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OPTION: LINGUISTICS

Investigating the Use of Nonverbal Cues in Oral Production
A Case Study of First Year Master Students, Department of Letters and
English Language, University of 8 Mai 1945-Guelma

A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Master Degree in Language and Culture.

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I

DEDICATION

I dedicate my work to my mother Mrs. Nora Hamidi

Thank you for your great tenderness and support that strengthen my will

May God bless and protect you

I love you

ACKNOWLEDGMENTS

First of all, I am very grateful to my great God for providing me with strength, good health, and purposefulness to accomplish this work. I owe my profound gratitude to my supervisor Mrs. BOUDRA Amina for her supervision, help, and patience. I would like to thank Master One students of language and culture at the Department of English at 08 Mai 1945 University-Guelma for their aid and serious cooperation. I would like also to acknowledge and express my deepest thanks to the jury members for their comments, readings, and examining this dissertation. Eventually, I would like to offer my best regards and thanks to my mother Nora, my father Mostafa, and my two little brothers Bilal and Yassine.

ABSTRACT

Speaking is a very important skill and the most difficult one among the four language skills. It has a considerable impact on learning process and classroom interaction. EFL learners try to do their best to develop and reinforce their abilities in speaking. Thus, they try to enhance their speaking by using high proportion of nonverbal cues and behaviors which can have a huge importance on their speaking performance and transmitting various ideas. Successful communication requires the mastery of speaking skill and good usage of non linguistic aspects. The present research intends to shed light on the importance of using nonverbal cues in oral production; taking into consideration their different advantages in reinforcing speaking and even expressing some implicit messages. Hence, we hypothesize that making students skilful in using nonverbal cues aids them in developing their speaking performance. In order to confirm the hypothesis, we have conducted this research via the quantitative descriptive method choosing questionnaires to be the data gathering tool. The obtained findings from the chosen sample that is Master One Students of Language and Culture at the department of letters and English language, 08 Mai 1945 University-Guelma, have confirmed that if learners are skilful in using nonverbal cues, their speaking performance would increase. Consequently, teachers must take into account the inseparable relation between verbal and nonverbal communication and select effective classroom speaking activities that enhance learners' speaking performance and improve their oral production.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.....	02
L2: Second Language.....	11
FL: Foreign Language.....	13
L1: First Language.....	20
SL: Source Language.....	20
TL: Target Language.....	20
WM: Working Memory.....	22
STM: Short Term Memory.....	22
NVC: Nonverbal Communication.....	26
NVB: Nonverbal Behavior.....	39

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FRENCH SUMMARY

ARABIC SUMMARY

GENERAL INTRODUCTION

Oral production or speaking is an important skill that students are required to develop for effective communication. Mastering the speaking skill aids the speaker to exchange information with other interlocutors and to express his/her various thoughts and ideas while making any type of speech; informative, persuasive, or special occasion speech.

The ability to communicate and enter discussions includes both verbal and non verbal communication. Verbal communication encompasses linguistic accuracy and fluency with good pronunciation and intonation. Nonverbal communication involves the use of various non-linguistic cues to express different thoughts; such as gestures, facial expressions, paralinguistic features...etc which add emphasis or shades of meaning to what people say. Thus, nonverbal cues are very important, they add more to the message conveyed for efficient communication.

1. Statement of the Problem

Most students at the English department of 08 Mai 1945, University of Guelma produce oral language and use aspects of nonverbal communication simultaneously without taking into account the role of body language in conveying meaning and achieving effective communication. Students usually ignore the importance of non-linguistic cues in speaking. Furthermore, learners often fail in communication and transmitting the various messages behind their speeches to their teachers, which is due to some elements that badly affect their speaking potential such as the lack of vocabulary and topical knowledge, fear of public speaking, and anxiety; this happens because students are not able to deal with all situations. So, they overuse their body language trying to express their status and to fill the gaps of language inability to deliver meaning in some contexts. Hence, the present research poses the following question:

How can the use of nonverbal cues in speaking process help students to develop their speaking performance?

2. Aims of the Study

The study of nonverbal communication is very advantageous for EFL students. It highly aids them in performing their presentations in front of their teachers and classmates. In addition to this, some nonverbal behaviors highlight the speaker's personality and aptitude toward a particular subject as well as it facilitates communication inside classroom because students don't have the same level of speaking proficiency. Thus, it helps the listener to comprehend the speaker's speech even if he does not understand the whole terms used. Therefore, the aim of this research is twofold:

1. To shed light on the huge importance of nonverbal cues in speaking proficiency.
2. To enhance EFL students' oral production.

3. Research Hypothesis

Aspects of nonverbal communication are considered as fundamental elements leading to good speaking performance. They enable students to improve their speaking, and to clearly convey meaning of the spoken language in different contexts. Bad speaking performance maybe due to the misuse of nonverbal cues. So, we hypothesize that:

If learners are skilful in using nonverbal cues, their speaking performance would increase.
(H1)

The null hypothesis implies that no relation exists between the two variables:

If learners are skilful in using nonverbal cues, their speaking performance would not increase.
(H0)

4. Research Methodology and Design

4.1. Research Method

This research is conducted via the Quantitative Descriptive Method. We have chosen the questionnaire to be the data gathering tool for the current research. Making wide range of questionnaires would provide us with different opinions about the utility of nonverbal cues in speaking process, aiming to confirm the research hypothesis.

4.2. Population of the Study

The sample of this research is chosen randomly. It is Master One Student at the English Department, University of 08 Mai 1945- Guelma. These Students are always asked to make presentations performing them orally. Also, their studies require preparation of the coming lessons in order to participate and take part in classroom discussions. Thus, Master One Students are generally supposed to raise their oral production.

4.3. Data Gathering Tools

Using questionnaires as a data gathering tool is very important to collect reliable and credible data from the selected sample aiming to underline the research hypothesis; it means that Master one students at English Department of 08 Mai 1945 University would provide us with various information about their awareness of using nonverbal cues in their speaking process, and about their ability of detecting the hidden messages through their interpretation of these nonverbal aspects of communication. In addition to this, the research tool serves us in realizing how body language helps students to express some thoughts and meanings that they fail to convey and express through language.

5. Structure of the Dissertation

The dissertation is divided into three different chapters in addition to a general introduction and conclusion. The first chapter is dedicated to oral language production in which we define speaking and highlight it as a skill and as a knowledge, then we mention the different aspects of speaking in addition to stating speaking difficulties and factors affecting oral production. The second chapter is devoted to nonverbal communication, it contains explanation of what is meant by nonverbal communication, identification of its different types, thereafter we tackle the rationale behind employing nonverbal cues and their utility in the learning process. The last chapter is called “Field Investigation” in which we give description of the questionnaire, structured analysis of the gathered data, and its interpretation according to the research hypothesis. Moreover, some pedagogical implications will be included in the general conclusion.

CHAPTER ONE

ORAL LANGUAGE PRODUCTION

Introduction

Most of EFL students focus on improving their oral language production or speaking more than any other skill. In fact, mastering speaking is very advantageous for all students who can benefit from it either in their field of education or practical life. However, there are several elements that make speaking process difficult; such as lack of vocabulary, fear of making mistakes, poor listening practice...etc. Therefore, teachers must employ different speaking activities; like role plays, interviews, and so on to enhance students' speaking skill. In other words, speaking is the most important skill and the most difficult one because it is affected by various factors. EFL students must take into consideration the value of speaking and pay attention to what disturb its process. Thus, in this chapter we highlights oral language production and its significance in communication and transfer of thoughts.

1.1. Definition of Speaking

According to Chaney and Burk (1998), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (p. 13). It deals with constructing a meaning and conveying it via employing oral language and other non-linguistic signals in different situations. Also, Bygate (1991) sheds light on speaking and its usefulness in various fields of life, he emphasizes that speaking is a mean leading to learning language. Thus, it needs to be widely considered in education sector.

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much

language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (1991, p. 07).

To sum up, speaking is identified as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Burns & Joyce, 1997, as cited in Shiamaa, 2006, p. 30). In this regard, speaking is a skill that is based on interaction and communication between interlocutors who send and receive data in different speaking situations.

1.2. Considerations of Speaking

Several linguists investigate speaking in their works, Bygate (1991) and Thornbury (2005) referred to speaking to be a skill and knowledge: “speaking [...] involves both a command of certain skills and several different types of knowledge” (Thornbury, 2005, p.1).

1.2.1. Speaking as a Skill

Speaking as a skill points the ability to interact and communicate successfully to achieve the speaker’s aim behind conducting any discussion or conversation. Bygate tackled speaking as a skill and distinguishes between motor perceptual skills and interaction skills. He mentioned that: “motor-perceptive skills involve perceiving, recalling, and articulating in the correct order sounds and structures of language” (1991, p. 5). This means that motor-perceptive skills are related to the physical production of voices and sounds.

Moreover, motor perceptive skills are assorted into four major phases depending on Levelt’s model of speech production (Bygate, 1991, as cited in Thornbury, 2005, p. 11). These four phases are: first, conceptualization which is the ability to form an idea or a specific thought in the speakers’ minds. It usually revolves around the purpose of speaking. Second,

formulation in which the speaker transforms his ideas and thoughts into words and expressions. He makes a shift of his ideas existing in his mind to language. After formulation comes the stage of articulation; it is when the speaker pronounces physically what he aims to say. Finally, self monitoring that is reflecting on what has been said repairing any errors of the three previous phases of speech production (Thornbury, 2005, pp. 5-6).

1.2.2. Speaking as a Knowledge

Speaking as a knowledge signifies that speakers must have a sufficient background, information, and knowledge base in order to be skilful. Therefore, Thornbury (2005) claimed that : “being skillful assumes having some kind of knowledge base. To play a guitar well requires some kind of musical knowledge” (p. 11). Furthermore, he identified three fundamental knowledge categories for speaking: which are extralinguistic knowledge; it is any familiarity, input, or information a person has and shares with other speakers except language knowledge “include such things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers” (2005, p. 11). Then, linguistic knowledge that is knowing the scientific study of language, “the knowledge of the features of language” (2005, p. 11). Lastly, sociocultural knowledge which is associated with the two previous types of knowledge:

The knowledge about social values and the norms of behavior in a given society, including the way these values and norms are realized through language. Sociocultural knowledge can be both extralinguistic and linguistic. Knowing whether people in a given culture shake hands on meeting, or embrace, or bow, is extralinguistic; knowing what they say when they greet each other is clearly linguistic (2005, p. 12).

1.3. Aspects of Speaking

The Speaking skill represents different aspects that must be investigated and taken into account. These aspects provide teachers with various instructions and guidelines to clearly comprehend this skill and then design appropriate activities that help students cope with real circumstances. Shiamaa mentioned three aspects of speaking; speaking is face to face, speaking is interactive, speaking happens in real time (Shiamaa, 2006, pp. 35-36).

1.3.1. Speaking is Face to Face

Usually, the speaking process happens face to face between interlocutors; it means that, speaking takes place when interlocutors are present in the same place, this helps them get immediate feedback about the listener's understanding and agreement about the topic of discussion, "Do listeners understand? Are they in agreement? Do they sympathize?" (Cornbleet & Carter, 2001, cited in Shiamaa, 2006, p. 35).

1.3.2. Speaking is Interactive

Speaking is a process that necessitates interaction between interlocutors, it involves turn taking between the different participants and takes place during usual discussions and dialogues: "Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages" (Mc Donough & Mackey, 2000, as cited in Shiamaa, 2006, p. 36). Accordingly, cultural differences can affect oral production and interaction between interlocutors, some participants having different backgrounds and cultures can be less interactive than other speakers because of their different languages.

