

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHOÁ LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – ANH

Sinh viên: Đào Thị La

HẢI PHÒNG – 2023

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Đào Thị La

Mã SV: 1912771008

Lớp : NA2301A

Ngành : Ngôn ngữ Anh – Anh

Tên đề tài: A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology University.

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

.....

.....

.....

.....

.....

.....

2. Các tài liệu, số liệu cần thiết

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Phạm Thị Thúy

Học hàm, học vị : Thạc Sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn : A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology University.

Đề tài tốt nghiệp được giao ngày 27 tháng 03 năm 2023

Yêu cầu phải hoàn thành xong trước ngày 17 tháng 06 năm 2023

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đào Thị La

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Phạm Thị Thúy

Hải Phòng, ngày ... tháng ... năm 2023

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

Ngày ... tháng ... năm 2023

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thúy

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đào Thị La

Nội dung hướng dẫn: A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology university.

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

.....

.....

.....

.....

2. Đánh giá chất lượng của đề án (so với nội dung yêu cầu đã đề ra trong nhiệm vụ tốt nghiệp trên các mặt lý luận, thực tiễn, tính toán số liệu...)

.....

.....

.....

.....

3. Ý kiến của giảng viên hướng dẫn đề tài tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm 2023

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: Đào Thị La Chuyên ngành: Ngôn ngữ Anh- Anh

Đề tài tốt nghiệp: A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology university.

1. Phần nhận xét của giáo viên chấm phản biện

.....
.....
.....
.....

2. Những mặt còn hạn chế

.....
.....
.....
.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm 2023
Giảng viên chấm phản biện
(Ký và ghi rõ tên)

ABSTRACT

In the era of development and integration today, communication plays an vital role in our lives. We almost have to communicate in every aspect of life, especially in study and work. In communication, besides words and texts (verbal communication), non-verbal behavior plays an extremely important role. We often hear about non-verbal behavior very often, especially in the process of studying at the university, this term becomes more and more popular for students.

During the process of studying in English, especially in the presentation activities in the classroom, students need to use non-verbal behavior very often. However, most students do not have the opportunity to focus on learning about it. Meanwhile, if students well grasped non-verbal behaviors, they can practice and apply it to make their communication skills better.

This study aims to help the first year English majors at Hai Phong Management and Technology University have a better overview of non-verbal behavior, instructing students to identify the difficulties they encounter to have appropriate ways to improve it. Thereby, helping students improve to use non-verbal behavior.

Specifically, this research is based on the difficulties that students are experiencing during the use of non-verbal behavior (results obtained through the survey questionnaire) to offer appropriate methods for them to apply.

ACKNOWLEDGEMENT

In the process of completing this study, I have received a great deal of help, guidance and encouragement from many teachers, friends and my family. First of all, I would like to express my deepest thanks to Mrs Pham Thi Thuy, my supervisors for their constant and tireless support throughout this study.

Next, my sincere thanks also go to other teachers in Foreign Language Department for their lectures and instructions throughout the course of study which helps me much in completing this study.

Especially, I would like to thank the first year English majors' at Hai Phong Management and Technology University for their cooperation and enthusiastic participation in the survey.

Finally, I wish to thank all who have kindly given their advice and helped me with source materials during the writing of this study.

Hai Phong, 15 June, 2023

Student

Dao Thi La

PART I: INTRODUCTION

1. Rationale

English is an international language which is extremely important in our life. It is considered a powerful medium connecting a country or a culture with others. In learning a language including English, the learners in general and Vietnamese ones, in particular, need to learn four main skills which are listening, speaking, reading and writing skill. However, in order to communicate with people around the world more effectively, the skill of using non- verbal behaviors is essential. There is a fact that most of the students are aware of Non-verbal behaviors, often mention them, often encounter them but do not pay attention, do not understand how to use them. Because of it, non- verbal behaviors cannot be optimal for learners. At university, students do not get to learn deeply and practice often. As a result, students' speaking and presentation skills are difficult to develop. To learn this skill effectively, it is important to have some activities such as learning environment to give learners more opportunities to practice and feel more interested and motivated. Because of the above, I find it necessary to learn about useful types of Non- verbal behavior and how to use them. Thereby helping students to be more confident in communication as well as presentation. Most importantly, in addition to learning, this knowledge can also help students have better job opportunities and high salaries. That's why I chose the topic “A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology University”.

2. Aims of the study

My research is with the desire to help first-year language major students at Hai Phong Management and Technology University can refer and apply to improve non- verbal behavior in communication and learning, especially while using English. Research provides basic knowledge about non- verbal behavior. It then offers specific actions that students can apply and practice. In summary, this study aims to:

- Give an overview of non- verbal behavior
- Find out the appropriate linguistic behaviors for students
- suggest some effective methods to improve skills using Non- verbal behavior

However, this study should not be considered exclusively for language majors at HMTU. In fact, the basic concepts and results of this study can be applied to most English learners.

3. Scope of the study

There are so many different material resources and researchers that require a lot of time and effort while my personal experience is limited. Therefore, this study can only focus on helping students to understand how to use non-verbal behaviors appropriately and effectively, especially for the first year English majors' students at Hai Phong Management and Technology University. I hope this study is a good reference material for the English majors students as well as all students who wish to improve ability to use non-verbal behaviors.

4. Methods of the study

To finish this study, I myself carry out some following methods:

- Researching on reference books and websites.
- Conducting the survey questionnaires (combined with informal interview survey) for the English major students at Hai Phong Management and Technology University with a point to find out their awareness, attitudes of the matter and the difficulties they encounter when using non-verbal behaviors, then offer some suggested solutions.

5. Design of the study

The study contains of five parts:

PART I: The introduction includes literature review, aims, scope, methods and the design of the study.

PART II: The development involves two chapters:

- The first chapter is Theoretical Background which provides readers the overview of non-verbal behaviors and its classification.
- The second chapter deals with the methods used in this study and the subjects and procedures in the survey.

PART III: Analysing the data obtained through the survey.

PART IV: Findings and discussion, summarize the results of the survey and suggest useful methods to help students apply to improve the ability to use non- verbal behavior in speaking performances.

PART V: The conclusion which summarized all the presented information and giving suggestions for the further studies.

PART II: DEVELOPMENT

CHAPTER ONE: LITERATURE REVIEW

1. Theoretical backgrounds of speaking

1.1. Definition of speaking

Most of the beginning learners do not understand exactly “what is speaking?”. We only regard speaking as a simple, easy process that involves speaking the words, the ideas...by speaking out what they think without the correct. So, we had better start by making sure that we are thinking about the same thing when we use this term. As the first step, it would be useful to understand “what is speaking?”.

The concepts of speaking skill were defined by many famous authors in the world:

Speaking is defined 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).

According to Bygate (1987, p 1) "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer". Besides, Hedge (2000, p 261) argues “speaking is a skill by which they [people] are judged while first impressions are being formed”. In other words, speaking skill is an important skill which helps people express and share their ideas with others.

According to the Oxford Pocket dictionary of Current English 2009 “Speaking is the action of conveying information or expressing one’s thoughts and feelings in spoken language. And speaking used to indicate the degree of accuracy intended in a statement or the point of view from which it is made.”

In the book “Developing speaking skill” of David Scheter, published on 1999, there is a definition that: “Speaking is to utter words or articulate sounds, as human beings to express thoughts by words, as the organs may be so obstructed that a man may not be able to speak”. Meanwhile in the book “Collins Cobuild English for advanced learner 4th edition, published in 2007 defined that “Speaking is the activities of giving speeches and talks, to indicate the opinion you are giving”. “Speaking is also understood is the productive skill in the oral mode.

It, like the oral skills, is more complicated than it seems at first and involves more than just pronouncing words” (In the website *Lingua Link Library*, Version 3. 5, published on CD. ROM by SIL International 1998).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

1.2. Cause of speaking problems

Related to the importance of mastering speaking skill, however, students tend to face many difficulties in speaking. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e. g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e. g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, ... etc), and environmental problems (e. g. lack of learning context for English conversation). Afshar & Asakereh (2016) explain that the major problems faced by the students in speaking English could be divided into affective-related problems, socially-related problems, and linguistically-related problems. The affective-related problems include attitude, self-confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, and students and teachers' competencies. The socially-related problems include comprehension to practice English outside the classroom, and comprehension in speaking class. The linguistically-related problems include vocabulary, fluency, grammar, and pronunciation. Students tend to have affective-related problems in speaking due to some reasons, for instance anxiety, low confidence, and nervousness. They will likely speak slowly and less fluently as they hope not to make mistakes. They are also shy to speak in the classroom and like to make frequent pauses while speaking. They always try to avoid speaking by answering the questions from their lecturers with a yes, or a no answer only. In socially-related problems, students usually have difficulties comprehending conversation when speaking outside of their classroom. The

English speaking activities are always over as soon as they finish the class. They use mother tongue or local dialect to speak with their friends and family. In addition, students also face linguistic problems due to their personal reasons such as laziness to reading book and rare practice to speak at home. Certainly, achieving fluency in oral communication is everyone's dream and motivation of most students in learning a language (Ihsan, 2016). It is not easy. Students are not only demanded to use grammar correctly, having good pronunciation and abundant vocabulary, but they also have to know how to use the language appropriately. Alyan (2013) found that communication problems occur because students encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning. Other problems that appear in student's speaking are lack of self-confidence and anxiety. They might be confronted with certain feelings that usually affect them when speaking English such as unconfident, shy, anxious, nervous, and worried. These for sure are big problems for the students. Lawtie (2004s) states that speech difficulties can be affected by a person's emotional state. Speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech problems.

