

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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ISO 9001:2015

# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Chiêm Minh Hiếu**

**Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền**

**HẢI PHÒNG – 2018**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**A STUDY ON HOW NON-VERBAL COMMUNICATION  
SHOULD BE USED FOR SUCCESS IN ENGLISH SPEAKING  
CLASSES AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Chiêm Minh Hiếu  
Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền**

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Lớp: NA1801

Ngành: Ngôn ngữ Anh

Tên đề tài: A study on how non-verbal communication should be used for  
success in English speaking classes at HPU

# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp ( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

### Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày    tháng    năm

Yêu cầu phải hoàn thành xong trước ngày    tháng    năm

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày ..... tháng.....năm 2018*

**Hiệu trưởng**

**GS.TS.NGŨT Trần Hữu Nghị**

## PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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**2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):**

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**3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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*Hải Phòng, ngày ... tháng ... năm*

**Cán bộ hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

Nội dung hướng dẫn: .....

**3. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp**

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**4. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

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**3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viên hướng dẫn**

*(Ký và ghi rõ họ tên)*

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**

**PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN CHẤM PHẢN BIỆN**

Họ và tên giảng viên: .....

Đơn vị công tác: .....

Họ và tên sinh viên: ..... Chuyên ngành: .....

Đề tài tốt nghiệp: .....

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**1. Phần nhận xét của giáo viên chấm phản biện**

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**2. Những mặt còn hạn chế**

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**3. Ý kiến của giảng viên chấm phản biện**

Được bảo vệ

Không được bảo vệ

Điểm phản biện

Hải Phòng, ngày ... tháng ... năm .....

**Giảng viên chấm phản biện**

(Ký và ghi rõ họ tên)



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## **ABSTRACT**

Communication plays a crucial role in our daily lives. To articulate our ideas, feelings, emotions and skills, we communicate not only with verbal but also non-verbal methods. These are essential in teaching learning process too. Teachers can utilize a variety of verbal and non-verbal skills to aid student's comprehension of difficult concepts. The use of non-verbal communication is more than verbal communication, which makes acquisition of its knowledge and its effective use much more necessary. Many studies show that the quality of classroom teaching can be improved by effective use of non-verbal communication. A famous scholar Cooper says that, if a teacher knows how to use non-verbal communication efficiently, the relationship between the student and teacher will be improved, and the cognitive ability and learning efficiency of the students will be developed. The important conclusions that we reach at the end of this research paper are largely based on the practical observation and survey implemented by the author at HPU classroom teaching.

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# CHAPTER 1: INTRODUCTION

## 1.1 Rationale

Educators rely on verbal communication as a central tool for providing students with valuable information for academic development. Our daily nonverbal behaviours reveal who we are and affect how we relate to other people. Nonverbal communication has implication for the teacher as well as the learner. It is often said that one can always recognize a language teacher by their use of gesture in normal conversation. Feldman (1990) asserts that research regarding the use of non-verbal cues in education demonstrates that educators often send messages regarding their expectations via non-verbal cues such as facial expressions and overall body language. These nonverbal cues, according to Feldman, can have a notable impact on outcomes for student response and behaviour. With the realization that non-verbal communication can play such an important role in the process of education, there is a direct impetus to further examine this issue. Using this as a foundation for investigation, the current research considers the issue of non-verbal communication between students and teachers in the context of mitigating and managing conflict. By understanding these cues, educators can work to improve outcomes when conflict arises with a student in the classroom.

There is a fact that, teachers often try to use English as much as possible to teach students in almost English lesson in university. However, a small number of teachers apply non-verbal communication in English speaking class resulting in low efficiency. This is also the real issue arising at HPU. Thus, this study will find out the solutions to make improvement in such class.

## 1.2 Aim of the research

This study aimed at the importance of non-verbal communication in English speaking class at HPU

## 1.3 Objectives of the research

At the end of this thesis, you will be able to:

1. Find out the importance of nonverbal communication in English classes at HPU

2. Give the solutions for improving the quality of English speaking classes at HPU using nonverbal communication.

## **1.4. Research method**

### **1.4.1 Data collection**

To fulfil this research, the author has to read variety of books and documents from HPU library. In addition, the documents from internet are very useful sources to help me complete my thesis on time.

### **1.4.2 Potential Significance**

If teachers are aware of how nonverbal communication use can specifically benefit their students, they will be better at helping their students to attain their English language education (McCafferty & Stam, 2008). After considering this research, teachers may have a better ability to determine how non-verbal communication use affects language learning in the classroom. They may better understand the role that non-verbal communication has in the pursuit of helping students with their goal of second language acquisition. When teachers contemplate how they should use non-verbal communication, they have valuable information that can be applied in the classroom.

### **1.4.3 Organization**

The study is designed as follow:

**Chapter 1 (Introduction)** this part will mention about the reason why the researcher choose non-verbal communication in teaching as the topic of this research and present the aim of the research as well as the research method

**Chapter 2 (Theoretical basis of the study)** provides the readers with theoretical background related to communication, nonverbal communication in teaching speaking English. It also highlights the importance of non verbal communication in classroom.

**Chapter 3 (Methodology)** outlines the research methods used and demonstrate that recognized procedures have been followed in the study. In particular, this chapter describes and justifiesthe procedures employed to select the participants and instruments



for the research as well as specific steps taken to collect data. The explanation of how the data will be analyzed to address the research questions would be included.

**Chapter 4 (Results and discussion)** states the results collected from the instruments, and then the interpretation would be presented. Throughout the chapter, tables, charts and other suitable graphic materials would be added to illustrate.

**Chapter 5 (Conclusion)** contains the summary of the main findings of the study, the brief limitations of the research and some suggestions for further studies. In addition, appendices including survey questionnaires for HPU participants should be attached at the end of the study.

In the following chapter, the research will give an overview about the theory of non-verbal communication as well as its role in the teaching-learning process.

## **CHAPTER 2: THEORETICAL BASIS OF THE STUDY**

### **2.1 Communication**

#### **2.1.1 Definition of communication**

Perhaps, communication might well be considered to be one of people's most basic activities in daily life. We ourselves probably rarely stopped to think what "communication" is really about or what we should mean by "communication."

Until now, there have been quite a few scholars who have proposed their own definition of communication. Among them, Milton defined "communication" in his book "Human behavior in organizations: three levels of behavior" (1981) as basically "the process of transmitting information between two or more persons." Berko, Rosenfeld & Samovar (1997, p.6), however, note that "communication is more than just sending and receiving messages." It is added that the process of communication needs "a channel" including "six elements: senders, receivers, messages, a context, a purpose, and feedback". Additionally, Brooks & Heath, co-authors of the book "Speech communication (6<sup>th</sup> ed.)" released in 1989 claim that communication also means the transmission of meanings and feelings through the exchange of verbal and nonverbal messages. Levine & Adelman (1993) appear to show their agreement with the two above-mentioned definitions but they used brief words to define it. Their concept of communication is "the process of sharing meaning through verbal and nonverbal behavior" should be generally accepted through out the research.

#### **2.1.2 Types of communication**

To take a closer look at the web of expressions that people commit every day, it should be noted that the existent types of communication in the world these days should be understood. The reason for this is that the awareness of the types of communication could open the person's mind in comprehending the things happening in daily life. If a person knows only verbal communication but nonverbal communication, then he could be "an alien" in the realm of "emotional communication," for example. Knowing the types of communication, therefore, is of vital importance in daily communication.

There is a consensus between Uttara Manohar (2008) and an online expert team of writers in terms of types of communication. There are two main types of communication in their point of view. Based on style and purpose of communication, there can be two broad categories of communication, which are formal communication and informal communication. Both of them have their own set of characteristic features. Formal communication occurs in a set formal format such as at work, at meetings or all sorts of business communication. The style of communication in this form is very formal and official as its name; as a result, formal communication should be “straight forward, official, and always precise.”

On the other hand, informal communication is just only the way we talk to each other daily. Informal means “relaxed” and “casual” so that this form of communication often takes place between friends and family members. That is the reason why unlike formal form, this one “does not have any rigid rules and guidelines” (Manohar, 2008).

As regards to the base of communication channels, communication is divided into two other subcategories: verbal and nonverbal communication. As stated in two online articles: “Types of communication” by Manohar and “Communication” which are mentioned above, verbal communication consists of “written and oral communication.” Written communication could use snail mail or email as two means of communication. An effective writing depends on its style, the use of language, grammar, clarity, and precision of language. The other type, oral communication refers to the “spoken words in the communication process.” Meanwhile, Manohar (2008) defines nonverbal communication as the overall body language of the person who is speaking, which will include the body posture, the hand gestures, and overall body movements.

The focus of the research is only nonverbal communication, thus, this type of communication will be discussed in detail in the following separate part.