1.3.3. Speaking Happens in Real Time

While making conversation and speeches between different interlocutors, it means that the speaking process is happening in real time involving unplanned and casual responses. Miller (2001) mentioned that “speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves” (p. 74). This refers to the fact that real time speaking provokes pressure on interlocutors and affects the organisation of the spoken language. Bygates identified some elements to deal appropriately with real time speaking: “the use of formalic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands” (1991, p. 21).

1.4. Speaking Functions

There are many studies that have been made to categorize the various functions of speaking, Brown and Yule (1983) classified those functions into two main categories: interactional functions and transactional functions, the former aims at establishing different kinds of relationships between people while the latter focuses on the message and information conveyed by the spoken language (Brown & Yule, 1983, as cited in Richards, 2007, p. 21). Moreover, Richards (2007) investigated additional type of speaking functions called “performative” (p. 27), it is related to the process of delivering public speeches in view of a certain range of audience.

1.4.1. Interactional Function

According to Brown and Yule (1983), interactional function is associated to speaking and interacting with people for social purposes:

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature (Brown & Yule, 1983, as cited in Richards, 2007, p. 22).

In other words, Talk as interaction is one of the speaking functions that refers to speaking in order to establish various genres of relationships between individuals. It is very common and dedicated for social interaction encompassing formal conversations and informal ones. In this type, speakers attempt to construct a good area of interaction, and the focal point of “talk as interaction” is concerning the speaker and the way he aims to represent himself to other people.

1.4.2. Transactional Function

As stated by Brown and Yule (1983), talk as transaction is a speaking function in which the interlocutors concentrate on the message of the communication process:

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other (Brown & Yule, 1983, as cited in Richards, 2007, p. 24).

Accordingly, Talk as transaction refers to the speaking function which focuses on the message and information conveyed by the spoken language; this message must be

obviously comprehensive and understood. So, the focal point of talk as transaction is the clarity and comprehensibility of the message.

1.4.3. Performative Function

As reported by Richards (2007), performative function is: “The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.” (p. 27). So, Talk as performance is another function of speaking which is associated with making and performing public speeches in front of spectators. It takes place in different areas like when students make oral presentations inside the classroom.

Furthermore, Richards (2007) stated that generally talk as performance occurs as a long speech produced by one speaker. It is formal and restricted to written format. We evaluate it on the basis of the audience’s reaction.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. (p. 27)

1.5. Integration between Speaking and Listening

There is a great integration between speaking and listening skills, they arise at the same time between interlocutors in communication process, when the speaker is producing verbal language (encoding), he sends a message to the listener who decodes this message in order to

get topical knowledge. Harmer stated that: “Almost any speaking activity is bound to involve listening” (1998, p. 227).

Speaking and listening inside EFL classrooms play an important role of interaction between students, they have to master both of them in order to exchange information, “A carefully prepared L2 utterances is only a useful aid to communication. If the speaker can deal effectively with replies he receives. For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener.” (Anderson & Lynch, 1988, p. 15).

1.6. The Importance of Speaking in EFL Classes

Studying a foreign language requires a good mastery of all language skills, among which, speaking is seen as a major issue through which students interact just inside classrooms. Ur (1996) argued that: “of all the four skills [listening, speaking, reading and writing], 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” (p. 12). Learners use speaking skill more than any other skill ; they ask questions if they do not understand a specific issue in any lesson, they call for more explanations, and they orally express their ideas and standpoints to their classmates and instructors. Thus, speaking is extremely important in communication and transferring various messages.

As reported by Ur (1996): “Many if not most foreign language learners are interested in learning to speak” (p. 120); this means that, the main aim that pushes EFL learners to choose a specific foreign language to be studied is the mastery of speaking skill more than developing reading, writing, and listening skills. Furthermore, speaking foreign language or L2 is not an easy competence, it is a long term process to be improved, “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” (Luoma, 2004, p. 1).

In other words, EFL learners pass through different steps to become competent in speaking and reach the level of fluency in which they can make a good oral production.

Luoma (2004) claimed that, “...the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language” (p. 5). This signifies that producing verbal language is considered as a measure for foreign language acquisition.

In addition to this, Speaking proficiency is highly utilized inside and outside EFL classrooms, it is a substantial tool of communication and transmission of knowledge and information between learners and their teachers for the purpose of learning process as well as it is important in communication between different individuals in their practical lives. According to Harmer (1997) stated that: “it is very important to stick to the target language in the classroom in order to develop the capability of using it not just in the class, but also outside” (p. 167). Thus, most learners believe that the success of learning a particular foreign language depends on which extent they speak that language fluently and can conduct verbal conversations and dialogues in their everyday lives.

Also, good speakers have more opportunities in getting jobs by dint of making any job interview in an appropriate way, Baker and Westrup (2003, p. 5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Accordingly, mastering the speaking skill aids learners in all areas, “through talk, students explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions.” (Rivers, 1968, p. 120).

1.7. Classroom Speaking Activities

Brown (2004, p. 270) stated that spoken language is easy to perform, but in some cases it is difficult, thus, in order students can carry out the successful speaking, they must have some characteristics of successful speaking activities inside the classroom.

In EFL classrooms, The majority of students face various problems in speaking off-hand and spontaneously; this happens because they do not practice speaking FL/L2 a lot with their classmates or in their daily lives. As a consequence, teachers put worth on determining appropriate activities that help learners in flourishing their speaking skill and increasing their self confidence. These activities on one hand target to make a circumstance where all students can speak without hesitation, share verbal information or data, and take part in any discussion about any topic with their classmates and teachers to convey their attitudes, opinions, and thoughts. On the other hand, be able to reply if someone needs more clarification and answer any questions. Brown (2004, p. 270) states, spoken language is easy to perform, but in some cases it is difficult, in order that students can carry out the successful speaking, they must have some characteristics of successful speaking activities inside the classroom.

1.7.1. Role Plays

As stated by Livingstone, role play refers to “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom.” (1983, p. 3). It is a very interesting activity for developing speaking skill in an enjoyable way which breaks the rules of ancient methods of teaching and learning process. It refers to performing specific characters; celebrities, artists, tourist guide...etc in a particular context. For example, the instructor may ask one of his students to perform the role of steward in a cabin crew dealing with a passenger who suffers from

acrophobia. “These roles provide the students with authentic situations which keep their interests alive and enable them to be better listeners” (Daif-Allah & Khan, 2016, p. 112).

1.7.2. Simulations

Simulation is an advantageous activity to promote learners’ speaking proficiency. It is almost the same as role play giving more emphasis on the elaboration and preparation of tools and decor which link the classroom environment to the real social context. Scrivener (2005, p. 159) identified it as: “a large scale role-play. Role cards are normally used, but there is often quite a lot of other printed and recorded background information”. To exemplify, in simulation activity, if one student is asked to perform the role of a doctor, he must bring with him medical gloves and white apron to make appropriate link to the medical environment. So, simulation is an activity that motivates learners and makes them excited to practice speaking in pleasant classroom atmosphere.

1.7.3. Oral Reports (Presentations)

Oral reports are very common activities that take place in different sessions of learning especially speaking ones. They involve communication and interaction between students and reinforce the interest of studying.

Brooks and Wilsons (2014) focused on its importance in FL learning and developing speaking skill arguing that:

Oral presentations have been shown to be extremely successful with respect to improving learners’ L2 skills, and increasing their autonomy. For example, Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and

noticeable improvements in their students' communication and presentation skills. (2014, pp. 202-203).

1.7.4. Information Gap Activities

Language gap or information gap is an activity used to develop learners speaking skill and communicative competence. According to Johnson and Morrow (1981, p. 62), this activity is “one of the most fundamental in the whole area of communicative teaching”. This means that it has excellent impact on advancing students' oral production. This activity requires two participants who have limited information; thereafter, they work together in a collaborative way in the interest of solving puzzle and comprehend data. Hedge (2000, p. 58) stated that information gap activity: “involves 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”. Lindsay, C. and knight, P. (2006, pp. 65- 66) identified some information gap activities such as: describe and draw, find the differences, asking for giving directions...etc. All of these activities make a challenge between learners and push them to speak more in order to achieve the answer.

1.7.5. Discussions

According to Harmer: “discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use.” (Harmer, 2007, p. 128). In this regard, making discussions and debates between students inside EFL classroom is a fundamental activity in enhancing EFL students' oral production and speaking skill. Teachers have to put their students in an extracurricular environment in which EFL learners discuss with each others about different topics; this enables them improving their communicative competence and easily making debates about several topics. As a consequence; students develop their speaking level and obtain new vocabulary with its meaning and correct pronunciation.

Furthermore, Thornbury (2005, p. 102) argued that: “Many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate”. This indicates that any subject of discussion, either it is related to study and education or about personal issues is important for developing oral language production.

1.7.6. Interviews

Tchudi and Mitchell, argued that an interview is the process of questioning someone about specific or different issues in order to find out data.

interview is the dialogue or question-answer exchange which is considered as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, give the opportunity to the students to demonstrate that they communicate freely in English (1999, p.3).

Accordingly, the interview can be a useful activity to develop speaking skill. By way of illustration, teachers use interview activity inside classroom, they ask their learners to work in twosome, then each student chooses between being the interviewer ; the person who conducts the interview and asks questions, or the interviewee ; the person who is asked to answer the questions. Consequently, this activity provides EFL learners with various chances to practice both listening and speaking skills. Also, it helps them to become skilful speakers able to discuss any topic. Thus, it enriches students’ vocabulary and knowledge and makes them good speakers who can speak and express their ideas easily.

1.8. Factors Affecting Speaking

1.8.1. Lack of Interest in the Subject

Lack of motivation and interest in speaking is a serious difficulty that disturbs students' oral production and learning speaking skill. In some modules that are dedicated to develop learners' speaking skill such; as oral expression and communication, most of students prefer to speak about topics and themes which they like. However, when they find themselves in a situation where they are obliged to speak about a given topic, they would rather be silent than making any interference; the main cause of this silence is "Nothing to say". Baker and Westrup (2003, p. 28) stated that: "it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say". This means that some teachers impose a topic to be developed and discussed which students do not have a sufficient knowledge and background about it.

As reported by Ur : "The first thing to do to encourage fluency is to bring interesting subjects of the conversation to classroom (...). This means that, students need a reason to speak more than they need something to speak about" (1981, p. 5). This indicates that, all students give attention to the intention of speaking. Rivers (1968, p. 192), said that: "the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language".

1.8.2. Poor Listening Practices

Listening is a very important skill that have great relationship with speaking, this relationship has been deeply explained in the fourth section of this chapter called integration between speaking and listening. Harmer refers to this link between speaking and listening as: "Almost any speaking activity is bound to involve listening" (1998, p. 227). Basically, in

communication process both of the mentioned skills take place at the same time ; when the sender or the producer of the verbal message is speaking, the receiver is listening and vice versa. Consequently, if one of the interlocutors is not skillful in listening, he cannot provide more contribution to the conversation and he faces a difficulty in speaking process due to poor listening practice. Anderson and Lynch claimed that “A carefully prepared L2 utterances are only a useful aid communication. If the speaker deals effectively with replies he received for the L2 learner in conversation, he needs to be skilled as both speaker and listener” (1988, p. 15). So, if learners are not good listeners, they can't be good speakers.

