students tend to use for achieving oral proficiency. Its main concern was investigating whether the use of these strategies helps second year students of English at the University of Biskra perform better orally.

Since the purpose of teaching oral expression is to develop communicative purposes as to empower students to investigate, articulate, and directly share their ideas with their teachers and classmates. This study departed from the assumption that 2<sup>nd</sup> year English students while performing an oral task have a tendency of using Non-verbal language in their speech, it also shows the most common speaking difficulties students encounter when communicating.

This work is a total of two chapters, starting with a theoretical framework which shed the light on the main concepts related to the speaking skill in the first part, whereas the second part covered all aspects of the Non-verbal communicative strategies. The second chapter is the field work study in which we used two research instruments for the purpose of gathering information through an administration of a questionnaire for the students, in addition to attending sessions for observation which were eventually analysed and discussed to valid our assumption. As a conclusion for this chapter we have presented few suggestions and recommendations that we believe will be helpful in the improvement of student's performance.

The results revealed that the most speaking difficulties students encounter are : inhibition, mother tongue use and nothing to say, it also showed that student tend to employ their hand gestures , facial expressions, and tone of voice when trying to find the words they want to say.

To conclude, one may say that speaking is a communicative skill which is taught according to different activities and tasks. Learners face many difficulties which frustrate their speaking abilities and lead to a communication breakdown; therefore they use non-verbal communicative strategies which consequently play a very important role in learning English as a foreign language by achieving -in certain circumstances- the goal that the verbal communication can't. The student's appropriate body language can reflect, hence strengthen their character and performance. Through this way, the students' ability in speaking English will be certainly and greatly improved.

So if the Non-verbal communication is taught, students would be able to understand English easily and increase their own interactions and interpersonal skills in the classroom. In one word, nonverbal communication is beneficial to us and to language teaching.

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# *Appendices*

## Appendices

### Appendix A

#### The student's Questionnaire.

Dear respondent,

This survey questionnaire is designed for “An Investigation into Speaking Performance and non verbal communication strategies 2<sup>nd</sup> year English students use”. Your assistance in completing the following questions is greatly appreciated. Please put a tick (☐) in the box beside the option(s) you choose.

Part I: Demographic Information:

**1. Gender**

- Male
- Female

Part II: Difficulties students encounter when performing a speaking task.

**2. How much do you participate in the classroom?**

- very much
- normal
- little
- not at all

**3. How often do you practice speaking outside the classroom?**

- Always
- Sometimes
- Rarely
- Never

**4. Have you ever been in a situation where you felt that your ability to speak English was not enough?**

- Yes
- No



If yes, justify.

.....  
.....

**5. Do you sometimes find it difficult to express what you want to say in English?**

- Yes.
- No.

**6. How often do the teachers correct your mistakes while you are performing your tasks?**

- Always
- Often
- Sometimes
- Rarely
- Never

**7. What do you think is the most difficult part when you speak in English? (You can have more than one choice)**

- You are worried about making mistakes.
- You are fearful of criticism.
- You cannot think of anything to say.
- You speak very little or not at all.
- Lack of vocabulary in the target language (mother tongue use).

**Part III: Non-verbal communication use:**

Please answer the following questions based on your use of non-verbal gestures (the process of communicating using your body).

**8. When speaking how often do you use your:**

	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Hand gestures</b>					
<b>Tone of voice</b>					
<b>Facial expressions</b>					
<b>Eye contact</b> -When? <input type="checkbox"/> Listening. <input type="checkbox"/> speaking.					
<b>Postural change</b> -when? ..... ..... ..... .....					
<b>Body lean</b> -How? <input type="checkbox"/> Backward. <input type="checkbox"/> Neutral <input type="checkbox"/> Forward					
<b>Affirmative gestures</b>					
<b>Self touching</b>					

**9. How often do you rely on non-verbal language to communicate?**

- Always
- Often
- Sometimes
- Rarely
- Never

**10. Do your classmates and teachers understand you when you use gestures?**

- Yes
- No

**11. Do you think it is effective in learning English?**

- Yes
- No

If yes, explain.

.....

.....

.....

.....

**Thank you very much for taking your valuable time to complete this survey.  
Your opinions are greatly appreciated.**

## Appendix B

### Classroom Observation Checklist

NVC behavior checklist	Students use
Body lean	Backward      Neutral    Forward
Body position	Closed            Open
Postural change	Yes (0) No (0)
Eye contact More likely	when talking (0) Equal when talking and listening (0)
Facial expression	Blank or mismatched (0) Adequately expressive (0)
Affirmative gesture	Infrequent (0) Adequately frequent (0)
Self-touching or	
unpurposive movements	Frequent (0)    Few or none (0)
Hand gestures	Frequent (0)    Few or none (0)
Vocalic	Using a loud voice(0) Using a soft voice(0)

## ملخص

يجد العديد من المتعلمين صعوبة في التعبير عن أنفسهم باللغة الإنجليزية. تهدف هذه الدراسة إلى اكتشاف مختلف استراتيجيات التواصل غير اللفظي التي يستخدمها المتعلمون عند التواصل شفويا للتعامل مع مشاكل أدائهم. ولتحقيق هذه الأهداف، استخدمت طريقة وصفية. حيث استخدمنا استبانة للطلاب بالاضافة الى الملاحظة الصفية كأدوات لجمع البيانات من أجل تحديد أنواع استراتيجيات التواصل غير اللفظي المستخدمة عند التفاعل. وكشفت النتائج أن معظم الطلاب في اللغة الإنجليزية كلغة أجنبية يواجهون نفس المشاكل والصعوبات عند التحدث مثل: تثبيط، استخدام اللغة الأم أو أنهم لا يستطيعون التفكير في أي شيء لقوله، وكانت استراتيجيات الاتصال غير اللفظي الأكثر استخداما هي: لفئات اليد، والاتصال العين مع الإيماءات الإيجابية التي تساعد على التفاهم ما بين الاطراف ، ووجد أيضا أن غالبية هؤلاء الطلاب أنهم يستخدمون نفس الاستراتيجيات الغير لفظية اثناء الكلام.