1.3. Problems in speaking

Speaking problems means the factors that cause the students lack of speaking skill. Some previous researchers found that students face difficulties in speaking in various areas of knowledge we have mentioned above. Al-Lawati (1995), for example, found that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty. Al-Abri (2008) also mentions that the lack of oral activity in the learning textbook, which sometimes becomes the reason why the students lack of speaking skill, is wrong. The students can actually learn speaking skill from many sources like songs, TV programs, or other media. What he is saying is that the students (and teachers) expected too much from the textbook. They did not utilize the sources available for the oral materials. Ur (1996) said that one of the most important factors causing speaking difficulties is their psychology. They are afraid of making mistakes (low self-confidence). They sometimes do not have anything to say (low of ideas) and this makes the students take no participation in

the speaking learning process. This, eventually, leads the students to the difficulty of speaking in the real context. Based on some noticeable description above, it can be summed that the students' speaking difficulties can be divided into three main categories: linguistic category, psychological category, and social category. Linguistically, the students' lack of knowledge about the language system can make one faces with difficulties in speaking. This entails not only speaking but also listening and pronunciation skill. For the skills to develop, teachers and students must utilize the learning and material sources available and not only relying on the textbook. Psychologically, the students' speaking difficulties can be emerged from the lack of ideas and self-confidence. These two first categories lead to the third category which is the students' could not communicate optimally in the real social context.

1.4. The definition of performance

The term linguistic performance was used by Noam Chomsky in 1960 to describe "the actual use of language in concrete situations". It is used to describe both the production, sometimes called parole, as well as the comprehension of language. Performance is defined in opposition to "competence"; the latter describes the mental knowledge that a speaker or listener has of language.

Part of the motivation for the distinction between performance and competence comes from speech errors: despite having a perfect understanding of the correct forms, a speaker of a language may unintentionally produce incorrect forms. This is because performance occurs in real situations, and so is subject to many non-linguistic influences. For example, distractions or memory limitations can affect lexical retrieval (Noam Chomsky 1965:3), and give rise to errors in both production and perception. Such non-linguistic factors are completely independent of the actual knowledge of language, and establish that speakers' knowledge of language (their competence) is distinct from their actual use of language (their performance).

1.5. The measurement of speaking performance

There are a large number of measures that indicate speaking performance (Ellis & Barkhuizen, 2005), such as “the number of words per minute” for fluency, and “the number of errors per word” for accuracy.

Speaking performance, or oral production, is a popular research target and has been assessed in many fields. For example, with the advent of task-based learning and teaching, a substantial amount of research has been conducted into task effects on speaking performance in second language acquisition (SLA) field (e.g., Skehan & Foster, 2001; Robinson, 2001). Speaking performance has been the focus not only in SLA research, but also in language testing (e.g., O’Loughlin, 2001; Wigglesworth, 1998) and in other research areas dealing with language use (Ortega, 2003). Regardless of the area of study, two methods are often used in assessing speaking performance: the use of rating scales and of speaking performance measures, the latter of which is dealt with in the current study.

A speaking performance measure or a “discourse analytic” measure (Ellis, 2003, p. 296) is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use (e.g., “the number of error-free clauses divided by the number of clauses” for accuracy). According to Ellis and Barkhuizen (2005), while this method needs laborious work to transcribe utterances and these measures may represent something distant from “how we judge communicative behavior in the real world” (Ellis, 2003, p. 298), it has the advantage that the measures are obtained more objectively than by rating scales.

There are three types of computation method for speaking performance measures, as there are for writing ones (Wolfe-Quintero, Inagaki, & Kim, 1998): a frequency measure, a ratio measure, and “an index based on a formula that yields a numerical score” (p. 10). A frequency measure is “a simple frequency count of a particular feature, structure, or unit” (Wolfe-Quintero et al., 1998, p. 9; e.g., “the number of repetitions” in Foster, 1996). A ratio measure is one in which “the presence of one type of unit is expressed as a percentage of another type of unit, or one type of unit is divided by the total number of comparable units”

(Wolfe-Quintero et al., 1998, p. 10; e.g., “the number of repetitions divided by total amount of speech” in Iwashita, McNamara, & Elder, 2001). An index measure is computed by counting the number of target features and putting them into a special formula (e.g., lexical variation index, or “the number of lexical word types minus number of lexical errors divided by the number of lexical words [i. e., open-class words, such as nouns and adjectives],” Engber, 1995, pp. 145-147). Since it is difficult to use the frequency measure when results across different tasks and studies are compared (Ortega, 1999; Wolfe-Quintero et al., 1998) and the index measure has not often been utilized in the previous literature on speaking, the current study only deals with the ratio measure.

Of the many aspects of speaking performance, fluency, accuracy, and complexity are targeted in this study because of their recent extensive use and their importance as learning objectives (Skehan, 1996, 1998). Fluency is defined as how fast and how much a learner speaks without dysfluency markers (e.g., functionless repetitions, self-corrections, and false starts) in “coping with real time processing” (Wolfe-Quintero et al., 1998, p. 14). Fluency measures can be divided into two categories: “temporal” measures and measures of “a degree of freedom from various dysfluency markers” (Lennon, 1990b, p. 403). Accuracy refers to how much a learner speaks without errors in real-time communication (adapted from Wolfe-Quintero et al., 1998) and there are two types of associated measure: general measures and specific measures (e.g., Ortega, 1999; Skehan & Foster, 2001). Complexity is defined as the degree to which a learner uses varied and sophisticated structures and vocabulary in speaking (adapted from Wolfe-Quintero et al., 1998) and is divided into syntactic complexity (also called grammatical complexity, syntactic maturity, and linguistic complexity) and lexical complexity (often separated into lexical variation, lexical density, lexical sophistication, lexical richness, and others).

The measures of fluency, accuracy, syntactic complexity, and lexical complexity are summarized in Table 1. Because there are a variety of types of measure, the measures that met all the following criteria are included in Table 1: ratio measures used in two or more empirical second language (L2) speaking studies published since 1990, and measures that use the category of “fluency,” “accuracy,” or “complexity” except for “lexical complexity,”

which tends to have several labels (e.g., lexical variation, lexical density, lexical sophistication, lexical richness). Even when the formula of measures is different but the meaning is the same, they were treated as the same measure. As seen in Table 1, various types of measure exist that are used to assess the same type of performance or the same construct (e.g., Ellis & Barkhuizen, 2005; Fujimori, 2004; Ortega, 1999). There are 14 measures of fluency, six measures of accuracy, four measures of syntactic complexity, and seven measures of lexical complexity. It seems that each measure assesses its own dimension of intended construct.

2. Theoretical backgrounds of non- verbal behaviors

2.1. Defining non- verbal behavior

What is Non- verbal behavior and what does study of Non- verbal include? Non- verbal behavior refers to communication human acts distinct from speech. Since Non- verbal behavior includes every communicative human act other than speech (spoken or written), it naturally covers a wide variety and range of phenomena: 'everything from facial expression and gesture to fashion and status symbol, from dance and drama to music and mine, from flow of affect to flow of traffic, from the territoriality of animals to the protocol of diplomats, from extra-sensory of violence to the rhetoric of topless dancers' (Harrison, 1973).

The Non- verbal behavior is taken generally to include facial and eye expressions, hand and arm gestures, postures, positions, use of space between individuals and objects, and various movements of the body, legs and feet. Since Non- verbal behavior is considered as distinct from speech, it also includes silence as well as dropping of elements from speech and/or the missing elements in speech utterances. There is a general consensus that, although Non- verbal behavior means acts other than speech, in a broader sense Non- verbal behavior includes also a variety of subtle aspects of speech variously called paralinguistic or vocal phenomena. These phenomena include fundamental frequency range, intensity range, speech errors, pauses, speech rate and speech duration. These features are of a nature that somewhat eludes explicit description when used in communicative contexts. In other words, these features are employed for implied meanings and are not explicitly describable and/or stated

through/as linguistic units. Also included in discussions of Non- verbal behavior are other complex communication phenomena, such as sarcasm, 'wherein consistent combinations of verbal and Non- verbal behavior take on special significance in subtly conveying feeling' (Mehrabian, 1972).