1.8.3. Lack of Vocabulary

Vocabulary is considered as a paramount element in communication process and transmitting data. It is identified as: “a list of words with their meaning especially in a book for learning a foreign language” (Oxford Learners' Pocket Dictionary, 2008, p. 495). Also, It is the connection which gathers communication and understanding, different scholars argue that it is the core of speaking skill; hence, deficient vocabulary encumbers speaking proficiency. Sedita (2005, p. 01) claimed that : “students with limited or no knowledge of English, those who do not use English outside school, and those who enter school with inadequate English vocabulary will certainly face problems in delivering verbal discourses or in engaging in oral communications”, in other words, they miss the device of speaking and communication which is vocabulary.

Moreover, producing vocabulary in speaking is considerably associated with perceptive one of listening; “If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use...without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (Nation, 2001, p. 129). In this regard, lack of vocabulary in some contexts pushes the speaker to use inaccurate terms and

expressions that do not indicate the real meaning of speech. Thus, it constrains speaking proficiency and leads to the failure of communication process.

1.8.4. Mother Tongue Use

As reported by Baker and Westrup (2003, p. 12): “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”, this means that the majority of EFL students make a cognitive process using their L1 rather than L2; they think using their mother language then they translate their thoughts and ideas to the foreign language. Accordingly, they encounter the problem of speaking FL appropriately because they make literal translation from SL to TL. According to Lado,

individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and cultures to the foreign language and culture.”. In other words, the cultural integration of L1 which exists in the speaker’s mind is a serious problem encountering speaking skill (1957, p. 02).

1.8.5. Low Participation

Burchfield and Sappington identified participation as: “the number of unsolicited responses volunteered” (Burchfield & Sappington, 1999, p. 290). Low participation refers to the talking time of every student who takes part in the speaking process taking place in classroom for educational purposes. In each classroom, there are some students who are most dominant and primarily participate taking the whole session’s time. However, other students do not participate so much and like better to speak and participate only when they ensure their correct involvement and interference. Consequently, this issue leads to low participation which has a bad impact on constraining speaking process and making it very difficult for learners.

1.8.6. Cognitive Factors

EFL learners are supposed to be affected by different factors, according to Thornbury (2005), these factors are classified into three major categories : cognitive factors which consists of : firstly, topical knowledge and familiarity with the theme of discussion “the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life” (Thornbury, 2005, p. 25). Secondly, acquaintance with the genre that is an important matter in delivering any lesson or lecture. Then, acquaintance with interlocutors “generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be” (p. 25). Finally, cognitive factors also include processing demands “if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without resource to illustrations, it will be more difficult than if not” (p. 25).

1.8.7. Affective Factors

1.8.7.1. Lack of Self Confidence

Littlewood (1981, p. 93) argued that: “it is too easy for a foreign language classroom to create inhibition and anxiety”, these two factors (inhibition and anxiety) create lack of self confidence that leads students to keep silent inside classroom and do not participate or make interaction because they feel that they are not able to conduct any conversation and they are not skilful in speaking. In addition to this, EFL learners who lack their self confidence perceive a fake and uncomfortable feeling of being criticized or mocked by their classmates or teachers; therefore, they prefer not to share their ideas and thoughts verbally to avoid any negative comment or bad observation.

1.8.7.2. Fear of Making Mistakes

The majority of EFL learners do not participate and make interaction with their teachers because they feel afraid of making slips, errors, and attempts which are according to Harmer (2001, pp. 99-100) the three categories of mistakes. Ur (1996, p 111) indicated 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 losing face, or simply shy of the attention that their speech attracts”. Also, students dislike the process of correction of their mistakes done by their teachers and think that making mistakes is a substandard matter.

1.8.7.3. Extraversion

Extraversion is a type of personality trait and an influential variable which influences verbal production. Eysenck & Eysenck (1975, as cited in Donald, 1998, p. 278) defined this factor as:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change. He is carefree, easy-going, optimistic, and likes to ‘laugh and be merry’. He prefers to keep moving and doing things, tends to be aggressive, and to lose his temper quickly. His feelings are not kept under tight control, and he is not always a reliable person.

1.8.7.4. Anxiety

Anxiety is linked with introvert persons, it affects their oral proficiency because they face more obstacles that disturb their speaking fluency. Eysench and Eysench described introvert persons as:

The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, ‘looks before he leaps’, and distrusts the impulse of the moment. He does not like excitement, takes matters of every-day life with proper seriousness, and likes a well-ordered mode of life. He keeps his feeling under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards. (Eysench & Eysench, 1975, as cited in Collard, 1998, p. 278).

Dewaele mentioned that the formality of situation leading to pressure and stress is a substantial independent factor affecting oral production. He stated that: “the nature of knowledge representation in the L2 user, extraversion, anxiety and their link to WM and STM capacity and efficiency, and the perceived formality of a situation and the stress it generates” (Dewaele, 2002, p. 23).

1.8.7.5. Speakers’ Attitudes and Emotions

Speaker’s attitudes and emotions toward interlocutors and theme of discussion are a crucial factor that affects oral language production. Thus, if the speaker is familiar with the topic of discussion and the audience, it will be easy for him to speak “generally, if you are well disposed to the topic you are talking about, and/or to other participants, the easier it is likely to be” (Thornbury, 2005, p. 25).

1.8.8. Performance Factors

Thornbury highlights performance factors as variables affecting speaker's oral production, they comprise mode; it involves using body language and paralinguistic features while making a public speech or a simple discussion between interlocutors “speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example” (2005, pp. 25-26).

1.8.9. Cooperation and Collaboration

According to Thornbury (2005), the level of cooperation and collaboration is a major element affecting speaking. He argued that providing support from fellow workers or classmates helps the speaker to make a good oral production “giving presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support” (p. 26).

1.8.10. Discourse Control

Discourse control refers to one's ability to monitor events and proceedings, is a significant factor affecting oral language production. To illustrate, if the speaker makes a public speech in a conference, it will be easy for him because he knows that delivering a speech in conference is very managed and none can interrupt him till he finishes the speech. However, if EFL student presents an oral report in classroom, he is not the one who controls the direction of events, it is conducted by the teacher who asks him to repeat, explain, justify, hurry...etc. “on the other hand, it is often easier if you can control the direction of events, rather than being subject to someone else's control” (p. 26).

1.8.11. Time Management

Time management and arrangement are very important factors that affect speaking process; if the performer of the speech takes his/her enough time to prepare the content of the speech, it will be very simple to do “generally, the more time to prepare, the easier the task will be” (p. 26). Likewise, time pressure that can badly affect the speaker proficiency in case of any emergency “if there is a degree of urgency, it is likely to increase the difficulty for the speaker” (p. 26).

1.8.12. Environmental Conditions

The environmental conditions or the surrounding conditions in which the speaker is producing an oral language are very crucial in affecting his/her speaking because the condition of environment surrounding the performer of the speech differs from one case to another and it can help or disturb the speaking process “trying to speak against a background of loud music or in poor acoustic conditions (as in many classrooms!) is difficult” (p. 26).

Conclusion

To conclude, speaking is the core of oral communication which facilitates the learning process and sharing thoughts in all fields of life. It is not only related to transferring verbal messages; it also involves the use of nonverbal symbols to reinforce transmitting meanings. Since one of speaking aspects is face to face, it means that both interlocutors take into account the paralinguistic features applied during communication process such as eye contact, facial expressions, gestures...etc. Furthermore, the majority of speaking activities which teachers use to improve students' speaking ability encompass the practice of speaking in a performative way; role plays, simulations, interviews...etc all cover speaking and the use of nonverbal cues. Even paralanguage which comprises voice nuances like tone of voice and loudness is considered as feature of nonverbal communication. In the next chapter, we will

shed light on the use of nonverbal cues and how nonverbal communication can send hidden messages and can express ideas and emotions that language fail in transferring them.

CHAPTER TWO

NONVERBAL COMMUNICATION

Introduction

In any communication process, human beings transfer their thoughts either verbally or in a written format which is the linguistic type of communication. That is, they express their points of views orally using spoken language or in a written form. Moreover, communication is not only through spoken or written language, it can also be through nonverbal messages. The non-linguistic type of communication that is called nonverbal communication, individuals do not exchange information via words but by means of non-linguistic aspects such as facial expressions, gestures, posture, and the different types of paralanguage. Nonverbal communication has great importance in transmitting thoughts and ideas in addition to its huge impact in conveying emotions which are difficult to be sent via verbal language. Furthermore, nonverbal cues are widely used in education sector and play an influential role in facilitating learning process. This chapter then highlights nonverbal communication and discusses how people communicate through nonverbal cues.

2.1. Definition of Nonverbal Communication

According to Rogers and Steinfatt, nonverbal communication is defined as : “all types of communication that take place without words. It includes a very wide range of communication behaviors; everything from a nod, to the wave of a hand, to wearing a new suit, to arriving five minutes early for an appointment” (1991, p. 39). This means that, nonverbal communication encompasses all kinds of communication and behaviors that do not involve words. It covers body language and even physical appearance and time. Likewise, Wood stated that: “Nonverbal communication is all aspects of communication other than

words. It includes not only gestures and body language, but also how we utter words: inflection, pause, tone, volume, and accent” (2009, p. 122). In this regard, he shed light on some aspects of spoken language like volume of voice and pauses which are also considered as types of nonverbal communication.

2.2. Types of Nonverbal Communication

2.2.1. Kinesics

As reported by West and Turner (2010, p. 158) “Kinesics refers to the study of body motions and how people use them to communicate”. It is a nonverbal cue related to the systematic study of how bodies move conveying different nonlinguistic messages. David Crystal defined it as: “A term in semiotics for the systematic use of facial expression and body gesture to communicate meaning, especially as this relates to the use of language (e.g. when a smile or a frown alters the interpretation of a sentence)” (Crystal, 2008, p. 261). According to Crystal, kinesics encompasses the use of facial expressions and different body gestures.

2.2.2. Gestures

Gestures are a main type of NVC, they are related to different physical body movements particularly in the part of arms and hands which can convey different thoughts and emotions. “Gestures are movements of the body, especially the hands or arms, that express an idea or emotion” (Eunson, 2008, p. 266). Also, Ben-Nun mentioned that gestures are a communicational behavior that occurs when human beings interact with each others, these gestures occur in form of different movements that play a substantial role in conveying meanings without using language, there are universal gestures that indicate the same meaning, whereas, arbitrary gestures differ in meaning from one culture to another.

Gestures are many times an individual's way of communicating as most people gesture when talking. Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture (Ben-Nun, 2014, p. 14).

2.2.3. Posture

Posture refers to the way in which persons use their bodies when they stand up or sit down, "Posture indicates the position in which we hold the body when standing or sitting. It can help to communicate non-verbally" (The Business Communication, n.d., para. 04).

Different scholars investigate posture and distinguish several postural signals like open posture that depicts kindness and positiveness, "Open posture portrays friendliness and positivity. In an open position, your feet are spread wide and the palms of your hands are facing outward." (Giles, n.d., para. 02), closed posture which portrays unfriendliness or detachment, "The University of Northern Iowa College of Business Administration notes that a closed posture may give the impression of boredom, hostility or detachment" (Giles, n.d., para. 03). Mirroring, it is the posture of lovers whereat they act the same as each others in sitting, laying, getting up...etc, this reflects concern and consent between them. "You might like to observe a close relationship in person or on television. You will see that the partners' postures will match, as if one partner is a mirror reflection of the other" (Body Language, Posture and Proximity, n.d., para. 13)

2.2.4. Facial Expressions

Facial expressions are an important type of nonverbal communication, they can express a wide range of nonverbal messages through the various cues that occur at the level on one's

face, most of these facial expressions are universal and convey the same meaning in all over the world. Ben-Nun stated that:

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While non-verbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger and fear are similar throughout the world (2014, p. 12).