## **2.2 Nonverbal communication**

### **2.2.1. Definition of nonverbal communication**

There are scores of definitions that researchers and scholars use to define non-verbal communication.

In the broadest sense, according to Knapp and Hall (2006, p.23), the term ‘nonverbal communication’ is commonly used to describe “all human communication events that transcend spoken interpreted words.” Specifically, nonverbal communication behaviours are those bodily actions and vocal qualities that typically accompany a verbal message. Levine and Adelman (1993) also define nonverbal communication as “the ‘silent’ language, including the use of gestures, facial expressions, eye-contact, and conversational distance.” This definition probably focuses on kinesics – we often call it body language and just mention a small part of environmental language.

To put it in a simple way, nonverbal communication is everything that is communicated beyond what is expressed in words.

### **2.2.2. Differences between verbal and nonverbal communication**

Verbal and nonverbal communication is said to be two communication systems which constitute different languages and operate according to different laws. When we communicate person in person, we send not only “discrete, digital, verbal symbols” but also “continuous, analogical, nonverbal cues” at the same time (Brooks & Heath, 1989). However, defining the difference between verbal and nonverbal communication remains an area of disagreement among experts. Regardless of this ongoing issue, still, there are some unique characteristics to distinguish two kinds of communication.

In terms of neurology, neurologists point out that the human nervous neural handles these two kinds of cues differently. In particular, they travel over different neural pathways in the brain. Nonverbal cues move in the older parts of the brain that develop in the early years before digital information like words and numbers are learned. Meanwhile, the pathways of the other lie in the portion which develops late in the child.

The speed of reception of nonverbal cues is also different from that of verbal ones. Analogical messages are received rapidly while digital messages reach us more slowly.

Hence nonverbal messages are likely to be perceived and reacted to before the perception of verbal ones.

There are other differences between verbal and nonverbal behaviours than those of perception. Brooks and Heath (1989) suggest that “words can and do represent abstractions such as love and hate”; however, “nonverbal messages observed in one’s behaviour are more likely to be directly related to the feeling of the moment.” Moreover, as they propose, most verbal messages are produced “intentionally” because of one’s will where as nonverbal cues are not easily controlled. The table below by the William Alanson White Psychiatric Foundation, Inc. quoted by Brooks & Heath (1989, p. 94) could possibly make the comparison between verbal and nonverbal communication clearer and easier to understand to readers.

<b>Table 1: Comparison between verbal and nonverbal communication</b>		
	<i>Nonverbal communication</i>	<i>Verbal communication</i>
1	Nonverbal communication is based on continuous functions; the hand is continuously involved in movement.	Verbal communication is based on discontinuous functions; sounds or letters have a discrete beginning and ending.
2	Nonverbal communication is regulated primarily by principles governed biological necessity.	Verbal communication is governed primarily by arbitrary, manmade principles.
3	Nonverbal communication influences perception, coordination, and integration, and leads to the acquisition of skills	Verbal communication influences thinking and leads to the acquisition of information .
4	Understanding of nonverbal denotation is based upon the participants’ emphatic assessment of biological similarity; no explanation	Understanding of verbal denotation is based on prior verbal agreement.

	is needed for understanding what pain is.	
5	Nonverbal communication uses the old structures of the central and autonomic nervous systems.	Verbal communication uses younger brain structures, particularly the cortex.
6	Nonverbal communication is learned early in life.	Verbal communication is learned later in life
7	Action and objects exist in their own right.	Words do not exist in their own right. They are arbitrary symbols representing abstractions or events.
8	Nonverbal communication is emotional to a great extent.	Verbal communication is intellectual to a greater extent.
9	Nonverbal communication represents an intimate language.	Verbal communication represents a distant language.

### 2.2.3. Principles of nonverbal communication

From those differences between verbal and nonverbal communication above, three axioms or principles of nonverbal communication could be suggested by Brooks & Heath in their book “Speech communication” published in 1989.

In their opinion, the first principle is “one cannot not communicate.” All behaviours, which can be observed or visible, can bring “message value.” Brooks & Heath propose that if we do not want to communicate, we can refuse to speak. That means verbal communication can be avoided; we, however, cannot avoid communicating nonverbally. Inactivity or silence itself, for example, has its own meaning.

Secondly, feelings and emotions, attitudes and relationships are effectively communicated through nonverbal behaviours. People usually use verbal

communication – words to share cognitive information and to transmit knowledge, meanwhile nonverbal cues are best for conveying feelings, emotions and attitudes – non-cognitive information. Watzlawick, Beavin, Jackson (1967, p.63) add that when relationship is the central concern of communication (superior-subordinate, leader-follower, helper-helped...), verbal language is almost meaningless. Brooks & Heath (1989) explain more as follows:

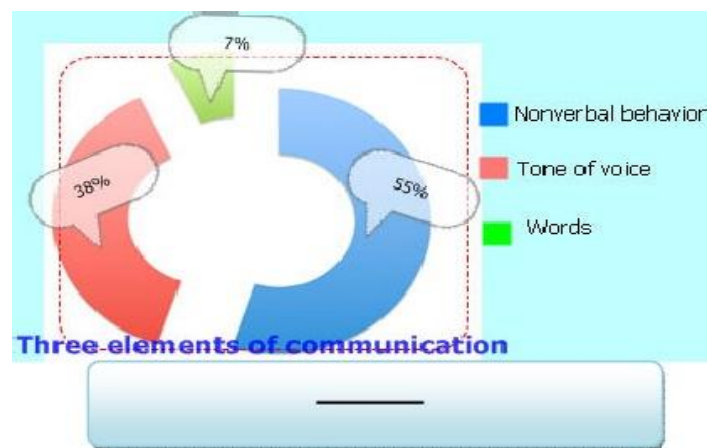
In courtship, love, or combat, nonverbal communication is the effective mode. One can, of course, verbally profess love or trust, but these are most meaningfully communicated through the nonverbal codes. The verbal channel has a high potential for carrying semantic information, while the nonverbal channel has high potential for carrying affective information. The emotional side of the message is very often expressed by the nonverbal elements. When we express a liking or disliking for a person, we often express it, not only through what we say, but through how we say it. (p. 95-96)

Berko, Rosenfeld & Samovar (1997) also show their agreement with Brooks & Heath when claiming that emotions and feelings are more accurately and easily communicated through nonverbal cues. The possible reason may stem from the fact that most nonverbal ones are innate and unconscious.

Last but not least, “involuntary nonverbal messages are often of high validity” (Brooks & Heath, 1989). It implies that when verbal and nonverbal communication conflict, the nonverbal messages are characteristically the more accurate reflection of feelings and tend to be more believed. As mentioned above, verbal communication can be manipulated; someone is intent on choosing words with care. Meanwhile, as Berko, Rosenfeld, & Samovar (1997) said, “nonverbal behaviors are often below the level of awareness and are not easily controlled” consciously; as a result, it could be hard to distort or deceive nonverbal messages. That is the reason why nonverbal messages are often regarded as the more accurate indicator of feelings and emotions.

## 2.2. 4. Importance of nonverbal communication

Nonverbal communication plays an important role in our communication and relationships with others. Those identifiable characteristics highlight its usefulness. In communicating, we tend to emphasize the spoken word or verbal communication, yet much of the meaning of a message – 65% or more – is actually conveyed by our nonverbal behaviors (Birdwhistell, 1970). To a great extent, communication researcher Mehrabian (1981) shows his agreement with Birdwhistell when he comes to a conclusion from his findings that three elements of any face-to-face communication account differently for the total meaning of the message: nonverbal behavior account for 55 %, tone of voice 38 % and words just 7 %. These percents are shown in the chart below:



**Chart 1: Three elements of non-verbal communication**

Consequently, nonverbal behavior is an important part of helping because of the large amount of information it communicates.

## 2.2.5. Classification of nonverbal communication

Some forms of non-verbal signals are the same and universal and they have the same meaning or interpretation. The other forms, nonetheless, are different and have different meaning too or no meaning in the other culture. Craig Storti in “Figuring Out” as quoted by Wienchecki (1999) mentions three main categories of non-verbal communication in the cross-cultural context. These are:

*a. Non-verbal behaviours which exist in your own culture and in the target culture which have the same meaning in both cultures.*



b. Non-verbal behaviours which exist in both cultures, but which are assigned different meanings in the two cultures.

c. Non-verbal behaviours which have meaning in one culture but no meaning at all in the target language. In my view, this classification might be too general. Nguyen (2006) provides a detailed chart quoted by Do & Dao (2006, p.9) to put nonverbal communication into two following broad categories:

<b>Table 2: Classification of nonverbal communication</b>			
<b>Paralanguage</b>	<b>Extra language</b>		
	<i>Body language (kinesics)</i>	<i>Object language (Artifacts)</i>	<i>Environmental language</i>
Vocal characteristics : + Pitch + Volume + Rate + Vocal quality + Types of vocal flow + Vocal interferences + Silence .....	+ Eye contact + Gestures + Facial expressions + Postures + Touch/ Haptics/Tactile .....	+ Clothing + Jewellery + Make-up + Artificial scents + Flowers + Gifts .....	+ Setting + Conversational distance/ Proxemics + Time/ Chronemics + Lighting system + Color + Heat .....