2.2. Characteristic of non- verbal behavior

Non- verbal behavior any information that is communicated without using words. The important characteristics of Non- verbal behavior are as follows:

(i) No use of words

Non- verbal behavior a communication without words or language like oral or written communication. It uses gestures, facial communicating with others.

(ii) Culturally determined

Non- verbal behavior learned in childhood, passed on to you by your parents and others with whom you associate. Through this process of growing up in a particular society, you adopt the taints and mannerisms of your cultural group.

(iii) Different meaning

Non - verbal symbols can many meanings. Cross - culture aspects give various meanings to same expression in respect of Non- verbal behavior.

(iv) Vague and imprecise

Non- verbal behavior quite vague and imprecise. Since in this communication, there is no use of words or language which expresses clear meaning to the receiver.

(v) May conflict with verbal message

Non- verbal behavior so deeply rooted, so unconscious, that you can express a verbal message and then directly contradict it with a Non- verbal message.

(vi) Largely unconscious

Non- verbal behavior unconscious in the sense that it is usually not planned nor rehearsed. It comes almost instantaneously.

(vii) Shows feelings and attitudes

Facial expressions, gestures, body movements, the way you use your eyes all communicate your feelings and emotions to others.

(viii) Informality

Non- verbal behavior does not follow any rules, formality or structure like other communication. Most of cases people unconsciously and habitually engaged in Non- verbal behavior by moving the various parts of the body.

2.3. The importance of non- verbal behaviors in speaking performance

Why is non- verbal behavior so important?

Normally, in life or study, work, we often and must communicate with each other. Communication is associated with non- verbal behaviors, usually it is used unconsciously, not intentionally. However, it plays a very important role in any conversation or exchange of information because it directly or indirectly expresses the attitude, feelings and manner of the person giving the information.

Here are four main reasons why understanding non- verbal messaging matters:

- ***Builds trust and clarity***

Non- verbal signals are far more subtle than words, but they're no less important.

Facial expressions, body posture, and eye contact reveal the meaning behind what someone is saying, their true feelings, and if they're listening to your half of the conversation. Someone may be able to feign interest with their words, but their body language will often reveal if they're paying attention.

- ***Bridges language gaps***

Ever tried to interact with someone that did not speak your language? There was probably a lot of gesturing, facial expressions, and posturing — your skills to use non- verbal behaviors

Outside of conversational cues, non- verbal behaviors are crucial to bridge language gaps. When two people do not speak the same language, body language can help foster knowledge and understanding.

- ***Encourages inclusivity***

- Everybody has different communication abilities. Learning how to use non- verbal behaviors can help create a more diverse and inclusive workplace.

For example, people with hearing impairments might struggle to pick up on voice tone or speed. Understanding how to interpret and express non- verbal messages makes these individuals feel included and understood.

- ***Leads to success***

Skills to use non- verbal behaviors can help your career. For example, teachers with these skills see more success with their students. When talking with your boss, coworkers, and clients, you can use non- verbal communication to gain a competitive edge.

Effective communication requires non- verbal messaging. Understanding the types of non- verbal communication will help you connect with people in every area of your life.

2.4. Classification of non- verbal behaviors.

Non- verbal behaviors can be categorized into nine types:

2.4.1. Facial expression

2.4.1.1. Defining facial expression

A facial expression is one or more motions or positions of the muscles beneath the skin of the face. According to one set of controversial theories, these movements convey the emotional state of an individual to observers. Facial expressions are a form of non- verbal communication. They are a primary means of conveying social information between humans, but they also occur in most other mammals and some other animal species. (Fridlund and Russell & Fernandez Dols.)

Humans can adopt a facial expression voluntarily or involuntarily, and the neural mechanisms responsible for controlling the expression differ in each case. Voluntary facial expressions are often socially conditioned and follow a cortical route in the brain. Conversely, involuntary facial expressions are believed to be innate and follow a subcortical route in the brain.

Facial recognition can be an emotional experience for the brain and the amygdala is highly involved in the recognition process. The Amygdala is the integrative center for emotions, emotional behavior, and motivation.

The eyes are often viewed as important features of facial expressions. Aspects such as blinking rate can possibly be used to indicate whether a person is nervous or whether they are lying. Also, eye contact is considered an important aspect of interpersonal communication. However, there are cultural differences regarding the social propriety of maintaining eye contact or not.

(https://en.wikipedia.org/wiki/Facial_expression)

2.4.1.2. The role of facial expression.

Facial expressions can help bring a speech to life when used by a speaker to communicate emotions and demonstrate enthusiasm for the speech. As with vocal variety, we tend to use facial expressions naturally and without conscious effort when engaging in day-to-day conversations. Some people naturally have more expressive faces than others. But we can also consciously control and improve on our facial expressions to be more effective speakers. As with other components of speech delivery, becoming a higher self-monitor and increasing your awareness of your typical delivery habits can help you understand, control, and improve your delivery. Although you should not only practice your speech in front of a mirror, doing so can help you get an idea of how expressive or unexpressive your face is while delivering your speech.

Facial expressions help set the emotional tone for a speech, and it is important that your facial expressions stay consistent with your message. A smile is a simple but powerful facial expression that can communicate friendliness, openness, and confidence. Facial expressions communicate a range of emotions and are also associated with various moods or personality traits. For example, combinations of facial expressions can communicate that a speaker is tired, excited, angry, confused, frustrated, sad, confident, smug, shy, or bored, among other things. Even if you aren't bored, for example, a slack face with little animation may lead an audience to think that you are bored with your own speech, which isn't likely to motivate them to be interested. If your facial expressions and speech content are not consistent, your audience could become confused by the conflicting messages, which could lead them to question your honesty and credibility.

2.4.2. Kinesics

2.4.2.1. Defining kinesics

Kinesics is the interpretation of body motion communication such as facial expressions and gestures, non- verbal behavior related to movement of any part of the body or the body as a whole. The equivalent popular culture term is body language, a term Ray Birdwhistell, considered the founder of this area of study neither used nor liked (on the grounds that what can be conveyed with the body does not meet the linguist's definition of language).

Kinesics communication can vary greatly across different cultures. What might be a friendly gesture in one culture could be seen as rude or inappropriate in another. For example, in some cultures, it's common to make eye contact when speaking to a person as a sign of respect and attentiveness, while in other cultures, avoiding eye contact can be seen as a sign of respect.

Many different cultures have their own unique gestures and body language cues. For example, in many Asian countries such as China and Japan, people frequently use a "nodding" head gesture to indicate agreement or acceptance, whereas in other cultures the same gesture could be interpreted as a sign of disagreement or disapproval. Similarly, in many African cultures, the head tilt is considered a sign of respect and deference, whereas in Western cultures the same gesture may be interpreted the meaning as somewhat submissive.

It's important to be aware of these cultural differences and other factors in non- verbal communication and to be sensitive to them in order to avoid misunderstandings. It's also important to be open to learning about different cultural norms and to be willing to adapt your own non- verbal communication accordingly in a new social space.

There are 5 basic types of kinesics:

1. Emblems

Emblems are non- verbal signals with a verbal equivalent. Emblems are easily identified because they are frequently used in specific contexts. The person receiving the gesture immediately understands what it means.

2. Illustrators

Illustrators create a visual image and support the spoken message. They tend to be subconscious movements occurring more regularly than emblematic kinesic movements.

3. Affective displays

Affective displays tend to be movements, usually facial gestures, displaying specific emotions. They're less conscious than illustrators and occur less frequently.

4. Regulators

Regulators – body movements that control, adjust, and sustain the flow of a conversation – are frequently relied on to feedback how much of the message the listener has understood.

5. Adaptors

Adaptors include changes in posture and other movements made with little awareness. These body adjustments are to perform a specific function, or to make the person more comfortable. Because they occur with such a low level of awareness, they're considered to be the keys to understanding what someone really thinks. Adaptors principally comprise body-focused movements, such as rubbing, touching, scratching, and so on.

(<https://en.wikipedia.org/wiki/Kinesics>)

2.4.2.2. The role of kinesics

Kinesics is known for the study of the way in which specific body movements and gestures are regarded as a form of non- verbal mode of communication. This is the study of hands, body, and face movements which includes expressing emotions such as laughing and crying as well. Kinesics is the method that helps in understanding effective communication as it makes the interactive quality better. Even in places where verbal communication such as talking or exchanging sentences may not take place, kinesics comes into play.

The importance of the non- verbal component in our everyday experience is hard to overestimate: we unconsciously read and analyse a huge amount of non- verbal signals from interlocutors. In school or work communication, the value of non- verbal cues helps establish closer contact with a partner and guess their true intentions. Then, we can communicate more effectively.