Facial expressions are also called microexpressions, they refer to the several signs that occur at the level of people's faces revealing bunch of emotional tendencies. They are a substantial aspect of non linguistic communication that can express a wide range of sentiments. Thus, interlocutors look a lot at their faces while communicating. By this regard, Venessa Van Edward identified seven universal microexpressions arguing that: "There are seven universal microexpressions: disgust, anger, fear, sadness, happiness, surprise and contempt. They often occur as fast as 1/15 to 1/25 of a second. The face is the best indicator of a person's emotions. Yet, it often is overlooked." (Edward, 2016, para. 05).

2.4.5. Oculesics

Oculesics refers to the type of nonverbal communication which deals with communicating through the eyes, usually human beings use their eyes in order to open a conversation. Cohen, Manion, and Morrison (2004, p. 186) pointed that "Oculesics, or the study of messages sent by the eyes. Eye contact is an invitation to communicate and a powerful immediacy cue."

Making eye contact with listeners in communication process is very significant; it shows the speaker's reliability and concern toward speaking. "It shows interest in others and increases the speaker's credibility. People who make eye contact open the flow of

communication and convey interest, concern, and credibility. So it is important to maintain eye contact while speaking to others.”(Jain & Gautam, 2016, p. 177).

2.4.6. Proxemics

According to Tauber and Mester (2006, p. 56), proxemics is: “the study of the communicative effect of the physical space between interacting people”, they indicated that the space or distance between individuals has an impact on communication and it is a part of it. Moreover, Livingstone also stated that: “Proxemics is nonverbal communication that deals with the physical distance between people. It is the proximity that we are to a person when communicating” (2010, p. 71).

As reported by Toes (2014), distance between people differs from one person to another depending on familiarity or strangeness of them ;that is to say, interlocutors prefer to be in closer distance while speaking to people who share with them a personal acquaintance such as friends or family members. However, when people interact with unfamiliar persons or in case of making formal communication such as speaking to teachers, they prefer to be in a far distance from them, additionally, when someone makes a public speech, he has to be in a far distance from his audience.

Edward T. Hall has divided the distance between interacting people into 4 levels:

1. Intimate distance-6 to 18 inches (15-45cm): this is the closest distance or space between interacting people. It demonstrates a deep relationship and huge relief between them. Usually this close distance takes place while making physical contact like touching or hugging.
2. Personal Distance-1.5 to 4 feet (45-120cm): this level of proximity is generally devoted for individuals of the same family and best friends. Usually, the space between interacting people at this level shows familiarity and closeness.

3. Social distance-4 to 12 feet (1,20m-3,50m): according to Hall, social distance is appropriate for our acquaintances such as colleagues and those people whom we see and interact with them many times per week; we feel at ease when we communicate with these persons using close distance unlike others whom we do not deal with them a lot such as postal delivery driver, in this case, it is convenient to make an average distance between 10 to 12 feet.
4. Public distance-12 to 25 feet (3,50-7,50m): this is the highest distance between interacting people, it usually occurs in case of making public speech. By way of illustration, addressing the whole classroom students and performing an oral presentation at the level of one's work are good evidences of this physical distance of communication.(Hall, n.d., as cited in Toes, 2014, para. 01).

Hall's study of interpersonal distances and personal spaces that is already discussed is represented in this figures:

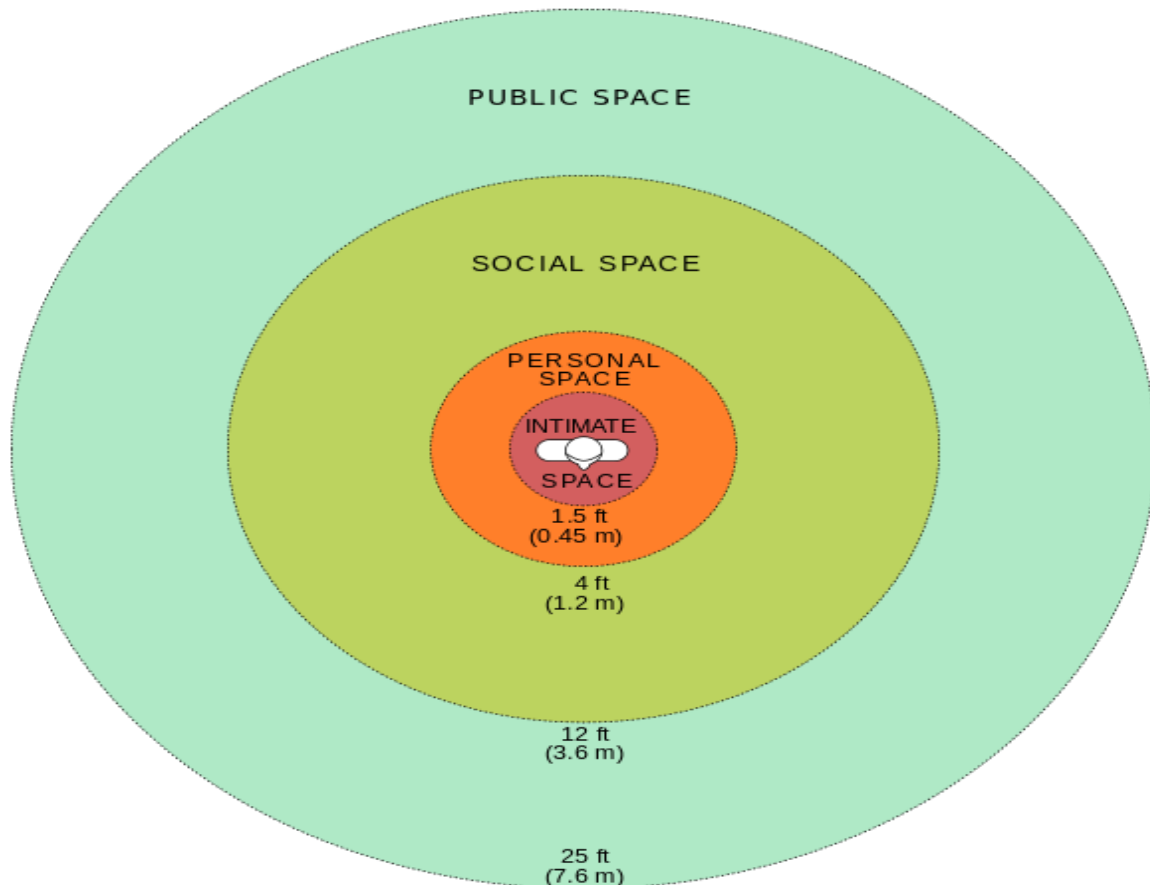


Figure 1: E. T. Hall proxemics (understanding personal space)

2.2.7. Haptics

Wood stated that haptics is a types of nonverbal communication that refers to the sense of touch, it reflects different messages (2009, p. 131). In addition to this, Ting-Toomey, (1999, as cited in Krueger, 2005, p. 06) argued that “haptics examine the perception and meaning of touch behavior”, accordingly; by the sense of touch, people discern the meaning behind doing that touch. By contrast, Dumont (2010, p. 256) claimed that: “Haptics refers to patterns of bodily contact that are socially approved or condoned”, he points that the act of touching is related to society which has its own culture and does not authorize any kind of touching. Furthermore, haptics is an important element in disclosing different facts concerning people’s behavior. Accordingly, Eunson stated that: “The study of touch, or haptics, reveals much

about human behavior. It links gesture, posture and territory, or personal space.” (2008, p. 267).

2.2.8. Aesthetic Communication

One of the most interesting types on NVC is aesthetic communication, this paralinguistic feature is associated with creativity and artistic expression. Music, dance, ballet, and sculpture are the best evidence of aesthetic communication, they transmit thoughts and ideas in a creative way which has great impact on human beings. Ben-Nun clarified aesthetic communication saying that: “Aesthetic communication occurs through creative expression. This includes the arts: music, dance, theatre, crafts, art, painting, and sculpture. Ballet is a great example of this, as there is dance and music, but no spoken or sung words” (2014, p. 19).

2.2.9. Artifacts

As stated by Wood, artifacts are: “personal objects we use to announce our identities and heritage and to personalize our environments” (2009, p. 132), they refer to tangible possessions and ownerships including cloths (professional or casual), furnitures, paintings...etc which people hold to remind them of their personal territories and express their personal integration. In other words, human beings dispatch a specific image and notion via their artifacts. “Religious families often express their commitments by displaying pictures of holy scenes and the Bible, the Koran, or other sacred texts” (Wood, 2009, p. 132).

2.2.10. Chronemics

According to Eunson, chronemics is: “The study of time use as a form of communication” (2008, p. 271). In other words, chronemics indicates that time is a part of communication, it is related to the study of time during communication process. In this

regard, Thomas J. Bruneau (1977, as cited in Key, 1980, p. 114) identified chronemics as the study of time taken when human beings interact saying that: “Chronemics can be briefly and generally defined as the study of human tempo as it related to human communication”

2.2.11. Physical Appearance

Rogers and Steinfatt identified this type of nonverbal communication as: “aspects of appearance that communicate attractiveness; perceptions/expectations formulated on body type and physical characteristics” (1999, p. 185). This implies that the external appearance of people conveys different messages about them, it also involves several expectations and perceptions according to what they look.

Physical appearance is about wearing, choosing colors, different hairstyles, and all what can provoke communication. Different researches tried to investigate color, they conclude that each color can trigger a specific mood. Moreover, physical characteristics in general evoke many prejudgments and interpretations; therefore, they are extremely important. To illustrate, people who look for jobs have to select appropriate cloths for job interviews. Thus, Ben-Nun mentioned that:

Our choice of color, clothing, hairstyles and other factors affecting appearance are a means of non-verbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments and interpretations. The first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.(2014, p. 19).

2.2.12. Silence

Silence is also a type of nonverbal communication that has the ability of delivering influential messages. Silence can indicate positive significations such as happiness and satisfaction “We use silence to communicate different meanings. For instance, it can symbolize contentment when intimates are so comfortable they don’t need to talk” (Wood, 2009, p. 137). Furthermore, it also symbolizes discomfort and confusion “Silence can also communicate awkwardness, as you know if you’ve ever had trouble keeping conversation going on a first date” (Wood, 2009, p. 137).

2.2.13. Paralanguage

The term paralanguage is used to refer to the vocal features that join speech production such as loudness, pitch, and intonation. The study of paralanguage is called paralinguistics and it is created during the 1950s. According to Poyatos (2002, p. 02), paralanguage is: “the nonverbal voice qualities, voice modifiers and independent utterances produced or conditioned in the areas covered by the supraglottal cavities (from the lips and the nares to the pharynx)”. By the same regard, Crystal stated that: “A term used in suprasegmental phonology to refer to variations in tone of voice which seem to be less systematic than prosodic features (especially intonation and stress)” (2008, p. 349).

This type of NVC focuses on how people produce spoken language and how this manner of production expresses various messages. Johar (2016, p. 03) argued that: “Paralanguage is a non-linguistic and non-verbal communication behavior in human interaction that modifies meaning and conveys speaker’s feeling and emotion”. It encompasses sounds and vocal qualities. “Paralanguage is communication that is vocal but does not use words. It includes sounds, such as murmurs and gasps, and vocal qualities, such as volume, pitch, and inflection.