### **2.2.6. Levels of communication**

Communication could be categorized in many ways. The researcher will provide one way which is proposed in the book “Speech communication” by Brooks & Heath (1989). Those terms are intrapersonal, interpersonal, public, organizational, and cultural.

#### **+*Intrapersonal communication:***

Intrapersonal communication is the communication that takes place within an individual. It is mostly “neurophysiological activity.” In this level, an individual talks to himself and handles events, ideas, and experiences.

#### **+*Interpersonal communication:***

Interpersonal communication “refers to persons engaged directly in overt and covert transmission and reception of messages.” Interpersonal communication consists of dyadic communication and small group communication. In dyadic communication, two people communicate directly with each other. The small group may have three people or more participating in the process of communication. The number of participants is the only difference between dyadic and small group communication. These two kinds need an essential element of direct, person-to-person interaction.

#### **+*Public communication:***

Public communication is the process of sending a message to a public. In public communication, the speaker does most, not all of the speaking and the public has the role of receivers and responders. Public communication has two kinds: speaker – audience communication and mass communication through mass media such as television, radio, motion pictures, newspapers, magazines, books, and billboards.

**+*Organizational communication:***

“Organizational communication includes all three levels previously identified – intrapersonal, interpersonal, and public, but the distinguishing characteristic is that the communication is from an organization.”

**+*Cultural communication:***

Cultural communication includes organization in a particular culture as well as its individual communicators. Each culture has its own identifiable communication system. When people interact with others from different cultures, intercultural or cross-cultural communication takes place. Intercultural communication is a communication between people who live in the same country but come from different cultural backgrounds. Different from intercultural communication, cross-cultural communication is between people who live in different countries and come from different cultural backgrounds. Therefore, cross-cultural communication does study not only “cultural differences” but also the “similarities” and “their influences on the people’s behaviours” (Do & Dao, 2006, p. 8).

### **2.3 Communication skills in teaching**

As mentioned above, proper communication between the teacher and students is the most important skills in teaching. If this relationship is well established, educational goals will be more easily realized with a high quality.

In the process of communicating, three main factors play a role, including signalling (teacher), messages (instructional), receiver (student) (9). Accordingly, first of all, the teacher himself/herself or by teaching aids sends a message to the students as the receiver of the message. In the next step, the students respond to teacher's messages and send a new message to the teacher who is the receiver of the message this time. An important point in communication process is that the teacher-students relationship in the classroom is one of the complex human relationships, and certainly different ways are involved in how to establish this communication, e.g. two types of verbal and non-verbal communication.

### **2.4. Verbal communication in teaching**

Such communication can be defined as total relationships that can be achieved through speaking and conversation. Teachers should use the words carefully to be successful in teaching. Each word provokes a feeling in people, specific emotions, and distinct function. If the words were applied in their proper place, it would affect the soul and body of the audience immediately. Therefore, it is appropriate that the teacher avoids using negative words in dealing with the students, i.e. such words as "I can't, it's impossible, is not possible, never, etc..."

A successful educator in the field of teaching should be aware of the power of words and its impact on the audience and avoid using words habitually without thinking. Also, ordering is one of the conflicts which leads to failure in human interaction. The teacher should express his opinion with proper words and within the defined framework for his comments to be effective and penetrating. Therefore, the teacher, as the sender of the message, should first determine the framework of his message and then express his expectations of the students frankly with appropriate tone and words.

Expression of words clearly and eloquently by the educator causes the students to listen with dignity and willingness, sum up the facts, and think to solve the problem and supply the teacher's comment without any tension or boredom. But using biased phrases often raises a sense of stubbornness and humiliation in the trainee, puts him out of the cycle of learning and deep understanding of scientific content completely, and leaves irreparable psychological effects on the student.

In the selection of words, the intended concept must be exactly in the words of the educator. It is appropriate to use clear, concise, accurate, polite, correct and rich expression in oral communication with the audience to transmit the speaker's intentions to the audience properly.

Verbal skills are generally divided into four parts: listening, speaking, reading, and writing. Among these skills, speaking has the higher degree of importance and usefulness and has more decisive impact on oral communication with the audience.

It is worth noting that speaking skill requires non-verbal communication, or body language to complete its impact on the audience. In interactive communication which is based only on words and phrases, and the message sender does not use any non-verbal communication methods such as facial expressions, eye contact, and overall condition of the body and hands movement, we cannot not expect proper understanding of the message from the audience.

## **2.5 Non-verbal communication during teaching**

More than half of our face-to-face conversations are non-verbal and sign language, and gestures express our feelings and attitudes without saying a word. There was a significant correlation between the teacher's appropriate and timely verbal and non-verbal behaviours and students' achievement and good behaviour. The results of the present study indicated that there was a correlation between the teachers' verbal and non-verbal communication skills and students' learning and motivation. Ambiguity in the teacher's speech is known as the main obstacle in the teachers and students' relationship, and in total, according

to the teachers, most of the communication barriers in schools are related to human.

If the teacher has an encouraging manner tailored to the students' status, he/she can achieve effective results with his communication with students. In addition, if the teacher uses humiliating speech, his relationship with the students will deteriorate.

Facial expression, eye contact, physical appearance, etc. ... express a message. Facial expression is more effective than other modes of non-verbal cues and gives us a lot of information about the emotional status of others to the extent that some theorists believe that facial expression is the most important source of information after language.

In the field of teaching, certainly one of the main characteristics of good teachers is good communication skill in classroom, and most of the observed stress in the classroom arises from the lack of proper communication. The classroom administration and constructive conflict resolution in the classroom require good communication skills, the most important of which is non-verbal skills. By using this skill, teachers can play a major role in the success of their students. Using non-verbal language, teachers draw the student's attention to more understanding, motivate the students, and even bring excitement to the bored students. The students unconsciously receive non-verbal signals sent from the teacher; they immediately notice that the one standing before them is teaching by all his/her will or is constantly waiting for the class to be ended. Therefore, it should be mentioned that non-verbal communication could supplement or replace verbal communication; it either is a repetition of verbal messages, making verbal communication more prominent and specific, or completes the verbal communication. Human beings use non-verbal behaviour in order to complete their interpersonal interaction; they rely on non-verbal behaviour to recognize when to speak, when to let others to speak, and how to speak.

Non-verbal communication often makes interactional concepts since communication always has two literal and conceptual levels of meaning, and this type of communication is associated with semantic level. It reflects cultural

values. This claim implicitly indicates that most of the non-verbal behaviours are acquired during socialization and are totally variable, depending on culture and traditions.

An important point in non-verbal communication is the use of this relationship, especially when teaching correctly and timely. Teachers who had used non-verbal communication techniques in interacting with students with physical and motor impairment in Tehran province had played an effective role in increasing the students' self-esteem and reducing their shyness. An appropriate method of using non-verbal communication is that the teacher gives problem-solving assignment to the student according to their intellectual ability. He shows them that he is aware of their abilities and creates motivation in them. Thus, he is willing to solve the problem; on the other hand, if the teacher indirectly tells the students that he does not think he is able to solve the problem, the student will be afraid as well. These mutual reactions are not important in school; rather, they are important in all human relationships, especially between parents and children.

The teacher's timely use of non-verbal communication can be done through a simple greeting with students which is the best way to start the class, and is of course impossible without non-verbal language. An experienced speaker begins his speech by talking directly to one of the listeners, tries to look at each student throughout the speech one by one, and changes the tone of his voice during a speech so that the students do not get tired.

Teachers' non-verbal language can be effective if students can see the teacher rather than the teacher was being hidden behind a desk or board or teaching while turning his back to students. The best place for the teacher in class is standing near his/her table and all students see him. The teacher should not put his hands in his pockets, as this limits his activeness. It is best for the teacher to keep his/her hands free; this indicates the readiness of teachers to communicate with the students. The teacher must sometimes change his place, but if he/she always changes his/her place physically in class, the focus of learners will reduce and learning process will not proceed. Another important point is that the teacher must look at individual students. Otherwise, the students

will have the impression that the teacher is ignoring them, so the effect of looking at the audience is undeniable.

The right way for addressing the student is that the teacher should not point to the student by his/her finger when asking question because the student feels fearful and anxious in this case. The best method is that the teacher assumes a space with the student looks at him/her directly and points to him/her with full hand.