In fact, besides words, gestures play a huge role in conveying information. Therefore, there are many types of body language created and used with common and sometimes mandatory. For example, a person who is happy will always have a relaxed or smiling facial expression. No one will know that you are happy if your face is scowling, annoyed.

Sometimes, a new person can feel your personality through your actions. No one will admire or respect a new person who constantly shakes their legs when sitting or sitting untidy. Therefore, to be effective in communication, wherever you are, appropriate gestures are very important. For example, you can think of the non- verbal communication that takes place in an exam hall. Without speaking and only using gestures, there have been exchanges of answers such as by showing up the answers on your fingers or through the eyes and body postures.

2.4.3. Gaze

2.4.3.1. Defining gaze

Gazing is simply the act of looking intently. It is a powerful non- verbal signal which concerns the act, the duration, and the manner of looking.

Gazing involves the visual connection made between two people, by which one viewer gazes into the eyes of the other. This visual interaction arouses strong emotions. Such eye contact normally lasts for about three seconds before one or both viewers ‘experience a powerful urge to glance away.

According to Givens (1999), a gaze arouses strong emotions, so people really gaze at each other for longer than three seconds before either one or both viewers experience a powerful urge to glance away. Breaking eye contact lowers stress levels—as measured in, for example, breathing rate, heart rate, and sweaty palms.

We practically engage in gazing in order to perceive the expressions of others, especially those of their faces, to gauge whether the person is genuinely interested in us or not. Real communication takes place when the partners gaze at each other ‘eye-to-eye’. It is difficult to conceal a gaze as we are particularly adept at identifying exactly where other people are looking.

There are different reactions to gazing. There are people who feel uncomfortable when they are looked at in the eye; they become self-conscious with the feeling of ‘being observed’ or being looked upon as inanimate objects rather than persons. There are others whose eyes communicate comfort. All these reactions are gathered from the amount of time one person looks at another.

2.4.3.2. The role of gaze

Gaze (also called eye contact) during a conversation is vital. It shows attentiveness and interest in what is being said. Eye contact is similar to a conversation; it goes back and forth between those individuals who are engaged in a discussion, dialogue, or chat. But remember, just as maintaining eye contact is important, be sure not to stare! It can be easy to get caught up in a story that is being told, waiting for the next joke to be said, or listening so intently for the next word that may be spoken that you forget what you are eye contact might be saying. Staring can create a feeling of uneasiness for both the person talking and the person listening. It's hard to find that balance of having enough eye contact, but not too much.

Do not worry if eye contact is something you struggle with. It's likely that everyone will have a conversation sometime where they can identify some characteristics of odd eye contact, as well as characteristics of really great eye contact. Remember to learn from that. Whichever extreme you experience take a mental note of what you liked and did not like.

There are a few points that can summarize the importance of eye contact:

1. Eye contact opens and closes communication
2. Increased eye contact is associated with credibility and dominance
3. Lack of contact and blinking are interpreted as submissive
4. High status people are looked at, and look more while talking than listening
5. Stares communicate hostility

2.4.4. Haptics

2.4.4.1. Defining haptics

Haptics is the study of touching as non- verbal communication. Touches that can be defined as communication include handshakes, holding hands, kissing (cheek, lips, hand), back slap, "high-five", shoulder pat, brushing arm, etc. Each of these give off non- verbal messages as to the touching person's intentions/feelings. They also cause feelings in the receiver, whether positive or negative.

Touch can come in many different forms, some can promote physical and psychological well-being. A warm, loving touch can lead to positive outcomes while a violent touch can ultimately lead to a negative outcome. The sense of touch allows one to experience different

sensations such as: pleasure, pain, heat, or cold. One of the most significant aspects of touch is the ability to convey and enhance physical intimacy. The sense of touch is the fundamental component of haptic communication for interpersonal relationships. Touch can be categorized in many terms such as positive, playful, control, ritualistic, task-related or unintentional. It can be both sexual (kissing is one example that some perceived as sexual), and platonic (such as hugging or a handshake). Striking, pushing, pulling, pinching, kicking, strangling and hand-to-hand fighting are forms of touch in the context of physical abuse.

Classification of haptics:

Heslin outlines five haptic categories:

1. Functional/professional: (*expresses task-orientation*)

Henley's research found that a person in power is more likely to touch a subordinate, but the subordinate is not free to touch in kind. Touch is a powerful non- verbal communication tool and this different standard between a superior and subordinate can lead to confusion whether the touch is motivated by dominance or intimacy according to Borisoff and Victor.

The most common use of haptic touch in work is the handshake. A handshake in the business world is key to giving a good first impression. However, there are different forms of the handshake that can be given in an appropriate situation which include: a firm handshake (communicates confidence and strength), a limp handshake (conveys weakness and dishonesty), a clasp (use of both hands displays a high level of respect), and a handshake with grip (displays intimidation and dominance)

2. Social/polite: (*expresses ritual interaction*)

In category of haptics, a touch is not always polite in all situations.

In terms of high context culture, many things are not verbally stated but are expressed through physical touch. For instance, Cheek kissing is a very common method of greeting in Latin America, but among Northern Europeans it is an uncommon form of greeting. Different cultures have different display rules, the degree with which emotions are expressed. Cultural display rules also affect the degree to which individuals share their personal space, gaze and physical contact during interactions. In a High contact culture, such as South America, Latin America, Southern Europe, Africa, Russia, the Middle East and others, people tend to share

more physical contact. High contact cultures communicate through long gazes, long hugs, and share a decrease in proxemics.

On the other hand, low context cultures such as: The United States, Canada, Northern Europe, Australia, New Zealand and Asia prefer infrequent touching, larger physical distance, indirect body orientations (during interaction) along with little share gazes. In the Thai culture, kissing a friend on the cheek is less common than in the Latin Americas. Remland and Jones studied groups of people communicating and found that in England (8%), France (5%) and the Netherlands (4%), touching was rare compared to the Italian (14%) and Greek (12.5%) samples.

3. Friendship/warmth: (*expresses idiosyncratic relationship*)

It is more acceptable for women to touch than men in social or friendship settings, possibly because of the inherent dominance of the person touching over the person being touched. Women and girls are commonly known for interacting with each other through touch than men and boys do as same-sex touch is acceptable for women. Whitcher and Fisher conducted a study to see whether friendly touch in a healthcare setting reduced anxiety equally or differently between men and women. A nurse was told to touch patients for one minute while the patients looked at a pamphlet during a routine preoperative procedure. Females reacted positively to the touch, whereas males did not. It was surmised that males equated the touch to being treated as inferior or dependent.

4. Love/intimacy: (*expresses emotional attachment*)

The primary non-verbal behavior that has the biggest effect on interpersonal relationships is touch. The amount of touching increases as a relationship moves from impersonal to personal.

Three areas of public touch between couples have been studied: the amount of touch between a couple in the initial stages of a romantic relationship; how much touching goes on between the couple, and the extent of touching with the amount of touch men and women displayed and who initiated the touch and when they initiated it.

5. Sexual/arousal: (*expresses sexual intent*)

According to Givens, the process of non- verbal communication or negotiation is to send and receive messages in an attempt to gain someone's approval or love. Courtship, which may lead to love, is defined as a non- verbal message designed to attract sexual partners. During courtship, we exchange non- verbal communication gestures to tell each other to come nearer and nearer until we touch. Essential signals in the path to intimacy include facial nuzzles, kissing and caressing each other.

(<https://en.wikipedia.org/wiki/Haptic>)

2.4.4.2. The role of haptics

Haptic communication is a branch of non- verbal communication that refers to the ways in which people and animals communicate and interact via the sense of touch. Touch is the most sophisticated and intimate of the five senses.

As Descartes put it, “Of all our senses, touch is the one considered least deceptive and the most secure.”

Haptics is a means of helping people to convey information (especially attitudes and emotions) in communication. We often use it unconsciously, but it directly impacts communication effectiveness.

Humans are social animals, and research shows touch builds emotional connection and is fundamental to social communication. Touch is essential to early childhood development and several studies have shown that people can communicate emotions solely through touch.

In some cultures, haptics even play a vital role (high context culture).

2.4.5. Proxemics

2.4.5.1. Defining proxemics

Proximity references how near something is. Human beings take personal space seriously. They also interpret physical distances in interactions differently.

Social and cultural expectations, personal preferences, and relationships all determine the suitable proximity. For example, if you are in a relationship with someone, you'd expect to sit close together on the couch. On the other hand, you likely wouldn't sit that close to a coworker.

Edward T. Hall, the cultural anthropologist who coined the term in 1963, defined proxemics as "the interrelated observations and theories of humans use of space as a specialized elaboration of culture". In his foundational work on proxemics, *The Hidden Dimension*, Hall emphasized the impact of proxemic behavior (the use of space) on interpersonal communication. According to Hall, the study of proxemics is valuable in evaluating not only the way people interact with others in daily life, but also "the organization of space in [their] houses and buildings, and ultimately the layout of [their] towns". Proxemics remains a hidden component of interpersonal communication that is uncovered through observation and strongly influenced by culture.