Paralanguage also includes accents, pronunciation, and the complexity of sentences''(Wood, 2009, p. 136).

2.2.13.1. Types of Paralanguage

2.2.13.1.1. Loudness

Loudness or volume of voice is a remarkable type of paralanguage which has a considerable impact on speech delivery. It displays the speaker's thoughts and attitudes relying on his volume of voice in speaking process. "Loudness (i.e. intensity or volume) depends on articulatory muscular effort and it is, along with pitch, one of the most obvious ways of lending especial meaningful effects to words or paralinguistic word-like alternants'' (Poyatos, 2002, p. 05). Furthermore, there are some environmental conditions that must be taken into consideration by the speaker to control his volume of voice either by raising it or not as argued by Poyatos:

there are social situational norms prescribing certain levels below or above a standard one: as we enter a large office where people work quietly at their desks, in an exclusive lounge (particularly with an intimate low light level) or in a hospital's quiet area; but usually high at a rather noisy party, where in a sudden lull we immediately adjust our voice loudness. (2002, p. 06)

2.2.13.1.2. Tempo

As reported by Crystal tempo is: "An application of the general sense of this term in phonetics and phonology to refer to speed of speaking; alternatively known as rate'' (2008, P. 479). Speed of voice or tempo are terms used to make a reference to the rate of speaking process taken by the speaker. Poyatos referred to tempo as:

Tempo or rate, including the duration of syllables, is understood here as the relative speed or slowness in the sequential delivery of words, sentences and the whole of a person's speech, including, of course, paralinguistic alternants and pauses and silent breaks (2002, p. 08).

Furthermore, speed tempo expresses various feelings: “Fast tempo can indicate: willingness, a care-free attitude, gaiety, mastering of the situation, warning about something about to happen” (Poyatos, 2002, p. 08) whereas, slow one is considered as a good feature of the speaker “slow tempo can also be regarded as a positive quality in the speaker” (Poyatos, 2002, p. 08).

2.2.13.1.3. Pitch

Pitch is a main part in paralanguage, it deals with highness and lowness of sound. In other terms; it is related to how shrill is one's voice or flat. Pitch of voice is determined by the vibration's frequency of waves or vocal band; pitch's acuteness is caused by high frequency whereas pitch's gravity is resulting from low frequency. Poyatos argued that:

The most versatile message-conveying feature of voice, which accompanies all verbal and nonverbal communicative sounds with the subtlest possible symbolic variations, is pitch, the acuteness (highness) or gravity (lowness) of tone caused by the faster or slower frequency of vocal band vibrations (2002, p. 10).

Pitch of the voice plays a substantial role in depicting various meanings to verbal language, usually it highlights the speaker's attitude and feeling at the moment of speaking. Poyatos (2002) accentuates on this issue declaring that:

pitch phenomena in languages like English, Spanish or German can give the same word (e.g., 'Well') different meanings (surprise, contempt, anger, disappointment, etc.), but that word remains the same because its shape is not affected by pitch. However, in tone

languages like Chinese, Thai or Vietnamese, pitch does change the word completely to a word that denotes something else (p. 10).

2.2.13.1.4. Syllabic Duration

Syllabic duration is a term used to refer to the time consumed to pronounce the syllables of each word. Speakers can regulate the pronunciation's speed of every syllable either by making a long or short time pronunciation. As reported by Poyatos, "Besides the speech characteristics that depend mainly on pitch and volume, we consciously or unconsciously control the speed or tempo of each of the syllables that make up our speech by lengthening or shortening them" (2002, p. 16).

When the speaker lengthens its speech; it means that he is making drawling that is used for different functions such as expressing hesitation, surprise, making emphasis on a particular word, dramatize or embellish a specific word or event (Poyatos, 2002, p. 16). However, when the speaker shortens and reduces the pronunciation's time; this means he is clipping the speech which indicates different nonverbal messages, to illustrate, clipping can signify: "Clipping in general, is used for addressing someone in a harsh or impatient tone ('Com'n, get out'f here!'); warning against impending danger ('Watch out!'); remembering suddenly ('Wait!'); in irritated or negation ('course not!'), etc.'" (Poyatos, 2002, p. 18).

2.2.13.1.5. Rhythm

Rhythm is the core of vocalics which is assembled by pitch, volume and speed of voice, and syllabic duration. It differs from one language to another in the duration of articulating word's syllable and volume of voice. It is related to how soft or convulsive is the speaker's voice. "The combination of different patterns of pitches, loudness, syllabic duration and

speech tempo produce as we speak variations in the rhythm of that verbal-nonverbal flow, from very smooth to very jerky.”(Poyatos, 2002, p. 20).

Furthermore, Crystal added stress feature to the previous mentioned patterns, he states that articulation is: “perceived regularity of prominent units in speech. These regularities (of rhythmicality) may be stated in terms of patterns of stressed v. unstressed syllables, syllable length (long v. short) or pitch (high v. low) – or some combination of these variables.” (2008, p. 417).

2.2.13.1.6. Articulation

According to Morris: “Articulation refers to the usage of speech organs such as tongue, jaws, lips, etc” (2017, para. 03), this means that it is the process of producing sounds by making movements of different speech organs (vocal organs) including tongue, jaw, teeth...etc.

Jain and Gautam argue that articulation is related to the speaker’s proficiency to produce a clear oral production: “Develop an ability to speak clearly and be careful not to slop, slur chop or omit sounds between words” (2016, p. 178).

2.2.13.1.7. Pauses

As a type of paralanguage, pauses are the small breaks and silence taken by the speaker between articulating the different words and sentences. These pauses are greatly important for the speaker as well as the listener; they give the speaker an opportunity to relax his/her speech organs and organizing his/her ideas before stating them. Moreover, pauses aid the listener of the speech to sum up the oral production and link the different ideas appropriately. “It is a short silence. It helps the listener digest the spoken material and gives relaxation to the speaker as well” (Jain & Gautam, 2016, p. 178).

2.2.13.1.8. Vocalizations

According to Hall and Knapp (2013), the term vocalizations is used to refer to the different produced sounds that do not involve words but express various notions and attitudes“...vocalizations that include laughing, crying, sighing, belching, swallowing, clearing of the throat, snoring etc.”(as cited in Johar, 2016, p. 04). However, Crystal stated that vocalizations is a wide expression which encompasses any produced vocal sound including language itself

A general term used in linguistics and phonetics to refer to an utterance viewed solely as a sequence of sound...In a somewhat more restricted sense, the term is sometimes used referring to the use of sound involving vocal-fold vibration – a vocalization is then ‘any voiced sound’(2008, p. 513).

2.3. The Rationale Behind Employing Nonverbal Cues

People use diversity of nonverbal cues while conducting any conversation about any topic. They usually combine the use of verbal language and nonverbal features. There are different reasons behind utilization of nonverbal communication’s types, Dickson and Hargie (2003, as cited in Eunson, 2008, p. 256) identified nine purposes that push individuals to communicate nonverbally stating that:

We use nonverbal communication in order to:

1. Replace verbal communication in situations where it may be impossible or inappropriate to talk
2. Complement verbal communication, thereby enhancing the overall message
3. Modify the spoken word
4. Contradict, either intentionally or unintentionally, what is said
5. Regulate conversation by helping to mark speech turns

6. Express emotions and interpersonal attitudes
7. Negotiate relationships in respect of, for instance, dominance, control and liking
8. Convey personal and social identity through such features as dress and adornments
9. Contextualise interaction by creating a particular social setting.

In other words, we can summarize the previous points saying that people use nonverbal cues in order to reinforce the spoken language, express feelings and emotions, and to convey some thoughts that cannot be conveyed via words.

2.4. How Body Language Reveals Emotions and Thoughts

As stated by Allan and Peace: “Body language is an outward reflection of a person's emotional condition. Each gesture or movement can be a valuable key to an emotion a person may be feeling at the time.” (2004, p. 11), any non linguistic cue used by speakers in communication process can be an important element for transferring non spoken messages between interlocutors; these thoughts are mostly feelings and emotions which are exclusively shown through extrinsic body language.

In most instances, human beings conduct several speeches using verbal and nonverbal language, understanding the speaker's feelings and emotions during speaking process taking into consideration the conditions in which communication takes place is a very important issue to interpret the speaker's body language. “The key to reading body language is being able to understand a person's emotional condition while listening to what they are saying and noting the circumstances under which they are saying it” (Allan & Peace, 2004, p. 11).

Additionally, nowadays individuals become unskillful in speaking and making communication using verbal language. However, they neglect the effect of the various types of body language in face to face speaking.

In recent times, we humans have had an obsession with the spoken word and our ability to be conversationalists. Most people, however, are remarkably unaware of body language signals and their impact, despite the fact that we now know that most of the messages in any face-to-face conversation are revealed through body signals (Allan & Peace, 2004, p. 11).

2.5. Cultural Difference in Nonverbal Communication

It is very important that human beings have to be aware of NVB, they have a huge impact on reinforcing communication and spoken language which does not convey all the intended message. Therefore people must consider NVB paying attention to the cultural differences that may cause some misunderstanding.

Consider the people you know who are fluent in languages, but do not get along very well with others from different cultures. Part of the reason is that verbal language by itself only communicates a certain amount of content. A person who only develops their language skills without the non-verbal behaviors that are associated with that language doesn't come across well. People can be saying the content they want to communicate, but just not come across correctly, because a lot of what is being communicated is non-verbal. This can lead to intercultural conflict, misunderstandings and ambiguities in communication, despite language fluency (Matsumoto, as cited in Pogosyan, 2017, para. 05).

In nonverbal communication, there are some non verbal cues which are common all over the world, others are known just in a specific culture “some NVB are universal and probably biologically innate; others are rooted in culture and are produced through development and enculturation” (Matsumoto & Hwang, as cited in Hall, 2013, p. 697). Facial expressions are considered as a universal NVB, people from all over the world use the same manner to convey feelings “all humans, regardless of race or culture, possessed the ability to express

emotions in exactly the same ways through their faces, and to a lesser extent in the voice” (Darwin, as cited in Hall, 2013, p. 697).

Additionally, positive emotions and feelings are considered as an easy message to be expressed, they are usually universal and cannot be misunderstood or interpreted in a wrong way, however, negative emotions such as disgust or sadness can lead to some misinterpretations, thus for a successful interaction and communication.

Easiest one to communicate is happiness. Being nice and pleasant is easy to communicate, it's free, and has most impact. All other emotions are prone to misunderstanding. One could be frustrated, disgusted, sad, surprised, afraid or concerned and all of these emotions can be misinterpreted somehow. But positivity is not usually misinterpreted. Importantly, one has to also think about how one regulates their emotions and expressions in various interactions, because what may bring about an emotion in one, may not be what is actually going on in the other. It's true for interpersonal interactions (ask any newlywed) and intercultural communication (Matsumoto cited in Pogosyan, 2017, para. 05).

Time is a NVB which differs from one culture to another, being late extremely differs from Japanese who are really punctual and people who come from countries of Latin America and middle East. Accordingly, Rogers and Steinfatt stated that:

The amount of time elapsed before being considered late for an appointment varies widely from culture to culture. The Japanese are extremely prompt, often to the second, in meeting with someone at an appointed time. It is considered very rude to keep someone waiting even for several minutes. Many Japanese students have *never* been late for a class! In contrast, as we have seen, individuals in Latin America and the Middle East are extremely relaxed about punctuality (1999, p. 181).