Conscious use of non-verbal language is not a show, but rather it makes the effects of individual words better; the more natural the non-verbal language is, the more acceptable it is to the audience. Teachers who use non-verbal language properly have a better relationship with their students.

Often some barriers to effective communication, both verbal and non-verbal, arise in the classroom. In order to communicate properly, especially in the case of non-verbal communication, it is necessary that the educator identifies the factors detrimental to effective communication and resolve them.

## **2.6 The practical application of non-verbal communication in classroom teaching:**

Teachers should be experts in communication, so it follows that they must know about Nonverbal communication which is also referred to as ‘body language’, and is a study in itself.” Miller (1988) stated, “Teachers should be aware of nonverbal communication for two basic reasons: (1) to become better receiver of student messages and (2) to gain the ability to send student positive signals that reinforce learning, and at the same time become more International Journal of Research in Advent Technology (E-ISSN: 2321-9637) Special Issue 1st International Conference on Advent Trends in Engineering, Science and Technology “ICATEST 2015”, 08 March 2015 373 adept at avoiding negative signals that stifle learning. Researchers suggest that a student’s nonverbal expressions serve as an important source in the formation of teacher’s impression, attitude, beliefs, and reciprocal behavioural expressions. Being a good message receiver requires more than just listening to words. Much is communicated by nonverbal means, such as feelings and values. Thus to be a good receiver of student messages, a teacher must be attuned to many of these



subtle cues.” A. Kinesics The study of how movement communicates is called kinesics, or body language. As the most frequent use of Nonverbal cues in class, can lead to the level of effectiveness of teaching directly. Teachers’ smile, nod and pat on students’ shoulders can indicate praise, while frown, head-shaking and confusing look can mean “no”, and students’ body language can convey their affection to the teacher and their attitudes toward the courses that they learn. Here we would like to look into some of the more significant parts of body language in details. They are facial expressions, eye contact, gesture, posture as well as touch.

### **2.6.1. Facial Expressions:**

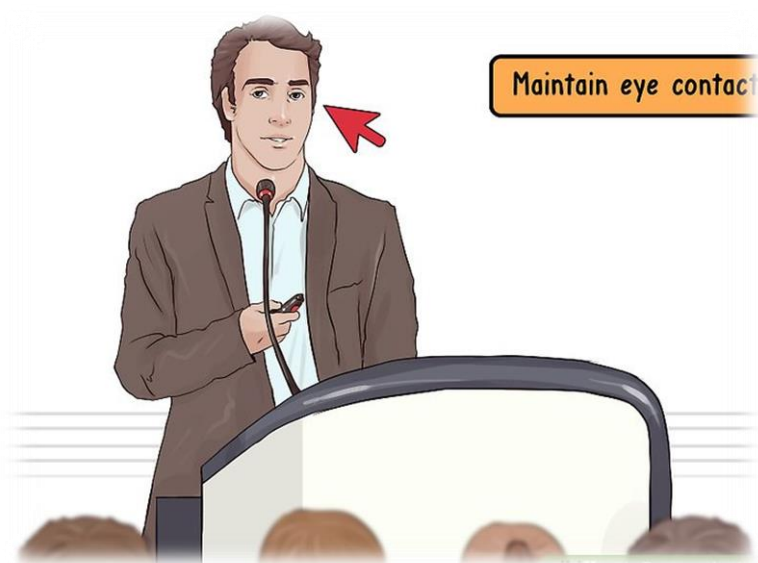
Facial expression is a look on a person’s face, and facial clues are the first information that we give to or receive from others. People get information about the type of the person and many personality traits from face.



Facial expression between teachers and students is one of the most important types of nonverbal signals in the classroom. In English class, the lively facial expressions can promote a supportive and nonthreatening classroom atmosphere, which aids students’ positive attitudes and corresponding achievement. When the teacher raises a question in English, an expected expression he shows can encourage students to think carefully and answer actively. Sometimes an unconscious frown can make sensitive student correct his answer immediately. It is much better than just saying “No” or “Wrong”, which can protect the students’ proper pride. In addition, a teacher should often smile in class, a smiling teacher is thought to convey warmth and encouragement in all cultures, and will be perceived as more likable, friendly, warm, and approachable.

### 2.6.2. Eye Contact:

Eye contact is another important aspect of kinesics. We communicate a great deal through our eyes, perhaps more than through any other part of the body. As the saying goes, “The eyes are the window of the soul.” The use of eye contact as an avenue of communication is relatively obvious. People are remarkably accurate in judging the direction of another person’s gaze; psychologists have done experiments that have measured just how accurate such



judgments are. In college, from an observation of where a student is looking the teacher can infer what the student is looking at, and from knowing what he is looking at the teacher can guess what he is interested in, and from what he is interested in. Thus, eye movements can be a rich and important channel of nonverbal communication. There are two kinds of eye contact, which the teacher often uses in class. One is looking around, which plays a very useful role in classroom teaching. On the one hand, it can be used to get the students’ attention, to encourage students to think carefully, and to find the students who nearly get the answer to put questions to. On the other, it can be used as a means in classroom control. Another kind of eye contact is looking attentively or gaze. When the teacher criticizes the student’s bad behaviour, his eyesight should put on the triangle part of the students’ face. By doing so, the teacher will be regarded as serious, careful and honest. If a teacher looks at every student in the classroom or avoids looking at students, he conveys the attitude of intimacy, aloofness, depression or indifference. Teachers often watch their students carefully for the sign of fatigue, Boredom, confusion, or enthusiasm, for all

these things will be communicated to the teachers through their eyes during the teachers' presentation.

### **2.6.3. Gesture:**



Being the most common form of nonverbal behaviours in daily life, we need to understand the gestures of people. A gesture is an expressive motion or action, usually made with the hands and arms, but also with the head or even the whole body. Gestures can occur with or without speech. Some gestures are spontaneous; some are highly ritualized and have very special meanings. It is through gestures that the body speaks. In other words, gestures are closely related to speech, illustrating or supplementing it. Gestures are so common in daily life that they attract special attention of many experts. They are mostly concerned with speech and other ways of nonverbal communication, but sometimes they cannot stand alone. In generally speaking, a speaker uses gestures for two purposes: to reinforce an idea or to help describe something. Through gestures, we can express our attitudes toward other. A teacher may be considered as boring, stiff and inanimate, if he or she fails to use gestures while speaking. Comparatively, a lively and animated teaching style captures students' attention, and makes the material more interesting, facilitates learning and provides a bit of entertainment. In the process of the presentation, hand and arm movements are often employed to physically depict conceptual, intellectual, abstract, or narrative elements of the presentation.

### **2.6.4. Posture:**

All humans use posture to communicate. There are numerous body postures which offer insight into a culture's deep structure. An individual postures in a specific culture can send off a strong message. Scholars have found at least 10,000 significant International Journal of Research in Advent Technology (E-ISSN: 2321-9637) Special Issue 1st International Conference on Advent Trends in Engineering, Science and Technology "ICATEST 2015", 08 March 2015 374 different body attitudes capable of being maintained steadily. For a teacher, standing or sitting in relaxing professional manner, is a positive

posture, which can arouse students' Positive attitude, and show that you are approachable, receptive and friendly. Being comfortably upright, squarely facing the students, and evenly distributing the weight are to change students' mood, draw students' attention, or reinforce some ideas.

#### **2.6.5. Touch:**

For blind and deaf people, touch is the principle means of communication. Even the average person without these handicaps relies heavily on touch to communicate. We know that a pat on the back can mean a touch of friendship or a sign of encouragement. Physical touch always communicates messages, especially emotional ones. Greetings and departures between friends and loved ones often involve touch in one way or another. Touch is also an efficient way of breaking down communication barriers. As the most extreme reduction of individual distance, touch is one of our most primitive and yet sensitive ways of relating to others, and plays a significant role in giving encouragement, expressing tenderness and showing emotional supports. It can be even more powerful than words sometimes, especially for establishing a link to students or conveying emotion. However, where these touches are directed is critical. Appropriate body contact means calmness, directness, belief and favour. The shoulders and arms are the most acceptable body areas to be touched, especially for boys, and the chest and legs the least, especially for older girls. Back, head and hands are intermediate areas, but the head and hands, which are frequently touched by teachers of very young children, become less acceptable from ten or eleven onwards, especially for girls. As might be expected, all groups of students disliked angry types of touch, such as being hit or having their head twisted round. Furthermore, it is not common for college teachers to touch students. Most College students do not like teacher's touch, except for some necessary or particular situations such as encouraging touch combined with words, which would be more effective than verbal encouragement alone sometimes.