Proxemics is an important part of interpersonal communication. Noticing when to adjust your closeness for each situation ensures you are not making people uncomfortable.

Scientists focused on proximity biases in North America have grouped expected space as follows:

1. *Intimate space*: Close physical contact up to 18 inches of space, typically shared between people in an intimate relationship.

2. *Personal space*: Between 18 inches to 4 feet depending on whether you are speaking to a stranger, casual acquaintance, or close friend.

3. *Social space*: 4 –12 feet of space provided in social settings, like a shared office space or the distance between a presenter and their audience.

4. *Public space*: 12 feet or more, typically observed in shopping malls and airports.

(<https://en.wikipedia.org/wiki/Proxemics>)

2.4.5.2. The role of proxemics

Proxemics as discussed earlier is the study of the use of space in human interactions. Space plays a huge part in the importance of proxemics in communication or more specifically, non- verbal modes of communication, and if observant enough, you can understand the way people express their body language using space. This is important because one can communicate things like- likes and dislikes, comfort, and discomfort as per

the movements such as getting closer if comfortable and moving farther away if uncomfortable.

This also changes largely according to different cultures. Chinese people for instance are known to have less boundary space as compared to others and they tend to move much closer while talking to you and they find it comfortable even if you stand close and it takes a long before they feel uncomfortable or so.

2.4.6. Appearance

2.4.6.1. Defining appearance

Our choice of clothing, hairstyle, and other appearance factors are also considered 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.

Your appearance is another thing people notice immediately. Your hairstyle, clothing, tattoos, piercings, and even body shape give off cues. This can encourage snap judgments from other people. There's a reason your mother always told you to "dress to impress" for a presentation at school or a job interview.

Just think of all the subtle judgments you quickly make about someone based on their appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.

Researchers have found that appearance can even play a role in how much people earn. Attractive people tend to earn more and receive other fringe benefits, including higher-quality jobs.

Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

Your appearance is another thing people notice immediately. Your hairstyle, clothing, tattoos, piercings, and even body shape give off cues. This can encourage snap judgments

from other people. There's a reason your mother always told you to "dress to impress" for a presentation at school or a job interview.

2.4.6.2. The role of appearance

Studies show that personal appearance matters much, and personal grooming plays a huge part in our perception of a person's attractiveness for both men and women. Attractive characteristics are defined as "those characteristics that make one person appear pleasing to another" Even though we may say we judge by their looks, it seems that is exactly what we do.

Our personal appearance has a pervasive impact on our self-image and on the image we communicate to others. As such, it is a major factor in shaping our behavior and the behaviors of those with whom we interact. Indeed, we seem not only to place a significant value upon personal appearance but also to do so with amazing consistency and across cultural perspectives (Langlois et al., 2000).

Bloch and Richins (1993) recognize that many advantages accrue to physically attractive individuals in our society. They write that "attractive individuals are better liked, get better jobs, have increased self-esteem, and have more social power as compared with unattractive persons" (p. 467).

There is a prevailing physical attractiveness stereotype in our society that is based on the assumption that beauty is good. Indeed, the stereotype extends to include professionals, college students, both genders equally, and various job contexts (Hosoda, Stone-Romero, & Coats, 2003).

Physically attractive persons are more likely to do well in the interview process (Watkins & Johnston, 2000). Even attractive males and females in film are portrayed more favorably than their unattractive counterparts (Smith, McIntosh, & Bazzini, 1999). Adams and Crossman (1978) captured the essence of the physical attractiveness stereotype when they wrote that:

Enough information is available to support the existence of a wide ranging physical attractiveness stereotype.... The message is that beauty implies goodness, talent, and success. Therefore, attractive people should be able to walk with their heads held high since everyone

sees them in a socially desirable way. Also, when they are perceived as failing, this is construed merely as a case of stumbling but not falling.

This stereotype is even stronger today, and the bias is not reserved for just adults. In a recent study, Griffin and Langlois (2006) found that both attractive adults and children are more likely to be viewed favourably than unattractive persons. Their study suggests that “beauty as bad” hurts people more than “beauty as good” helps people.

2.4.7. Chronemics

2.4.7.1. Defining chronemics

Thomas J. Bruneau, a professor in communication at Radford University who focused his studies on non- verbal communication, interpersonal communication, and intercultural communication. He coined the term "chronemics" in the late 1970s to help define the function of time in human interaction:

Chronemics can be briefly and generally defined as the study of human tempo as it related to human communication. More specifically, chronemics involves the study of both subjective and objective human tempos as they influence and are interdependent with human behavior. Further, chronemics involves the study of human communication as it relates to interdependent and integrated levels of time-experiencing. Previously, these interdependent and integrated levels have been outlined and discussed as: biological time; psychological time; social time; and cultural time. A number of classification systems exist in the literature of time. However, such systems are not applied to human interaction directly.

Time can be used as an indicator of status. For example, in most companies the boss can interrupt progress to hold an impromptu meeting in the middle of the work day, yet the average worker would have to make an appointment to see the boss. The way in which different cultures perceive time can influence communication as well. Chronemics is the study of the use of time in non- verbal communication. Time perceptions include punctuality, willingness to wait, and interactions. The use of time can affect lifestyles, daily agendas, speed of speech, movements and how long people are willing to listen.

2.4.7.2. The role of chronemics

Time is an important non- verbal cue that factors heavily into communication, particularly in studying and working.

Spending time with another person sends the message that the person is important and reflects a desire to develop or maintain a close relationship. England, Stelzner, Andersen, and Spitzberg (1997) found that the best way to signal relational closeness is to spend time with one's partner. Similarly, being on time, waiting for a late partner, sharing conversation time, and devoting time to work on the relationship all play a role in the level of emotional closeness partners feel for one another.

The length of time we spend with different people reflects our interpersonal priorities. In Western culture, it is normative to spend more time with people we like than with those we do not like or who bore us.

In work settings more time is spent with people with high status than those with lower status. For example, bankers spend more time with clients who have large accounts, brokers spend more time with clients who have big investment portfolios, architects meet more often and for longer periods with companies that are building a series of large structures than with individuals who want to build a single home, and fund-raisers invest greater amounts of time in generous donors than in moderate contributors.

CHAPTER TWO: METHODOLOGY

1. Introduction

This study focuses on understanding and providing effective methods of using non-verbal behavior for students, so the methods used are questionnaire and interview to provide fact-based data from survey participants.

2. The researcher

The research was conducted by a senior at Hai Phong University of Management and Technology. Through the process of majoring in learning English language, the idea aims to do research on nonverbal behavior to help students better understand and use it effectively.

3. Participants:

In this study, the survey was conducted in April 2023 with the 30 students of the first year English majors' at Hai Phong Management and Technogy University were found to voluntarily participated in the study.

4. Instruments for collecting data

In this study, the instrument for collecting data is the questionnaire, combined with an informal interview survey. Through the choices and answers of survey participants in the questionnaire and informal interview, information is given and the process of collecting necessary information is carried out.

(A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions.)

PART III: DATA ANALYSIS

1. Survey questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions.

Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London.

The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

2. The design of the survey questionnaire

The survey questionnaires consist of 6 questions are given to the first year English majors' to study the reality of using non- verbal behaviors in speaking performance at Hai Phong management and technology university. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaires are designed as below:

Question 1: To get information about whether the participants know about non- verbal behaviors.

Question 2: The researcher wants to collect the types of non- verbal behaviors that the participants already know. Thereby, it is possible to make statistics about which types of non- verbal behaviors are common among the first year English majors.

Question 3: Collect information about the types of non- verbal behaviors that students frequently use, and evaluate which types are most commonly used by students.

Question 4: Determine the frequency of using non- verbal behavior of students. (However, there may be some cases which students use it unconsciously without remembering that they used it.)