2.6. The Use of Nonverbal Behaviors in Education Sector

We can all remember our previous teachers of primary and secondary school, we still remember those good teachers who gave us a cosy smile making us feel that we are unique pupils. Also we recall to the strict educators whose we associate their session with participation and good learning in addition to the bad ones who sneer at pupils showing that they hate both teaching and pupils. These nonverbal behaviors surely have a substantial impact on teaching efficiency (Hall & Knapp, 2013, p. 771).

Different scholars investigate nonverbal behaviors of teachers and students, they agree that: “the effects of nonverbal behavior on student learning outcomes are inconsistent or weak, but the effects on student attitudes are generally consistent and larger” (p. 778). This means that the nonverbal cues used by educators during teaching process do not have a great impact on learning results unlike their noticeable impact on learner’s attitudes toward his teacher and classroom environment. Harris and Rosenthal (p. 778) provided various explanation of this shared viewpoint arguing that students are surrounded by different factors that curb the consideration of teachers’ non linguistic cues.

Student ability, course content, and the nature of the performance assessment are all factors that may strongly predict learning, leaving little room for the influence of teacher nonverbal behaviors. Student attitudes toward class and course, on the other hand, are likely to be more responsive to the teacher him or herself, including his or her use of nonverbal communication (p. 778).

Classroom management especially classroom size influences the use of NVB between teachers and students. When teachers interact with the whole group members, they use high volume of voice and control all their students by making continuous eye contact. However, in little size interaction, teachers use low volume of voice and small range of NVB.

nonverbal behaviors related to dominance, such as looking continuously at students and speaking with a loud and emphatic tone of voice, are shown by experienced teachers almost twice as much as student teachers, but experienced and new teachers did not differ in behaviors more typically associated with one-on-one interactions, such as low speech volume and body forward lean (p. 782).

In addition to this, nonverbal behaviors have an outstanding effect on students' participation, by this regard, Hall and Knapp (p. 782) emphasized on the importance of proxemics in stimulating participation and interaction between students to teachers inside classroom arguing that:

Studies of proxemics, the distances between interacting persons, are abundant in the literature on classroom management. Generally, where students sit in relation to the teacher affects student participation, with those students who are moderately verbal being more encouraged to participate by close proximity than those in the extremes.

In other words, students who sit in the first ranges and in close distance to their teachers make a sufficient oral participation than those who sit in the back of classroom. Thus, close distance is a positive nonverbal behavior that is very important in stimulating participation. Furthermore, the use of other positive NVB such as facial expressions and physical contact also have an effective impact on learning “Additional positive nonverbal behaviors, including smiling and physical contact, have also been found to increase attentive, on-task behaviors” (p. 782).

2.7. The Importance of Nonverbal Cues in Oral Production

Nonverbal communication is extremely important in interaction between individuals and has a noticeable impact on reinforcing the spoken language. It portrays the process of sending and receiving non-linguistic signs in communication process as well as it can be a crucial

factor in detecting the speaker's reliability through analyzing his paralinguistic features. Furthermore, Peter F. Drucker (as cited in Van Vliet, 2010, p. 01) pointed that: "The most important thing in communication is hearing what isn't said". Therefore it is also important in perceiving various hidden messages which the speaker does not declare them.

According to Rogers and Steinfatt (1999, p. 164) five main reasons that depict the huge importance of nonverbal communication are identified:

1. Nonverbal communication is present everywhere: people can stop sending verbal messages, but they can never stop sending nonverbal ones because even the silence is an aspect of nonverbal communication.
2. Nonverbal communication usually comes first: most of the time, human beings send several nonverbal messages before pronouncing any simple word, these messages take place in their posture, facial expressions, gestures...etc
3. Nonverbal communication is especially likely to be trusted: spoken language can easily lie unlike the nonverbal cues that express the exact attitude of the speaker and sometimes contradict his speech leading the audience to trust his nonverbal signs not the spoken language.
4. Nonverbal communication can lead to misunderstanding, especially when verbal messages are missing or limited: nonverbal signs vary and differ from culture to culture which leads to miscommunication.
5. Nonverbal communication is especially important in intercultural communication situations : human beings must take into consideration the cultural differences while conducting communication process with people coming from different backgrounds to avoid any misunderstanding and to comprehend what interlocutors mean by their nonverbal cues. As reported by (Hall, 1981 cited in Rogers, 1999, p. 165) "We have specialized the language of the body so it is integrated and congruent with everything

else we do. It is therefore culturally determined and must be read against a cultural backdrop”

Conclusion

To conclude, nonverbal communication is crucially important in transferring various messages, nonverbal cues are generally used at the same time with the spoken language to reinforce it and express different notions especially feelings and emotions. Moreover, they are widely used in learning process; they facilitate communication between teachers and students. But, these nonverbal behaviors are not the same around the world, they are restricted to some cultural differences that can lead to misunderstanding. Additionally, oral production is surrounded by all of these non-linguistic cues, most of speaking activities used inside classroom such as role plays, simulations, presentations...etc involve the use of nonverbal features and all types of paralanguage. Accordingly, nonverbal cues are considered as an independent variable affecting oral production. Thus, our aim in this study is devoted to investigate the importance of nonverbal cues in oral production by master one students. The following chapter is set forth to resolve these issues.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

This chapter deals with an explicit description and analysis of students' questionnaire. The primary aim of using this questionnaire is to collect valid data about students' oral production and to recognize their perception about the importance of using nonverbal cues in their communication process. Hence, the sample will provide us with various opinions and proposals helping us to set up our standpoint concerning the research question which is: does using nonverbal cues reinforce oral production? Accordingly, we are going to state all the questions and analyses each one separately. Then, we make a summary of the findings. Moreover, at the end of the chapter, a general conclusion of the main results is given.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The population is Master One Students of language and culture, from the department of Letters and English Language at 08 Mai 1945 University, Guelma. These students are registered for the academic year 2018-2019. Choosing such sample is on the basis of its experience with English language for about four years at university and frequent use of presentations and other speaking activities that strongly involve the use of various nonverbal behaviors. In addition to this, Master one students have tackled nonverbal communication as a subject of study in the module of "communication". Thus, they are able to make a coordination between speaking and nonverbal features and know how to use both for a successful communication process. Subsequently, 71 questionnaires have been managed, and randomly distributed to the informants.

3.1.2. Description of Students' Questionnaire

The questionnaire is broadly conceptualized in the theoretical part of the current research. It comprises twenty –two (22) questions divided into three distinct sections. Generally, these questions are closed and require Master one students to tick the correct answer(s) from the given options, or answering yes no questions. Moreover, we have utilized follow up questions, which require justifications of choosing some answers; this kind of questions is very advantageous to get obvious, evident, and full responses to a few open questions to minimize the possibility of receiving ambiguous answers. Therefore, the stated questions are very clear aiding the sample to understand and provide us with valid responses.

The initial section of the questionnaire is entitled “Background Information” (from Q1 to Q6) consisting of six questions, its major aim is to gather general information and data about the participants. The second section “Oral Production” (from Q7 to Q14) focuses on investigating learners' speaking skill. Furthermore, it aims at gathering data about their recognition of the various factors that badly affect speaking skill. Then the last section which is entitled “The Importance of Nonverbal Communication” (from Q15 to Q22), is devoted to extract students' point of views concerning the significance of using non-linguistic features in oral production.

3.1.3. Administration of Students' Questionnaire

The questionnaire has been printed and administered for Master one students of English language and culture at the department of Letters and English language at 08 Mai 1945 University in May 9th 2019. The students were very helpful and serious; they provide us with clear answers and handed back the answered copies in less than two hours.

3.2. Data Analysis and Interpretation

Section One: Background Information

Question One: Gender.

Table 3.1

Students' gender

	Number	Percentage
Male	07	10%
Female	63	90%
Total	70	100%

Concerning students' gender, the large majority investigated is composed of females (90%); however males represent just (10%). This finding indicates that most EFL learners are girls; it means that girls are more interested in studying letters and foreign languages than boys.

Question Two: Age.

Table 3.2

Students' Age

	Number	Percentage
20	01	1%
21	17	24%
22	27	39%
23	15	22%
24	07	10%
More than 24	03	04%
Total	70	100%

Concerning students' age, the results indicate a clear variation in the students' age, most of them (39%) are 22 years old, then students who are 21 years old come in second place (24%),

however, twenty-three years old students represent (22%) of the whole members. Additionally, there are 07 students who are 24 years old and 03 ones who are more than twenty-four. These different ages are due to the Algerian policy decision in 2008, when they decided to cancel the sixth year of primary school and obliged both classes of fifth and sixth year to pass the final exam. Moreover, in the academic year 2018-2019 the majority of Master's demands have been accepted (150). Thus, Master one students do not share the same age.

Question Three: How long have you been studying English as a foreign Language?

Table 3.3

Years of studying English

	Number	Percentage
11 years	64	91%
12 years	04	06%
13 years	00	00%
14 years	02	03%
Total	70	100%

According to the gathered data in table 3.3, the majority of students (91%) have studied English as a foreign language for 11 years, this is the expected years to achieve Master one level. However, four of them (06%) have studied English for 12 years and two students have opted for 14 years, this indicates that a small portion have failed and repeated some academic years.

Question Four: was English your first choice for university study

Table 3.4

Students' Choices for English language study

	Number	Percentage
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Yes	55	79%
No	15	21%
Total	70	100%

According to the results mentioned in table 3.4, almost all Master one students (79%) choose English to be the field of their university studies, while just a small rate of (21%) does not. Accordingly, the majority of EFL learners are expected to be motivated to study and acquire English language.

Question Five: Do you think that studying English is easy?

Table 3.5

Considerations of Studying English

	Number	Percentage
Yes	43	61%
No	27	39%
Total	70	100%

Concerning students' opinions, more than half of our sample students (61%) think that studying English is easy, while a remarkable portion representing (39%) think that studying English is difficult. This suggests that there are some skills, which are not easy to master.

Question Six: How could you describe your level in English?

Table 3.6

Students' Appreciation of their Level in English

	Number	Percentage
Very good	09	13%
Good	39	56%
Average	21	30%

Bad	01	01%
Very bad	00	00%
Total	70	100%

As pointed out in the previous table, more than half of master one students (56%) opted for good level, this means that they deserve to be in master level. Nine students, (13%) say that they have a very good level in English language indicating that they master all language skills and they trust their language aptitudes; whereas 21 students (30%) think that they have an average level in English despite the fact that they are Master students. Moreover (1%) claims that his/her level is bad, which may indicate that he/she may be facing different obstacles and difficulties in English language.

Section Two: Oral Production

Question Seven: what is the most difficult skill?

Table 3.7

The Most Difficult Skill

	Number	Percentage
Speaking	36	51%
Reading	03	04%
Writing	23	33%
Listening	08	12%
Total	70	100%

According to the gathered data, a large number of the sample (51%) believe that the most difficult skill is speaking, this indicates that EFL learners encounter various difficulties to make oral production and express themselves. Twenty-three students (33%) opted for writing skill, this implies that they take into consideration the complexity and intricacy of this skill which necessitates serious work and efforts to master. However, 08 students (12%) say that

listening is the most difficult one; suggesting the complication of decoding the verbal messages and oral expressions, whereas (04%) of the students are convinced that reading is the hardest skill, this denotes that they find difficulties to decode a written data verbally.