#### **2. 6.6 Paralanguage**

Paralanguage is the way we vocalize or say the words we speak. The full and correct use of paralanguage in class is a powerful tool for effective teaching and learning. Pitch in the voice can play a very significant role in teaching

learning process. With the rise and fall of pitch, a complete meaning of a word can be changed. Teachers can utilize this technique in the understanding of the meanings of different words. Givens (2002) stated, “Tone of voice reflects psychological arousal, emotion, and mood. It may also carry social information, as in a sarcastic, superior, or submissive manner of speaking.” Effective teachers are more likely to be good at varying their voice or convey different messages in different situations for different purposes. Observations reveal that presentation with a loud voice, a high pitch and a fast rate is more likely to draw students’ attention than that with a relatively quiet voice, a low pitch and a slow rate. In generally speaking, when there are key points in the process of teaching, or there exists some problems needing being emphasized, the teacher can raise his tone and slow down the speed. C. Spatial Language Space here refers to the distance between teachers and students. The spatial distance between a teacher and his students in class is appropriate or not may affect positively or negatively on teaching and learning activities. Some students think the teacher who walks around the room or stands closer to them is perceived as friendly and can make students more involved in class activities. On the other hand, it has also been found that teachers do stand further away from poor students or put them in the far end of the classroom. The teachers who conduct their classes while standing or walking among their students are viewed more positively than those standing at the front of the classroom, and are seen friendlier and are more effective than those who stand further away from the students. If a teacher just stands behind the teacher’s desk throughout the process of class, he neglects the fact that “motionless teachers can bore students”

The next chapter will present the research methods used in the process of selecting data and demonstrate that recognized procedures have been followed in the study. Then, the explanation of how the data will be analyzed to address the research questions would be included.

## **CHAPTER 3: RESEARCH METHOD**

### **3.1 Selection of subjects**

The researcher uses probability sampling to select the sample for the study because probability samples allow the researcher to make inferences about the whole population. 64 participants who are the first year students at HPU are invited to join the study. In order to ensure the study's reliability and validity, all the participants will be randomly chosen. Because the questionnaires will be delivered mostly in HPU, the researcher will come to English classes to collect data from freshman. Most of the students here are enthusiastic and supportive enough to fulfill the questionnaire.

### **3.2. Research Questions**

The purpose of this research was to examine the role of non-verbal communication in second language teaching and learning in the classroom. The following questions were considered by designing a qualitative study.

1. Are you aware of the non-verbal communication that your teachers use?
2. Are you aware of the non-verbal communication that you use?
3. How often do your teachers use non-verbal communication in class?
4. How often do you use non-verbal communication in class?
5. Do you understand non-verbal communication that your teachers use?
6. Do you think non-verbal communication is important?
7. Why don't you use non-verbal communication in your class?
8. What do you think will improve your non-verbal communication in class?

### **3.3. Research instrument**

Survey questionnaire will be employed to address the research questions. With its unprecedented efficiency in terms of research time, effort, and financial resources, a survey questionnaire seems to be one of the most attractive means of collecting data (Nguyen, Pham & Luong, 2008, p. 17). A survey which takes the participants only a few

minutes to check off, select or answer short questions can provide needed, in-depth information for the researcher. By delivering the questionnaire, the researcher could collect a wealth of information from target population within a short period of time. It is, in other words, the quickest way to collect answers from scattered participants with much precision and clarity since the needed information was elicited by controlled questions (Jo and Steve, 1997 quoted in Nguyen, Pham & Luong, 2008). As the survey questionnaire can bring the researcher a lot of advantages, it will be utilized as the major source of data collection to gather statistic data. As a wide range of questions is asked about the given issue, diversified information relating to the research topic will be gained.

As regards to the design of the survey questionnaire, closed-ended questions are chosen because responses are easier to collect and analyse. Most items are put in multiple-choice questions. In order to gain responses, which more accurately reflect, what the respondents wants to say, almost all questions provide a choice for them to specify. A set of survey questionnaire contains two main parts. The first part including age, gender, will provide the researcher the background information about a participant. The researcher will mostly base on the information from this part to address the second question. The main part in the survey questionnaire is nonverbal communication in English speaking class for first year students at HPU. In case the participants are not familiar with the term “Nonverbal communication,” the researcher also adds its definition to the survey questionnaire in the hope that the participants might find it easier to fill in the questionnaire. There are seven questions in this part. The first two questions are asked about the frequency of using nonverbal communication. The third question is about the importance of nonverbal communication in English classroom. From the last four questions, the researcher can find the specific information about the way which the participants mostly use facial expression, eyes, hand gestures, postures, and proxemics in classroom.

### **3.4. Procedures of data collection**

The procedure of data collection goes through 4 following stages:

#### ***Stage 1: Preparing***

A list of questions in survey and the interview content will be prepared with much attention to anonymity to reach the target. The researcher made a start to write effective items avoiding ambiguous, repetitive, and redundant items.

#### ***Stage 2: Piloting***

Before formulating the final draft, the researcher will invite a supervisor to locate the problematic items, to see whether it is hard to understand, whether it is ambiguous or redundant, which is believed to improve the content and layout of questionnaire.

#### ***Stage 3: Delivering the questionnaire***

The study will be conducted at HPU. The researcher and the researcher's friends will go there, explain the purpose, the research topic and ask them for their permission to complete the questionnaire. After ensuring that the informants fully understand the questions, the researcher will distribute the question. In the process of fulfilling the questionnaire, if there are any further questions, the researcher is willing to offer clearer instructions. In addition, the anonymity of the questionnaire will be guaranteed in order that the respondents will be more willing to choose their answers reflecting their reaction.

#### ***Stage 4: Synthesizing figures***

After collecting the data from the questionnaires, the results will quickly be synthesized to search for any unexpected outcomes. Then the data collection procedure will continue with transcribing the records and combining with data analysis procedure. In order to avoid misinterpreting, the interviews' words will be kept and all the irrelevant information will be eliminated.



### **3.5. Procedures of data analysis**

Descriptive statistics is used to analyze quantitative and qualitative data. Quantitative data will be quantified, calculated, and synthesized from the data in closed-ended questions into bar charts and tables. The analysis of numerical data aiming at identifying statistical relations of variables are hard data on the numbers and the percentage of participants sharing the same ideas or rating. This type of data will be analysed more accurately and objectively. Qualitative data allows the researcher to gain insight into the respondents' reactions mainly from open-ended questions. Some ideas will be grouped into different types of validity together to be compared.

### **3.6. Access**

As in the study, the students were easily accessible because they were in classes at the university where the researcher knew department members. No special arrangements needed to be made to observe the students, other than to gain approval from the university. Only the students' consent was needed in the project, and all of the participants were given the informed consent forms required of study participants, as was the case in the study.

Chapter 4 will states the results collected from the instruments, and then the **interpretation would be presented. Throughout the chapter, tables, charts and** othersuitable graphic materials would be added to illustrate.

## CHAPTER 4: FINDINGS AND DISCUSSIONS

### 4.1. Findings

#### 4.1.1 Problems during the nonverbal communication between teacher and students.

##### 4.1.1.1 Student's real situation of understanding about teachers' non-verbal communication.

The students are freshman and that they do not have any changes to learn about non-verbal communication in high school or secondary school. Therefore, students recognize that they have learnt English from 5 to over 7 years, they might get very high scores in English tests but they could not communicate in English and most of them are bad at speaking. They even have no idea about teachers' non-verbal communication use.

##### 4.1.1.2 Proxemics (Interpersonal Distance and Spatial Orientation)

Proxemics refers to the use of space in a given situation. In classroom communication, the distance between teacher and students and physical classroom arrangement are the two major proxemics aspects.

###### *1. Interpersonal distance*

Interpersonal distance in the classroom, especially the distance between teacher and students, has profound influence on the effectiveness of teacher-pupil communication. However, nowadays not many teachers pay attention to this field of nonverbal communication. Some teachers just stand on the stage in front of the classroom during the whole process of a class and have little interaction with his students below.

###### *2. Spatial orientation*

The classroom itself has limited amount of space and the way that the kind of communication will certainly be affected. It is not only the seating arrangement of the classroom but also the way students are distributed in the class that affects significantly the students' learning. In the teacher-centred (traditional) seating arrangement style, students sit one after another in columns facing the teacher. The place they prefer to sit brings some advantages and disadvantages in terms of learning and participation.



**Picture 1: Traditional type of classroom arrangement**

In this traditional type of classroom arrangement, people who seating the dark seats will bring about a majority of interaction between teacher and the students. People who occupying the grey positions account for some interaction, but less than those in the dark seats. However, students in the white circles will participate very infrequently. This kind of classroom arrangement causes physical and mental barrier between teacher and students.