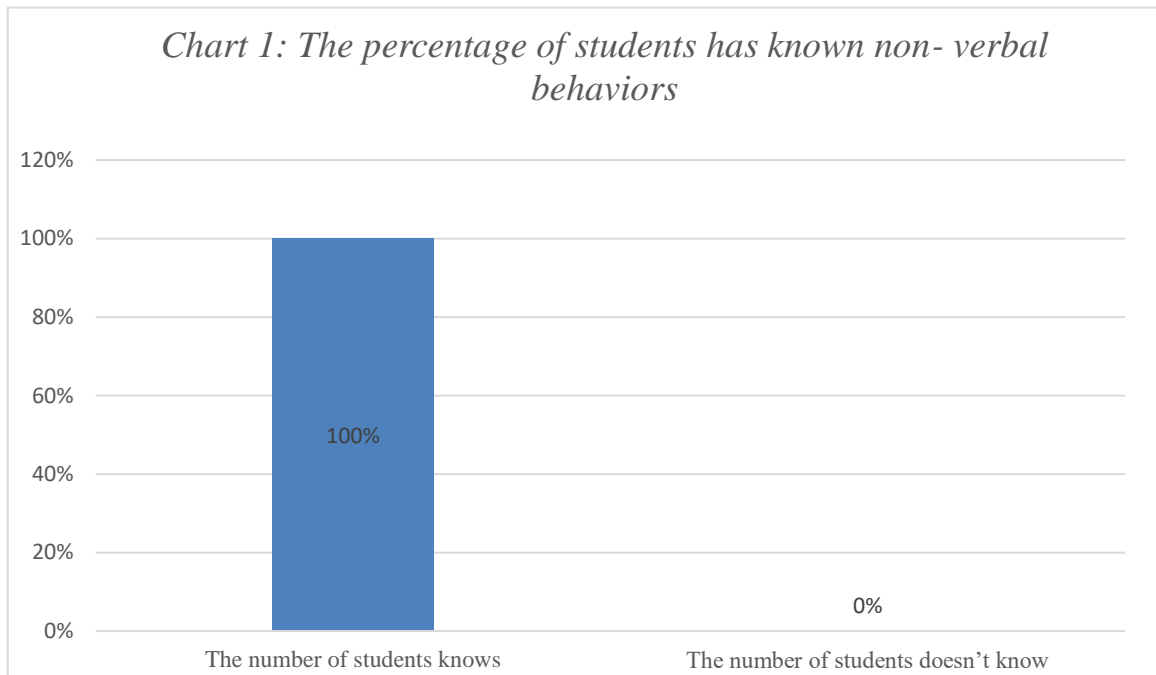
Question 5: Students give difficulties they encounter while using non- verbal behavior by ticking the answer or giving "others". Thereby, the researcher can make statistics and

find out the most common difficulties, then gives solutions based on the reality of the survey.

Question 6: Students self-assess their level of using non- verbal behavior at four different levels. The researcher can rely on that to suggest methods suitable for students' abilities so that they can apply effectively.

3. Data analysis

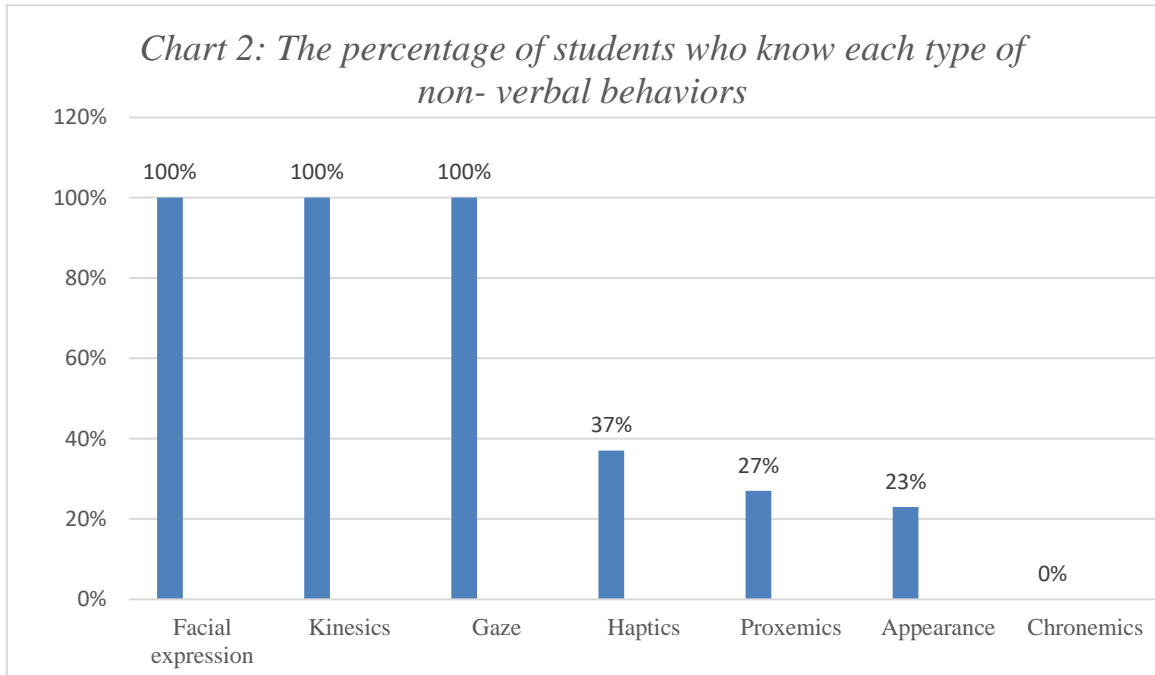
3.1. The result from the number of students who knows about non- verbal behaviors.



The graph shows that all students (100%) know about with the term "nonverbal behavior". Proving that this is a term that is not too strange and unfamiliar to students. However, besides the questionnaire, the researcher combined the survey by informal interview, the results were quite surprising. In those short interviews, students said that, referring to "non-verbal behavior", they can relatively figure out what it is, but they don't have a deep understanding of it, "non-verbal behavior" is a very familiar concept but they have not had the opportunity and spent time to learn about it, even though they know that everyone should know about nonverbal behaviors, it helps them communicate better. As a result, although 100% of the students said that they

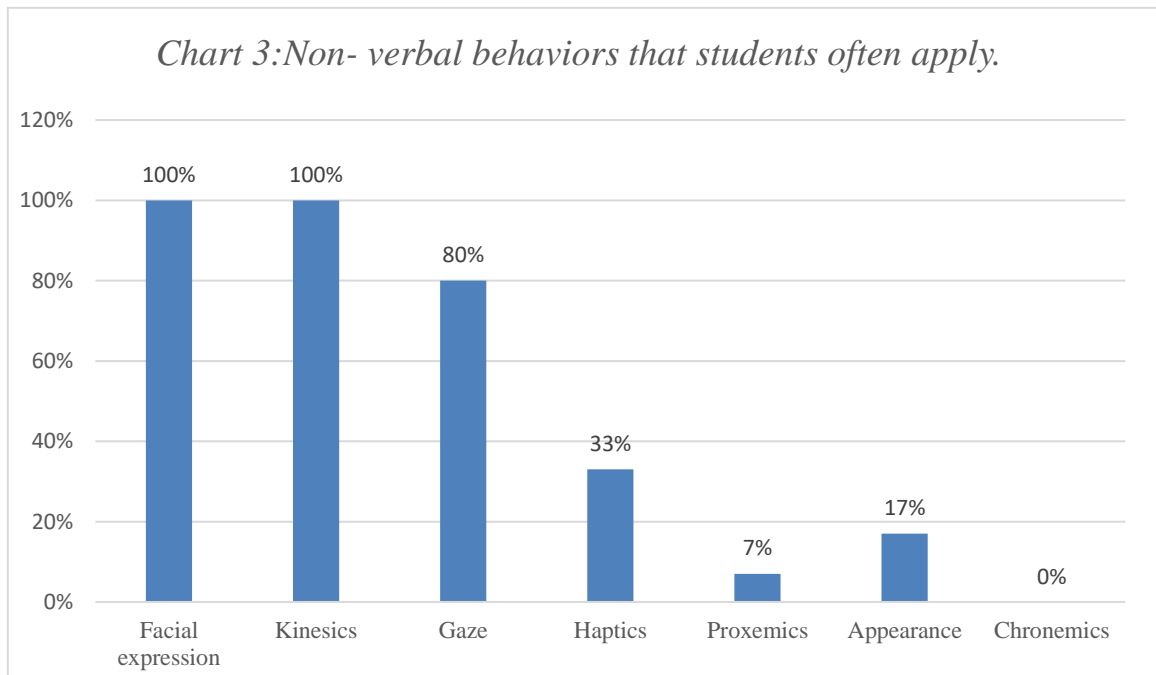
knew the concept of "non-verbal behavior", in order to know well and have enough knowledge about it, they said that they did not know it well.