Question Eight: Do you consider speaking in classroom important?

Table 3.8

	Number	Percentage
Yes	67	96%
No	03	04%
Total	70	100%

According to the results, almost all master one students (96%) consider speaking inside classroom as important while just three students (04%) say the opposite. This implies that they are very aware of speaking significance in the learning process and communication between the different members of classroom.

Question Nine: How could you describe your level in Speaking?

Table 3.9

Students' Appreciation of their Speaking Skill

	Number	Percentage
Very good	06	08%
Good	33	48%
Average	28	40%
Bad	03	04%
Very bad	00	00%
Total	70	100%

As indicated in the preceding table, about half of EFL students (48%) believe that they have a good level in the speaking skill; this is what is expected from students who reach

master level. Moreover, twenty-eight students (40%) say that they have an average level in speaking, this confirms the complexity of the skill that requires great work to achieve proficiency. However, six students (08%) claim that they are very good in speaking skill, it means that they perfectly master the skill and deliver any verbal thought easily without facing any troubles, whereas (04%) of the students opted for bad. So, they are encountered by various speaking difficulties such as mother tongue use and lack of vocabulary, which curb their oral production.

Question Ten: Classify the following speaking difficulties from the most serious to the least one

Table 3.10

Students' Classification of Speaking Difficulties

	Number	Percentage
Lack of Self Confidence	25	36%
Lack of vocabulary	16	23%
Poor listening practices	09	13%
Mother tongue use	07	10%
Fear of making mistakes	07	10%
Lack of interest in the subject	05	07%
Low participation	01	01%
Total	70	100%

As pointed out in table 3.10, master one students are required to classify the mentioned speaking difficulties from the most serious to the least one, (36%) of them opted for lack of self-confidence this means that it is a substantial factor that curbs speaking and badly affect interaction between individuals. Lack of vocabulary comes in the second place with possessing (23%) from the total, this implies that vocabulary is the tool and device via which people communicate and none can conduct speaking process without using the words.

Moreover, poor listening practices takes the third place, this implies that there is strong interjections between the two skills because any speaking process involves listening and each one affects the other. Furthermore, mother tongue use and fear of making mistakes come the fourth in the ranking list. The former is a barrier for good speaking because students use a literal translation of thoughts and ideas from L1 to FL while the latter makes the students inhibited and keep silent in order not to commit mistakes in front of their teachers and classmates. In addition to this, students do not consider lack of interest in the subject as an important speaking difficulty, only five students (07%) opted for this choice revealing that it is very difficult to speak about a certain topic that you dislike and you are not concerned with. Finally, low participation in classroom is almost not seen as a speaking difficulty, it ranks at the last place with just (01%) of the total votes.

Question Eleven: How often do you speak in classroom?

Table 3.11

Frequency of Speaking in Classroom

	Number	Percentage
Always	09	13%
Very often	18	26%
Sometimes	36	51%
Hardly ever	05	07%
Never	02	03%
Total	70	100%

According to the obtained data, almost half of students (51%) speak sometimes or occasionally in classroom, this suggests that most of EFL learners face problem in making verbal communication and they are affected by the factors mentioned above in the previous question. (26%) of them speak very often, this indicates their good skillfulness in speaking and transferring ideas verbally. Moreover, nine students (13%) said that they always speak

denoting their communicative competence and perfect interaction in learning process. Five students (07%) have opted for hardly ever; it means that they rarely speak or produce oral language so they are unskilled in speaking and not considered as influential classroom members that can bring any contribution to learning. In addition to this, two students representing (03%) of the total votes said that they never speak in classroom, this implies that they do not at all fulfill the aim of learning a foreign language that is speaking it.

Question Twelve: What kind of speaking activities you practice inside classroom?

Table 3.12

Most Speaking Activities Applied in Classroom

	Number	Percentage
Presentations	60	86%
Discussions	04	06%
Role plays	03	05%
Information gap activities	01	01%
Simulations	01	01%
Interviews	01	01%
Others	00	00%
Total	70	100%

Concerning classroom speaking activities, (86%) of the students said that the most used one is presentations, always students are asked to make research about a given topic and present it orally. Discussions rank at the second place with four votes; this indicates that despite their great influence on oral production, teachers do not employ it a lot as a speaking activity. Few students (05%) said that they use role-plays implying that this kind of speaking activity is not taken into consideration and not really practiced in EFL classrooms. However, information gap activities, simulations, and interviews rank at the fourth place holding only

(01%) of the total votes for each one, this indicates that teachers of oral expression and communication cannot employ different types of speaking activities due to various factors such as lack of tools and technical devices.

Question Thirteen: Do you like attending sessions devoted for oral production?

Table 3.13

Students' Motivation towards Sessions Devoted for Oral Production

	Number	Percentage
Yes	62	89%
No	08	11%
Total	70	100%

According to the gathered information, the majority of students (89%) like to attend sessions devoted for oral production while only (11%) of them opted for no, this finding signify that most of EFL students aim at enhancing their speaking skill and acquiring techniques and methods to become competent communicators.

Question Fourteen: If you are asked to make an oral presentation, would you like to read the data from your notes or making an oral speech without referring to any written paper? Please, justify your answer.

Table 3.14

Students' Choice of Delivering Oral Presentation.

	Number	Percentage
Reading from note	28	40%
Without referring to any written paper	42	60%
Total	70	100%

According to the previous table, a considerable rate of students (60%) prefer to conduct oral speech without referring to any written paper, they justify their choice saying that they would not be restricted to what is written down and they want to separate between speaking and reading. However, twenty-eight students (40%) opted for reading from notes, they believe that they have to write some essential points and read them in order not to forget any important information. This implies that Master one students do not have the same level in speaking because students of the first category are more proficient in oral production than the second one.

Section Three: The Importance of Nonverbal Communication

Question Fifteen: What is nonverbal communication?

Concerning the definition of nonverbal communication, all master one students agree that it is a type of communication that involves using nonverbal cues and behaviors including body language, facial expressions...etc. They do not mention its importance or the aim behind employing these cues.

Question Sixteen: What are the types of nonverbal communication you know?

Table 3.15

Students' Background about Types of Nonverbal Communication

	Number	Percentage
Proxemics	07	10%
Haptics	00	00%
Aesthetic communication	06	09%
Artifacts	04	06%
Chronemics	00	00%
Kinesics	00	00%
Gestures	20	28%

Posture	09	13%
Facial expression	11	16%
Oculesics	00	00%
Physical appearance	05	07%
Silence	05	07%
Paralanguage	03	04%
Total	70	100%

According to the obtained data, the most known type of nonverbal communication is Gestures, (28%) of the students are familiar with this type and believe that people can send various messages via it. Facial expression is also recognized by (16%) of students, this confirms students' definition of nonverbal communication and mentioning it as nonverbal cue. In addition to this, nine students (13%) agree that posture is a nonverbal aspect of communication. However, proxemics, aesthetic communication, physical appearance, silence, artifacts, and paralanguage are slightly known by students while none knows haptics, chronemics, oculesics. This indicates that students ignore different types of nonverbal communication that serve interaction and transmitting knowledge between classroom members.

Question Seventeen: Do you think that speaking involves the use of some nonverbal behaviors? If yes, what are them?

Table 3.16

Students View about the Involvement of Nonverbal Behaviors in Speaking Process

	Number	Percentage
Yes	63	90%
No	07	10%
Total	70	100%

Concerning the involvement of nonverbal behaviors in speaking process, sixty-three students (90%) opted for yes, while only seven students (10%) opted for no. This finding implies that the majority of students realize that they use nonverbal behaviors during communication process, they add that gestures, eye contact, and facial expressions take place in any formal or informal speech.

Question Eighteen: Why EFL students use a combination of verbal and nonverbal cues in communication process?

Table 3.17

Students' Aim behind Using Nonverbal Cues in Communication Process

	Number	Percentage
To reinforce the spoken language	10	14%
To express feelings and emotions	07	10%
To convey some thoughts that cannot be conveyed via words	21	30%
All of them	32	46%
Total	70	100%

As indicated in the preceding table, almost half of the students (46%) said that EFL learners use nonverbal cues in communication process in order to reach all the three mentioned objectives. They believe that nonverbal cues are not just reinforcement to what has been said, they serve various functions. Moreover, (30%) of them think that these cues are done to convey some thoughts that cannot be conveyed via words. Ten students (14%) opted for reinforcement of spoken language, they think that they are just completion to speaking. However, only (10%) of whole students opted for expressing feelings and emotions, this signifies that language fails in expressing emotions and the best device to convey them is by non-linguistic features.

Question Nineteen: Do you think that nonverbal features and speaking are inseparable in communication process?

Table 3.18

Students' Opinion about the Inseparable Relation between Speaking and Nonverbal Cues

	Number	Percentage
Yes	61	87%
No	09	13%
Total	70	100%

According to the gathered information, the majority of students (87%) opted for yes while only (13%) of them opted for no, this implies that almost all students believe that the use of nonverbal cues is done unconsciously and none can separate them from verbal communication.

Question Twenty: What do you trust more, spoken language or nonverbal behaviors?

Table 3.19

Students' trust

	Number	Percentage
Spoken language	21	30%
Nonverbal behaviors	49	70%
Total	70	100%

According to the previous table, forty-nine students (70%) trust nonverbal behaviors, they argue that gestures and body language cannot lie because they are done unconsciously even if some of these cues are not easy to interpret. However, few of them (30%) trust spoken language, they claim that they might interpret these behaviors incorrectly and some people are subjective in doing so. The current finding indicates that students take into consideration the two types of communication but the majority trust nonverbal behaviors than spoken language.

Question Twenty-one: As Master one student, are you aware of the cultural differences of the different types of nonverbal communication?

Table 2.20

Students' awareness of cultural differences of Non Verbal Communication

	Number	Percentage
Yes	58	83%
No	12	17%
Total	70	100%

Concerning students' awareness of the cultural differences of various nonverbal cues, the majority of students (83%) believe that they are aware of them while (17%) said they ignore these cultural differences. Thus, studying culture is very important to avoid any misunderstanding or misinterpretation.

Question Twenty-two: If you would like to state your own standpoint about the importance of nonverbal cues in oral production, please write it below

This type of question is an open one; it aims at collecting further contributions concerning the use of nonverbal cues in oral production. Only twenty-five (36%) out of seventy participants provide us with different suggestions, which are summarized in the following points:

- Teachers must vary the use of classroom speaking activities and do not just rely on oral presentations at the expense of other activities.
- Nonverbal communication is a very important topic that is rooted in culture; thus, it needs serious investigations and should be deeply studied by students specialized in language and culture.

- Verbal and nonverbal communication are always going hand in hand we cannot rely only on one and neglecting the other.

As a conclusion, we notice that Master one students are apprehensive about the importance of nonverbal cues in communication process.

3.2.3. Summary of Findings from Students' Questionnaire

Section one is about background information, it demonstrates that the majority of Master one students choose with their own free wills to study English language, thus they are motivated towards linguistic studies. It also shows that most of them have a good level in English and believe that studying it is an easy process. This indicates that learners are well-informed about the significance of learning foreign languages and working seriously to reach the best level.