#### **4.1.1.3 Posture participant of students**

The phenomenon that students who will not or cannot actively participate in classroom discussions is the most disappointing classroom phenomenon. Student withdrawal or fear of interacting not only deprives that student from sharing what he knows, but also deprives the teacher and other classmates from benefiting from what he can offer. In the class discussion, the reasons why students lack of active participant are:

- (1) *un confidence*: students who lack of confidence and regard themselves as incapable and tend to be silent out of shame;
- (2) *different cultures*: communicators are often affected by culture difference and nearly forbidden from speaking up, such as the deference out of respect for teachers' opinions, higher status students' or elder students ideas, and gender or race difference;
- (3) *to prevent contradiction*: shy, inexpedient, or less unconfident individuals depend on keeping silent in preventing contradiction. Therefore, this strategy needs to be confronted delicately with alternative

strategies offered as substitutes for unwanted silence, such avoidance should commonly be easy to diagnose by alert teachers.

#### **4.1.1.4 Direction and Movements of gaze**

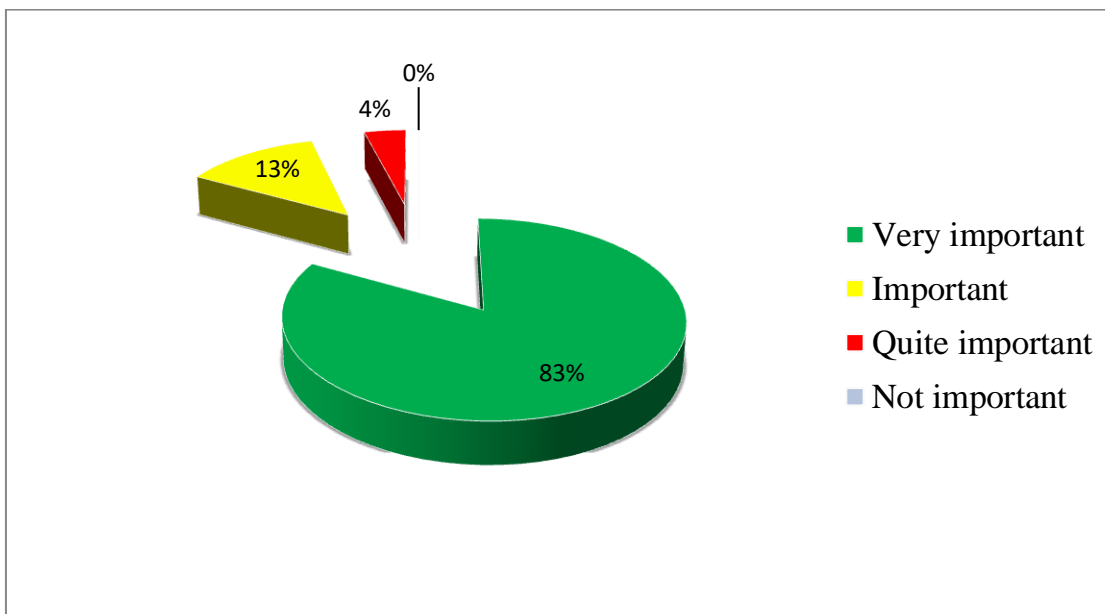
Teachers often forget about the importance of nonverbal communication in their own and their students' performance, although they know that speech is only one part of communication. Mentioned nonverbal communication, the eye contact is a useful tool for both the teacher and the student, however, much time is spent with eyes firmly fixed on the book, the blackboard, the window, the floor, or learning environment during the class. During class, when the teacher is looking at the students or seems to be paying attention to them, most of them tend to withdraw or move away their gazes which were previously on their teachers instinctively due to shyness.

#### **4.1.1.5 Frequency of using non-verbal communication in English speaking class.**

<b>Frequency</b>	<b>Percentage</b>
<b>a. Always</b>	<b>10</b>
<b>b. Usually</b>	<b>26</b>
<b>c. Sometimes</b>	<b>14</b>
<b>d. Rarely</b>	<b>38</b>
<b>e. Never</b>	<b>12</b>

**Table 3: Frequency of using non-verbal communication in classroom**

#### 4.1.1.6 The importance of non-verbal communication in English speaking class.

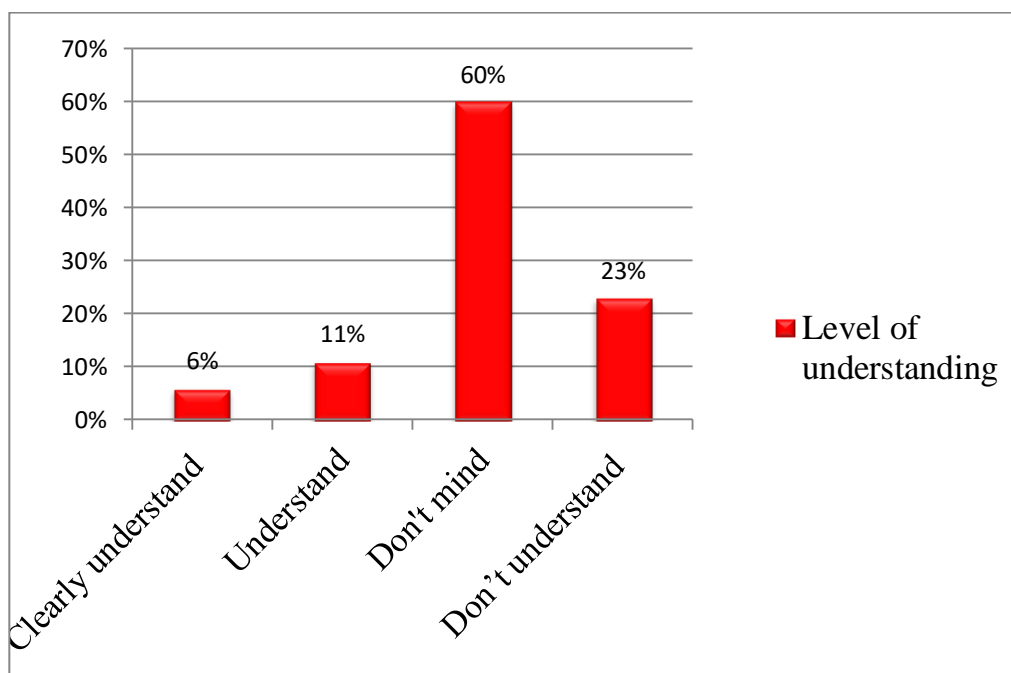


*Chart 2: Students' attitudes towards the importance of non-verbal communication*

It can be seen clearly from the chart 1, most of the students agree that non-verbal communication is very important as well as very important is 83%. Meanwhile, there are only 4% of them reckon that it is quite important. This chart shows that most of students at HPU claim that nonverbal communication has an important role in learning English with many fields in life.

In conclusion, nonverbal communication is one of the most necessary skills to communicate in the real life. In learning English, it is more and more important to learn this skill.

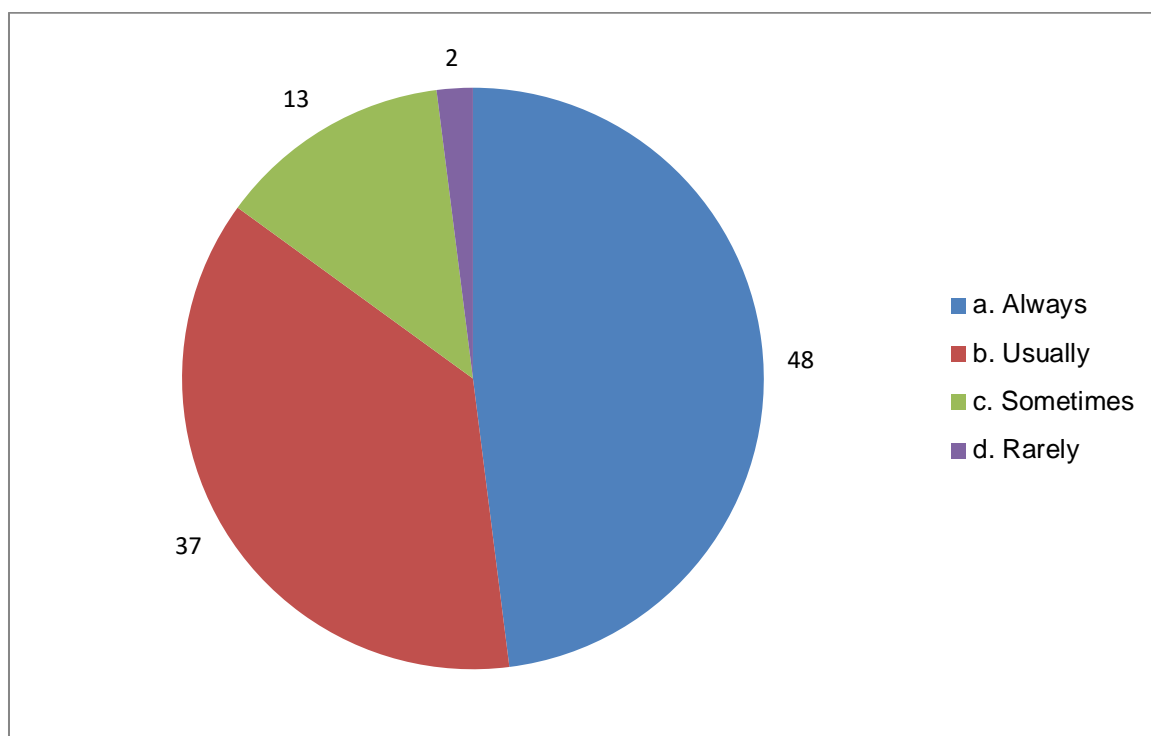
#### 4.1.1.7 Student's awareness of non-verbal communication that the teacher uses.