3.2. The result from the types of non- verbal behaviors that students know.



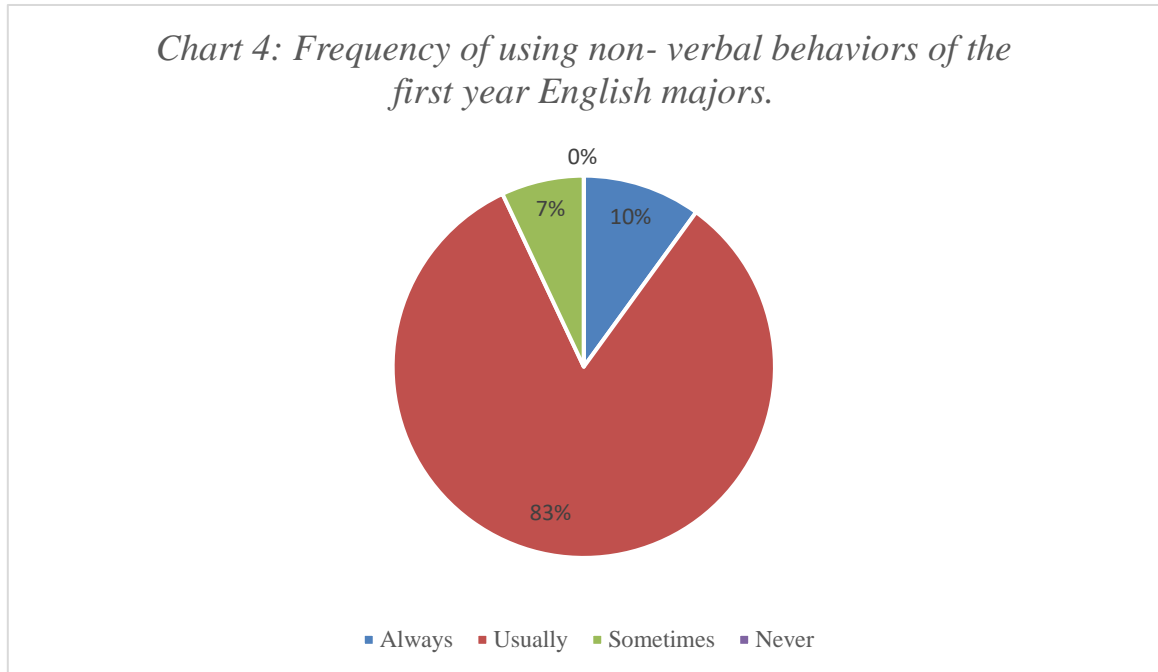
The graph shows that 100% of students are aware of the types of non- verbal behaviors, namely: Facial expression, kinesics and gaze. Whereas, the percentage of students who know the remaining non- verbal behaviors has a huge difference, all of which are less than 40%. Especially chronemics, there are no student no about this type of non-verbal behaviors. It is fact that facial expressions, gestures or eyes contacting when communicating are all too familiar to students, especially English majors. But what makes the disparity with haptics, proxemics, appearance and chronemics so large? Only 11 out of 30 students know about haptics (approximately 37%), 27% of those surveyed know about proxemics, the figure for appearance is 23%. Is it because students really do not use it in speaking performance? Most students and people still use it, but they use it unconsciously, without naming it and not thinking that they are using a non- verbal behaviors.

3.3. The result from the types of non- verbal behaviors that students often apply.



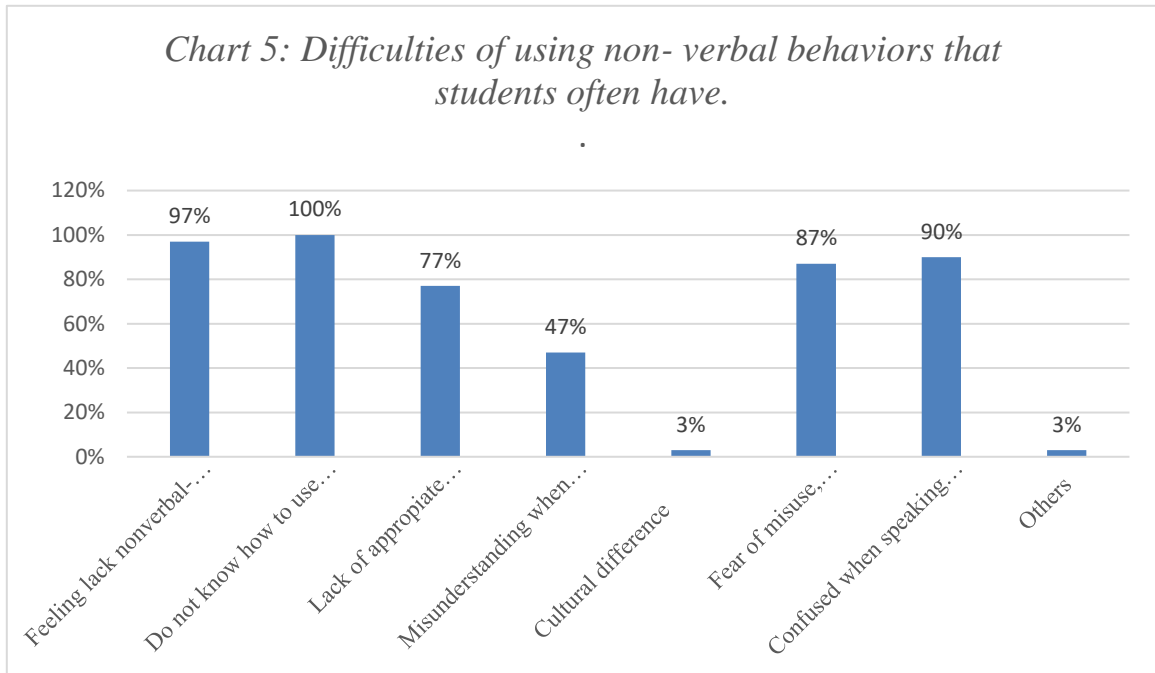
The graph shows facial expression and kinesics are the two most commonly used, up to 100%. In addition, gaze ranks second with the figure being 80%. Meanwhile, the remaining categories of non- verbal behavior were used significantly less, especially proxemics and appearance (7% and 17%, in respectively). Notably, none of the students who responded to the survey said that they regularly use chronemics. While the use of time in communication, deciding to arrive on time or delay, spending more or less time with the other person, or maybe they adjust the distance when talking with others is something that people do very commonly used, but in this survey, many students may not think of it as a non- verbal behavior.

3.4. The result from students' frequency of using non- verbal behaviors.



The pie chart shows that about 83% of students usually use non- verbal behaviors, accounting for more than three-quarters of the total. Meanwhile, only 10% of students always use it and 7% sometimes use it. Proving that students are aware that the use of non-verbal behaviors is essential in speaking, so that no student chooses to use "never". Therefore, it is extremely important to have a correct and sufficient understanding of non-verbal behavior.

3.5. The result from the difficulties of using non- verbal behaviors that students often have.

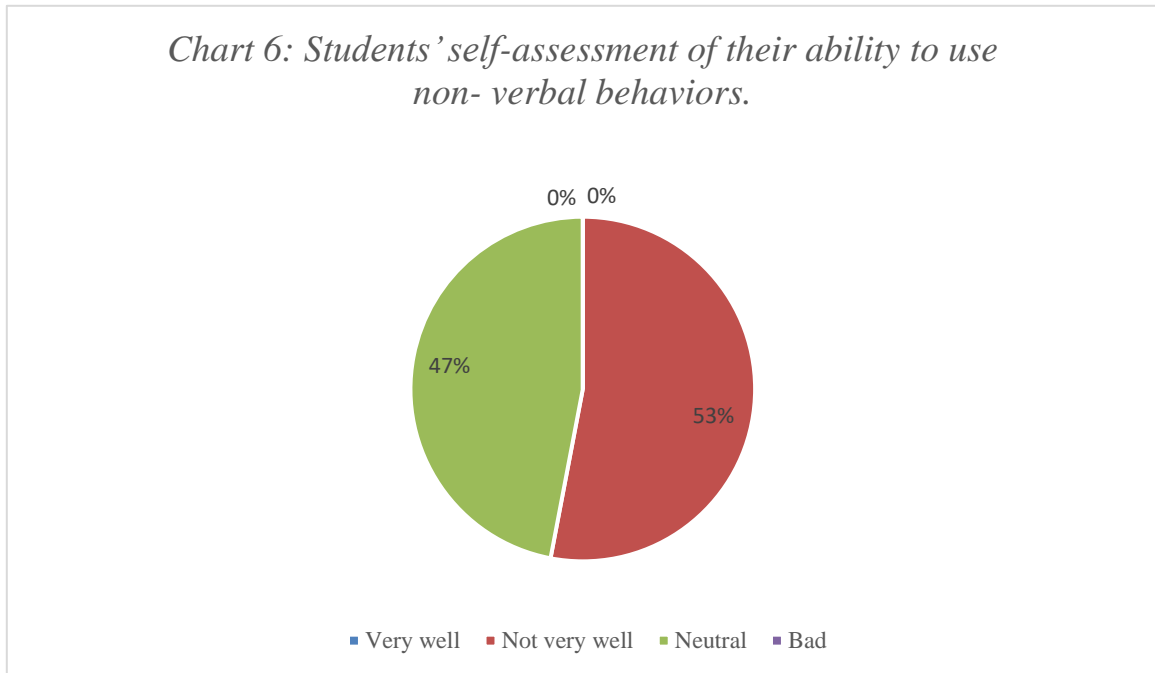


The graph shows the prevalence of difficulties faced by students when using non- verbal behavior. Among them, most of students (about 97%) feel that they lack knowledge about non- verbal behavior ,Up to 100% of students feel that they do not know how to use it, afraid of using it wrong. According to the results from the informal interview, students only know very vaguely about non-verbal behaviors, they do not have a complete and specific amount of knowledge. In addition, the difficulty that students often face is fear of using non- verbal behaviors unreasonably (accounted for approximately 97%), confused when speaking and using it at the same time (27 out of 30 students, made up 90%).