Concerning section two, half of the students have claimed that the most difficult skill is speaking. Consequently, learners are aware of this skill and know its huge importance in classroom interaction and communication between individuals. In addition to this, students' answers of this section show that almost half of them have a good level in speaking skill indicating that they are encountered by various speaking difficulties such as lack of self-confidence and vocabulary, which are considered as the most serious ones. Moreover, this part reveals that almost half of students sometimes speak in the classroom, which confirms that speaking is not easy. Furthermore, they use different speaking activities but the most used ones are oral presentations and discussions. Also, the analysis demonstrate that Master one students are intrinsically stimulated to enhance and develop their speaking skill and like to attend sessions devoted to oral production.

Concerning the last section, almost all learners are aware of the importance of nonverbal communication in transmitting thoughts, emotions, and reinforcing spoken language. They recognize what nonverbal communication is and know different types of it. Also, the analysis of students' answers indicates that the majority of them agree that speaking involves the use of nonverbal cues that aids the speaker to reinforce the spoken language express feelings and emotions, and convey thoughts or attitudes that cannot be conveyed via words. However, cultural differences are crucial in the interpretation of nonverbal behaviors and can lead to misunderstanding.

Conclusion

According to the analysis of the questionnaire, Master one students face different difficulties concerning oral production. This reveals that speaking is an important and a challenging skill that requires permanent practice. Moreover, students' answers confirm that teachers and learners are aware of this skill and aim to develop it through using different speaking activities.

The obtained data greatly support the huge importance of using nonverbal cues in communication process. They serve various functions and reinforce what has been said. Also people trust the nonverbal aspects more than language itself. Hence, teachers have to highlight nonverbal communication and deeply teaching it to develop students' speaking performance and increase their communicative competence.

GENERAL CONCLUSION

1. Concluding Remarks

The use of nonverbal cues and behaviors is very advantageous to communicate in a foreign language. Since speaking is face to face and happens in real time, teachers must improve and develop their students' speaking performance through applying various techniques and strategies aiding to enhance their speaking skill and control learners' body language. Accordingly, a successful communication process necessitates the mastery of speaking skill and nonverbal aspects.

All EFL learners are very aware of the importance of practicing the foreign language in order to foster their speaking performance inside classroom. They must take into consideration the different factors that affect oral production and the several speaking difficulties which take place while speaking a foreign language. Therefore, teachers must provide them with opportunities to practice speaking through using appropriate speaking activities.

Besides, developing learners' speaking performance increases participation and interaction inside classroom as well as facilitating learning process, This leads to effective transference of knowledge and motivates students to give more contributions to any subject of discussion. Moreover, nonverbal cues reinforce the spoken language and assist the understanding of meaning, also, studying nonverbal communication is very crucial because it is rooted in culture and being aware of its cultural differences prevent us from interpreting the different nonverbal cues incorrectly or falling in misunderstanding. Therefore, we suggest teaching of

2. Pedagogical Implementations and Recommendations

The primary aim of the current research is to highlight the significance of using nonverbal cues in oral production. Speaking as a skill and as a knowledge are the main considerations of oral language production. The former points out the ability of speaking effectively and efficiently. It is related to how speaker conceptualizes, formulates, articulates, and monitors himself. The latter is based on the knowledge base and background information about the subject of discussion. So, good speaking and acquiring sufficient knowledge base are a substantial part in any verbal communication. Accordingly, teachers have to use effective techniques and strategies to enhance students' speaking skill and provide them with topical knowledge.

There are a lot of speaking activities which can promote learners' oral language production, role plays, simulations, oral presentations...etc are all beneficial for EFL learners aiding them to overcome the various speaking difficulties such as lack of self confidence and fear of making mistakes. Furthermore, these activities shed light on the use of nonverbal behaviors that reinforce the spoken language, express feelings and emotions and convey some thoughts and ideas which cannot be conveyed via words. By this regard, varying the use of classroom speaking activities develops students' oral language production and makes him/her able to get rid of any speaking difficulty.

Students have to take into consideration the importance of non-linguistic aspects in order to communicate effectively. Also, teachers should focus on reinforcing their learners' speaking performance via teaching them the importance of nonverbal communication. It is a prominent type of communication as the verbal one, it transfers thoughts and ideas between individuals without saying any simple word. In addition to this, nonverbal behaviors are likely

to be trusted more than the verbal language, this is because these cues occur spontaneously unlike the spoken language that can lie and deliver wrong information.

The majority of EFL students produce verbal language and nonverbal cues simultaneously while communicating with their classmates or teachers; however, some types of nonverbal communication; such as aesthetic communication, chronemics, and silence are very special and do not take place with speaking process, they can indicate some meanings in non-communication contexts. Furthermore, nonverbal communication is extremely used in education sector especially in classroom management which have a substantial impact on teaching efficiency.

3. Research Perspectives and Limitations

This investigation has limitations. Actually, the current research is restricted in terms of its scope; it aims at exploring the use of nonverbal cues in oral production related to a specific sample that is Master one students of language and culture at the university of 08 Mai 1945-Guelma. As a result, the obtained data from this study is only associated with the mentioned sample and we cannot generalize these statistics to all levels of study. Moreover, time constraints must be stated as a remarkable limitation, this happened because we were busy in the teaching phases experience in middle or secondary school in addition to writing a training report. Also, there are some master one students who refused collaborating with us and answering questionnaires.

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APPENDIX

Students' Questionnaire

Dear Master one students,

This questionnaire is a part of a research work intitled “Investigating the Use of Nonverbal Cues in Oral Production”. It aims at collecting a reliable data about the importance of nonverbal features in communication process. Hence, you are kindly required to answer these questions honestly, so your answers will be crucial for the validity of our research for master graduation. I would be grateful for your collaboration.

Thank you in advance

Meryem Atmania

Section One: Background Information

1. Gender

Male	
Female	

2. Age:.....years

3. How long have you been studying English as a foreign language:years.

4. Was English your first choice for university study: Yes No

5. Do you think that studying English is easy: Yes No

6. How could you describe your level in English:

Very good	
Good	
Average	

Bad	
Very bad	

Section Two: Oral Production

7. Which skill is the most difficult: 1. Speaking 2. Reading

3. Writing 4. Listening

8. Do you consider speaking in classroom as important?

Yes No

If yes, justify your answer

.....

.....

9. How could you describe your level in speaking?

Very good	
Good	
Average	
Bad	
Very bad	

10. Classify the following speaking difficulties from the most serious to the least one:

Lack of interest in the subject	
Poor listening practice	
Lack of vocabulary	
Mother tongue use	
Lack of self confidence	
Fear of making mistakes	
Low participation	

11. How often do you speak in classroom?

Always	
Very often	
Sometimes	
Hardly ever	
Never	

12. What kind of speaking activities do you practice inside classroom?

Role plays	
Simulations	
Presentations	
Information gap activities	
Discussions	
Interviews	
others	

13. Do you like attending sessions devoted for oral production?

Yes No

14. If you are asked to make an oral presentation,

Would you like to read the data from your notes

Making an oral speech without referring to any written paper

Please justify your answer:

.....

.....

.....

Section Three: the Importance of Nonverbal Communication

15. Briefly, what is nonverbal communication?

.....

.....

16. What are the types of nonverbal communication you know?

Proxemics	
Haptics	
Aesthetic communication	
Artifacts	
Chronemics	
Kinesics	
Gestures	
Posture	
Facial expressions	

Oculistics	
Physical appearance	
Silence	
Paralanguage	

17. Do you think that speaking involves the use of some nonverbal behaviors?

Yes No

If yes, what are they?

.....

.....

18. Why EFL students use a combination of verbal and nonverbal cues in communication process? Choose the correct answer(s):

- To reinforce the spoken language
- To express feelings and emotions
- To convey some thoughts that cannot be conveyed via words
- All of them

19. Do you think that nonverbal features and speaking are inseparable in communication process? Yes No

20. What do you trust more,
 spoken language
 nonverbal behaviors

Justify your answer

.....

.....

21. As Master one students, are you aware of the cultural differences of the different types of nonverbal communication? Yes No

22. If you would like to state your own standpoint about the importance of nonverbal cues in oral production, please write it below:

.....

.....

Le Résumé

Parler est une compétence très importante et la plus difficile parmi les quatre compétences linguistiques. Cela a un impact considérable sur le processus d'apprentissage et l'interaction en classe. Les apprenants de la langue Anglaise essaient de faire leur mieux pour développer et renforcer leurs capacités à parler. Ainsi, ils essaient d'améliorer leur voix en utilisant une proportion élevée de signaux et de comportements non verbaux qui jouent un rôle primordial dans la performance de la parole et la transmission d'idées variées. Une communication réussie exige la maîtrise de la parole et le bon usage des aspects non linguistiques. La présente recherche a pour objectif de mettre en lumière l'importance d'utiliser des indices non verbaux dans la production orale et de prendre en compte leurs différents avantages pour renforcer la parole et même exprimer des messages implicites. Par conséquent, nous émettons l'hypothèse suivante: rendre les élèves habiles à utiliser des indices non verbaux les aide à développer leurs performances en expression orale. Afin de confirmer l'hypothèse, nous avons mené cette recherche à l'aide de la méthode descriptive quantitative et choisi des questionnaires comme outil de collecte de données. Les résultats obtenus de l'échantillon choisi, constitué d'étudiants en Master 1 de langue et de culture au département des lettres et de la langue Anglaise, 08 Mai 1945, Université de Guelma, ont confirmé que si les apprenants étaient habiles à utiliser des indices non verbaux, leurs performances orales augmenteraient. Par conséquent, les enseignants doivent tenir compte de la relation indissociable entre la communication verbale et non verbale et sélectionner des activités de conversation efficaces en classe qui améliorent les capacités de parole des apprenants et améliorent leurs performances.

المخلص

التحدث مهارة مهمة للغاية والأكثر صعوبة بين المهارات اللغوية الأربع. فله تأثير كبير على عملية التعلم والتفاعل في الفصول الدراسية. يحاول متعلمي اللغة الإنجليزية كلغة أجنبية بذل قصارى جهدهم لتطوير وتعزيز قدراتهم في التحدث. وبالتالي ، فهم يحاولون تحسين حديثهم باستخدام نسبة عالية من الإشارات والسلوكيات غير اللفظية التي لها أهمية كبيرة في أداء التحدث ونقل الأفكار المختلفة. يتطلب التواصل الناجح إتقان مهارة التحدث والاستخدام الجيد للجوانب غير اللغوية. يهدف البحث الحالي إلى تسليط الضوء على أهمية استخدام الإشارات غير اللفظية في الإنتاج الشفوي ومراعاة مزاياها المختلفة لتعزيز التحدث وحتى التعبير عن بعض الرسائل الضمنية. وبالتالي ، فإننا نفترض أن جعل الطلاب ماهرين في استخدام الإشارات غير اللفظية يساعدهم على تطوير أدائهم في التحدث. من أجل تأكيد الفرضية ، أجرينا هذا البحث عبر الطريقة الوصفية الكمية واخترنا الاستبيانات لتكون أداة جمع البيانات. أكدت النتائج التي تم الحصول عليها من العينة المختارة ، وهي طلاب السنة اولى ماستر تخصص لغة وثقافة في قسم اللغة الانجليزية بجامعة 8 ماي 1945 أنه إذا كان المتعلمون ماهرين في استخدام الإشارات غير اللفظية ، فسيزيد أدائهم في التحدث. وبالتالي ، يجب على المعلمين أن يأخذوا في الاعتبار العلاقة التي لا تنفصل بين التواصل اللفظي وغير اللفظي وأن يختاروا أنشطة فعّالة للتحدث في الفصول الدراسية تعمل على تحسين مهارات التحدث لدى المتعلمين وتحسين أدائهم في التحدث.