*Chart 3. The students' awareness of non-verbal communication that teacher uses.*

The column chart shows a surprising result which is similar to the author's subjective assumption. Normally, the difficulties bore the speakers. Due to difficulties of understanding non-verbal communication, only 6% of the learners know this skill clearly and 11% of them understand it. Non-verbal communication is as boring as many people thought. As it can be seen, in the English class, applying non-verbal communication in learning speaking is not interesting. 60% do not mind it. 23% of the learners do not understand this skill. For them, learning speaking might be neither interesting nor boring or it depends on each lesson. In conclusion, speaking English is not a favourite subject of the students and it is difficult for students to understand teachers' nonverbal behaviour.

#### 4.1.1.8. Frequency of using non-verbal communication by teacher in class



*Chart 4. Frequency of using non-verbal communication by teachers in class*

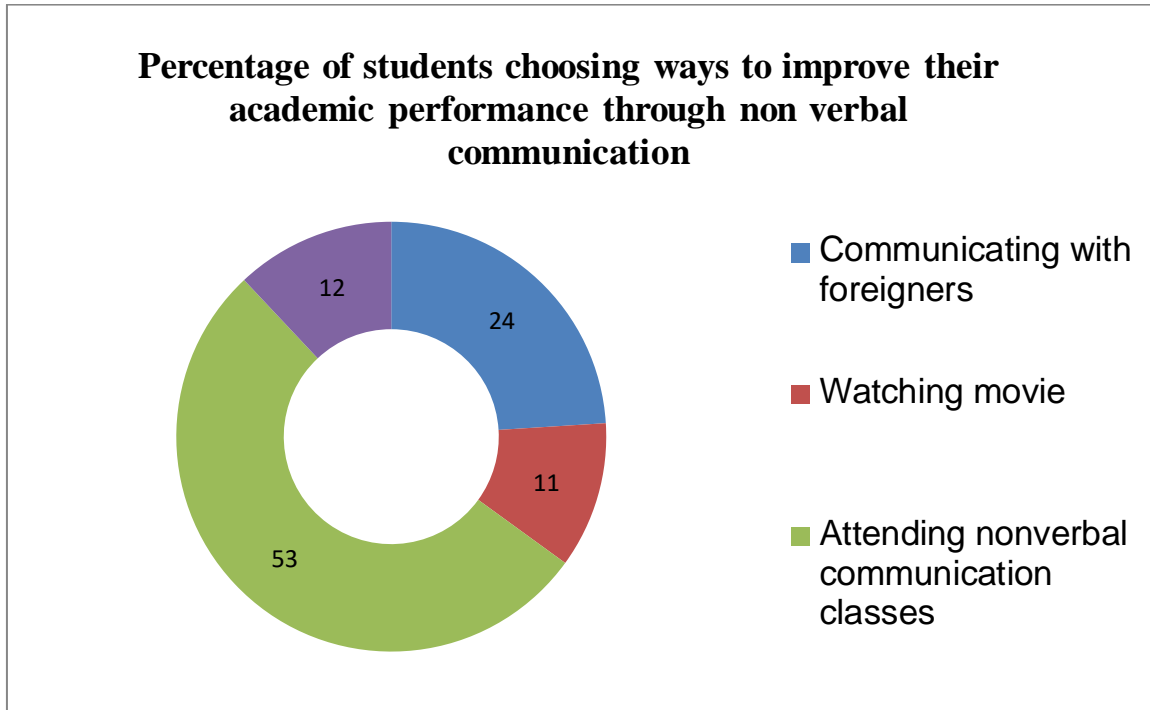
It is clearly seen from the chart 3, majority of teachers always use non-verbal behaviour in their class accounting for 48%. It is said that teachers consider non-verbal communication as an efficient tool to improve the quality of the class. While 37% of teachers often apply this skill in their teaching lesson, 2% of teachers hardly ever use gestures or postures in their class.

In conclusion, Almost teachers usually use non-verbal communication in their English class to enhance the quality of their students.

## 4.2. Discussions

### 4.2.1. Solutions to improve speaking class quality by using non-verbal communication

#### 4.2.1.1 Practice



*Chart 6: Percentage of students choosing ways to improve their nonverbal communication at class*

The chart gives the information about the percentage of freshmen who select the solutions to improve their communication skills. Overall, it is clearly seen from the graph, while the majority of students believe that attending nonverbal communication classes is the most effective way, fewer people think watching TV will contribute a great part.

To begin with, more than a half of the freshmen considered attending the extra class to have more understanding about nonverbal communication as the best way to improve the quality of speaking class. Moreover, 24% students thought that communicating with the foreigners regularly would be the big help for them. There was the fact according to the students watching TV and learning online played the parallel role in improving the quality of class.

In short, it is beneficial for students to attend communication class to improve their speaking skill at classroom.



#### **4.2.1.2 Improve Proxemics Communication**

It is essential that conflicts exist during the cross-cultural communication. If we want to communicate with each other more smoothly, we must respect and learn the culture differences and the reasons behind them.

#### **4.2.1.3. Interpersonal distance**

When the teacher is giving a lecture, he should walk off the stage to join the crowd of students and make moderate interaction with them instead of standing on the stage all the time. When a student is answering a question, the teacher can lean a little bit to him to listen attentively, showing interest and attention on the teacher's part.

#### **4.2.1.4 Alternatives of traditional classroom arrangement**

Kimberley Thoresen in his article physical classroom arrangement provides two ways of classroom arrangements. Each one has its own advantages based on the scale of the class and the teaching goal of the teacher.

##### **+ ) Horseshoe classroom arrangement**



**Picture 2: Horseshoe classroom arrangement**

Classes with quite small enrollments can be arranged in this fashion. Such an arrangement provides for each student equivalent visual access to most other students and the teacher. Through this way, there is more participation in classes arranged. Students who are at the opposite end of the horseshoe from the teacher, however, are those most likely to interact, while those at the right and left hand of the teacher are those least likely to interact. (Kimberley, 2008).

The horseshoe arrangement may be the most desirable, if the teacher hopes that the full-class interactions occur. That will encourage interaction both among the students and between students and teacher. Moreover, this arrangement results wider participation than the traditional arrangement. It also seems reasonable to say that a teacher is perceived as less intimidating when he is seated in a circle with the students rather than behind the formal and imposing symbol of his large desk.

#### **+) Modular classroom arrangement**



This arrangement is especially suitable for classes requiring interaction among smaller groups of students. Modular arrangements such as this one tend to increase the amount of student interaction. The modular arrangement may be preferred, if quite important part of the learning in the class is rely upon student interaction with other students. This arrangement makes many students to be interacting at the same time without interrupting on one another. While many other elements will determine the nature of communication in a given teacher's classroom, the arrangements of classroom space may have the largest impact. (Kimberley, 2008).

#### **4.2.1.5. Break the Silence**

The solution lays mainly on the teacher's part, because he is the dominator of the classroom and he has certain authoritative power over students. The teacher needs to try to create learning and sharing atmosphere for the students, which will in return benefit both of the teacher and the students.

**+) Offer a wide array of communication channels i.e.: discussion, debate, analysis, brainstorming, group work, etc.**

Based on a case study of classroom management by Professor Fan Yi, he makes a case study of a double-period lesson of reading comprehension that he personally observed in Tiong Bahru Secondary School, Singapore, during his teaching practice. By recording some typical management problems in an English language class and by evaluating the strategies dealing with them, he gives supportive evidence to the thesis that the effective classroom management for an English language class is to create a positive class climate for learning.

With the aid of other approaches, communicative channels have been widely employed in the English language teaching in Singapore schools. Communicative channels are established on such a psycholinguistic assumption that effective language teaching and efficient language learning only occur in a positive class climate, which involves three essentials ---easy atmosphere, motivating environment and active participation (Widdowson, 1978; Littlewood, 1984).

The teacher had noticed that although the class discipline had been much enhanced, the stressful atmosphere and poor motivation hindered the pupils from participating in learning activities. In the second period of the lesson, she employed some remedial strategies.

First, in order to break the tense atmosphere in class and motivate the pupils for the topic, the teacher did not go straight to the second part of the essay. Instead, she asked the class a few questions about their own personal eating experience, such as “Where do the Singaporeans go for meals?” “How many different styles of food can we eat in Singapore?” “Where did you have your Chinese New Year dinner?” and “What food did you have for the dinner?” These questions were very stimulating and immediately stirred up the class into a hot discussion. Some boys even stood up to offer their answers. A silent class now became very alive. When the students had been involved in the class discussion, the teacher turned the topic to the text. It was still group work, but each group member had to prepare for one of the given questions and present it to the group. After every group member presented it to the group, the group representative summed up their ideas and presented them to the class. This

strategy involved every pupil in the learning activity. Each pupil had a clear task to fulfil and a strong desire to communicate with other group members. In order to make a successful presentation, he had to read the text and prepare for the given question carefully, integrating reading the text, writing down the notes, listening to the others and speaking to the group all together. Effective learning started from the moment the pupils took active part in learning activities. Some pupils had a tendency to speak dialect, but once he had a role to play as the representative to speak up to the group or the class, he had to communicate in English. Thus, dialect was prevented in the class. Obviously, by employing the remedial strategies, the teacher had rather successfully conducted the second period of the lesson. Although the remedial strategies were used to deal with specific management problems in a specific lesson, they were of general significance and applicability. Setting up an easy class atmosphere certainly helps to diminish the tension and anxiety existing in the class. Associating the lesson with the pupils' personal experience and interest always helps to motivate the pupils for the lesson. By giving pupils specific tasks, the teacher supplies them with desire for communication in English. All these strategies certainly involve pupils in learning activities. (Fan, 2000).

**+ ) Initially create “no lose” situations for students. Construct options where each is a winner to instil confidence and foster a greater willingness to participate.**

A general knowledge contest was held in the College. There were all together 5 classes representing 5 groups in this contest, so it was like having a class but with larger scale. Eventually, each group was awarded some honour. Some particularly outstanding students in acting or grasp of profound knowledge were awarded special prizes. As a fact, our group did not do a good job in the contest, but we were still awarded the third prize. Though it was kind of consolation prize, it made us feel less embarrassed and feel willing to take part in this kind of activity again. At the same time, those special prizes profoundly showed our teachers' appreciation for the performance and participating of the students.

**+ ) Be patient with reticent students. Do not rush them nor allow them to stall and thus have others called upon to fill the silence gap.**

According to the classroom observation, two situations have great worth elaborating. When a reticent student was urged by the teacher to answer a certain question, she seemed quite anxious. Her face blushed and her murmuring demonstrated her blank in mind. She tried great effort to find the answer from her book and from her classmates, while she gave up her own thinking for this question.

For another reticent student, the teacher posed a question to her. Before she got anxious about not being able to finding the answer, the teacher began talking about relevant details about this problem until she had her own opinion of this question. Afterwards, the teacher did not judge whether it was right or wrong. Instead, she asked opinion of another student of this class, thus triggering a heated discussion on this issue among students.

Apparently, the second situation is more helpful for students' intellectual and mental growth. The teacher showed more understanding and respect for the student and she did not let silence defeat this girl.

#### **4.2.1.6. Break the Shyness**

##### **+ ) Motivating students with a smile**

If the teacher wants to improve the students' performance, he can implement some simple and positive behaviour in his classroom and models these behaviours for his students. A smile of teacher has great influence on students, especially those sentimental ones. The will feel warm-hearted, motivated, and more willing to acquire new knowledge.



##### **+ ) Use eye contact proactively**

Some teachers are good at dealing with interpersonal relationships, and they do well in gaining attention from the students from the beginning of the class. Their appealing sounds pleasant and makes people be willing to follow. The lack of eye contact is sometimes due to the absence of a clear appeal from the teacher.

Susan has done a case study of Ms. Rossi who has a classroom full of energetic juniors and she introduces to the reader how Ms. Rossi makes her students to pay full attention to her class Ms. Rossi begins a lesson by saying, “I need all eyes on me.” With continuous teacher-pupil eye contact, she gives her students an effective and informative class.

The importance of establishing and maintaining eye contact when we encourage students to make friendly and respectful eye contact with each other is greatly acknowledged. However, do we pay attention to our own use of eye contact? Making eye contact with individual students can help a teacher establish a presence in the classroom and reinforces the importance of the teacher’s message. (Hodge, 1971) It may also assist students in their ability to recall information. In one study, students whose teacher made eye contact with them while reading a story had greater recall of details of that story than students whose teacher did not make eye contact while reading the same story. (Otteson & Otteson, 1980, as cited in Rosa, 2003) If the teacher decides that he would like to improve his use of eye contact, he can enlist the children’s help by letting them know that he will be practicing his use of eye contact during lessons with them just as they practice good eye contact. Simply letting the children know that, this is a goal he is working on can help keep them focused on the goal.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATION**

This chapter will deal with a summary of the major findings, limitations of the study and some suggestions for further studies.

### **5.1. Summary of the study**

To reach expectation of the author, this study is divided into four chapters with their own purposes.

- The first chapter presents overview of the study.
- The second chapter briefly covers the theories related to the study.
- The third chapter presents the research methodology.

-The fourth chapter is the author's findings as well as discussion about applying non-verbal communication in English speaking class.

-The last chapter is conclusion and recommendation for further studies.

I hope that my study can help students have efficient speaking class.

## **5.2 Contribution and Recommendation of the study**

### **5.2.1. Contribution**

#### **5.2.1.1 Contribution to the theory**

The study finds out new problems in English speaking classroom and provides additionally useful solutions for improving non-verbal communication skills.

#### **5.2.1.2 Contribution to practice**

The study finds out several problems occurred in the English-speaking classroom which students do not understand teachers' non-verbal behaviour. The reasons were related to the lack of knowledge. Based on the data obtained, the problems and situation are analysed and from the basis of that analysis, the study suggests some solutions for improving and developing non-verbal communication skills of first year students at school.

### **5.2.2. Recommendation of the study**

In order to improving nonverbal communication skills, all students should continuously improve knowledge of themselves. Some popular sources of information are book, magazines, English blog or online English courses. Additionally, more and more communicating with native speakers is also a useful to expand knowledge about their accents and cultures.

For the school, strengthening the relationships with the foreign partners or study abroad are popular solutions.

### **5.3. Limitation of the study**

Although the study has certain strong points such as collection methods, namely interviews, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has a number of shortcomings.

First, due to limited time, the researcher could not directly interview each student in HPU. Survey questionnaire is a convenient method but the author believes that a few figures should be checked again. Besides, through interview, the researcher can get more information which can make the obtained results more reliable.

Secondly, due to the limitation of scope of the study, the researcher only focuses on first year students.

Besides, there are so many factors affecting to negotiation process. But the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

### **5.4. Suggestions for further studies**

Because of the limitations, this study could not cover all of aspects of the study. Besides, the study just focuses on non-verbal communication in English classroom for first year students. Furthermore, in this study, the author just researched the students in HPU. In order to get better results, the author should invite more respondents as well as use more data collection methods. Together



with using questionnaires, interviewing and actual observations also are necessary to get more conclusions that are persuasive.

In conclusion, despite the study cannot avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better study.

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## APPENDIX STUDENT FOLLOW-UP SURVEY QUESTIONS

1. What is your name?

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2. How old are you?

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3. Are you aware of the non-verbal communication that your teachers use?

A. Always B. Usually C. Sometimes D. Rarely E. Never

4. Are you aware of the non verbal communication that you use?

A. Always B. Usually C. Sometimes D. Rarely E. Never

5. How often do your teachers use non-verbal communication in class?

A. Always B. Usually C. Sometimes D. Rarely E. Never

6. How often do you use non-verbal communication in class?

A. Always B. Usually C. Sometimes D. Rarely E. Never

7. Do you understand non-verbal communication that your teachers use?

A. Clearly understand B. Understand C. Don't mind

D. Don't understand

8. Do you think non-verbal communication is important?

A. Very important B. Important C. Quite important

D. Not important

9. Why don't you use non-verbal communication in your class?

A. Don't know B. Don't like C. Don't mind

10. What do you think will improve your non-verbal communication in class?

A. Watching TV.

B. Communicating with foreigners.

C. Attending non-verbal communication classes.

D. Learning from the internet.

*Thank you very much for your cooperation!*