Besides, there are students who choose "other", only about 3%, he thinks nothing is too difficult, the problem is that we haven't spent enough time to learn.

In addition, cultural difference is a difficult element that students rarely encounter, accounting for only 3%, because cultural difference mainly occurs when communicating with foreigners, for example with Indians, shaking your head means disagree while it is means agree in Vietnam.

3.6. The result from students' self-assessment of their ability to use non-verbal behaviors.



The pie chart shows the students' ability to use non-verbal behaviors through their self-assessment. Up to 53% of students feel that they use "not very well", indicating that they are not confident in their ability to use non-verbal behaviors. Nearly a half of the students (approximately 47%) found their ability to use "neutral" while no student rated their use "very well" or "bad". It is clear that, although students are aware that non-verbal behavior plays a vital role in communication, especially speaking performance, students' ability to use non-verbal behavior is not good.

PART IV: FINDINGS AND DISCUSSION

1. Findings and discussion

The survey was answered by the 30 first-year English majors at Hai Phong Management and Technology University, which can be partially useful to give some suggestions on using some tips in applying non- verbal behaviors skill.

All of the participants already know about non- verbal behaviors (accounted for 100%), which means that they will have a given knowledge base about this category, although it is not very good. Student- participants mainly know about basic types of non- verbal behavior such as “facial expression, eye contact, gesture” (100% of students know about it). Obviously, these are non- verbal behaviors that students use very often. However, I think students also very often use other types of behavior such as appearance, chronemics, ...For example, when going to school, if that class requires students to give presentations, you will come to school on time and wear better clothes than usual. Prove that students are using such behaviors without knowing it is non- verbal behavior, leading to very low number of students knowing about haptics, proxemics, appearance, chronemics, with the figure being 40%, 27%, 30%, 13%, in respectively

Because they don't know about that non- verbal behavior, so they use it instinctively without knowing it, leading to the survey results of students using non- verbal behavior "proxemics, chronemics" only 7% and 10%.

Obviously, these are also extremely familiar behaviors in the speaking process, but if they learn about it carefully and apply it well, they can have more effective speaking performance. Furthermore, practicing non- verbal behaviors in speaking performance is not too difficult or impossible for first-year English majors. If practiced and applied well, the good use of non- verbal communication will create a lot of opportunities for students in the following years of study. However, if the amount of knowledge about non- verbal behavior is not enough, it can lead to unfortunate misunderstandings. Therefore, learning and choosing how to apply it is "a must".

In the survey question about the frequency of using non- verbal behaviors, 77% of students say they use it "Usually" while only 10% of students use "always", 13% they use

"sometimes", a huge disparity. It shows that non- verbal behavior is very common with the first-year language majors.

In addition, the survey questionnaire asked students to identify difficulties when they used non- verbal behavior. There are 100% of students "Lack of non- verbal behaviors knowledge" and "Don't know how to use non- verbal behaviors". So obviously, 100% of students know the basic type of non- verbal behavior, but also 100% of students feel they don't have enough knowledge to use it. What they need is knowledge of non- verbal behavior and how to use it appropriately and effectively.

Besides these difficulties, "Fear of misuse, inappropriate" and "Confused when speaking and using non- verbal behaviors at the same time" are also the difficulties that students face the most. Up to 97% of students fear the non- verbal behavior they use is unreasonable, which shows that they need to learn about how to use it, instead of using it equivocally.

Non- verbal behavior is always accompanied by words, so when using them together, students can be embarrassing, up to 93% of students face this problem.

In terms of environment, 25 out of 30 students said that they need a more suitable environment to develop their ability to use non- verbal behavior. It means that the classroom or social environment has some problems that make them feel that way.

After presenting difficulties in using non- verbal behavior, students were asked to self-assess their ability to use it. Notably, none of the students rated their ability as "very well". Meanwhile, more than half of the students (57%) feel their ability to apply non- verbal behavior is "not very well", only about a third of them feel their competence is "neutral" and 10% of the students rated themselves as "bad". It shows that students can be self-aware that their ability to use non- verbal behavior, even most of them feel that they are not good at applying it. However, students don't seem to pay attention to improving it.

Basing on surveying the current reality of the first year English majors', I have already had some research on their ability to use non- verbal behaviors. During the process of complete this study, I would like to give some useful suggestions to support the first year English majors made progress in learning about and applying non- verbal behaviors, with the hope that this study will contribute some effective ways to improve English speaking ability in particular and speaking in general.

2. Suggested solutions

Each person will have different effective ways of learning, however, here are some suggested solutions that the researcher offers. Students can consult and choose which method is most suitable and effective for them.

2.1. Three simple steps to help the first year English majors improve their ability to use non-verbal behavior.

2.1.1. Looking back what non- verbal behaviors you have used.

At this step, you need to review yourself, it is simpler than thinking carefully about what non- verbal actions you often use in speaking performance.

First, write down everything you can remember in a small notebook.

For example: You recall in the English speaking class last week, while standing up to speak, your eyes met the teacher's and classmates' eyes (gaze), you nodded or raised your hand to show your agreement with the idea. of other members during the presentation (kinesics), your face is always smiling (facial expression), ...

2.1.2. Looking for non- verbal behaviors which is suitable for the reality of the situation.

At this step you need the ability to be observant, try taking your time and observing your class. In some periods, there are a few friends giving speeches or presentations, observe how their face, eyes, gestures, appearance, ... etc. Certainly, judging a person's appearance is disrespectful to them, however, having a well-groomed person shows their respect to the other person.

In addition, try to observe what kinds of non- verbal behaviors are attracted to the people around you, for example, when a person gives a presentation using a lot of hand gestures, people focus on listening. In contrast, when communicating, a person constantly patting the shoulder, touching (haptics) on the other's body makes them uncomfortable, that body language is not suitable for the situation.

This step helps you choose the “body language” (non- verbal communication) that is right for you and the situation to apply.

❖ **The Vietnamese’s common non- verbal behaviors.**

To be able to choose the appropriate non- verbal behaviors in the surrounding context, you need to have a good understanding of the common non- verbal behaviors that Vietnamese people often use.

As in most cultures, non- verbal communication plays an important role in Vietnamese society, sometimes to accompany and reinforce linguistic symbols, sometimes as a substitute for words.

In a previous article, it was pointed out that respect is the cornerstone of interpersonal relationships in Vietnamese society. Respect is conveyed by the use of special terms of address and certain stylistic devices. But respect is also expressed by non- verbal behavior. A Vietnamese student who sits quietly and listens attentively to the teacher wants to express respect to his teacher. This behavior has often been misinterpreted by the American teacher as passivity and non-responsiveness. It is also out of respect that the Vietnamese student avoids eye contact with the teacher when speaking or being spoken to. By American standards, a person acting in this way would appear suspicious, unreliable, or mischievous. In Vietnamese culture, however, looking into somebody’s eyes, especially when this person is of a higher status (in age or in social or family hierarchy) or of a different gender, usually means a challenge or an expression of deep passion. The proper respectful behavior is to avoid eye contact in talking who is not an equal or the same sex.

• **The meaning of some patterns of Vietnamese non- verbal behaviors**

Non- verbal Patterns	Meaning in Vietnamese Culture
Nodding	Greeting; affirmative reply; agreement.
Shaking one’s head	Negative reply; disagreement.
Bowing	Greeting; great respect.
Touching child’s head	Not appreciated, but not offensive.

Avoiding eye contact.	Showing respect to people senior in age or status or of the opposite sex.
Winking.	Not decent, especially when directed at people of the opposite sex.
Frowning	Showing frustration. anger. or worry.
Pouting.	Disdain.
Smiling.	Agreement; embarrassment; disbelief; mild disagreement; appreciation; apology.
Shaking hands.	Friendly greeting between men (but not the elderly); not customary between women or between a man and a woman; acceptable between a Vietnamese woman and non-Vietnamese man.
Palm of right hand out, fingers moving up and down several times.	“Come here.” Not used to people senior in age or status.
Holding hands with or putting an arm over the shoulder of a person of the same sex.	Friendly gesture, no sexual connotation
Holding hands with or putting an arm over the shoulder of a person of the opposite sex.	Not usually done in public.
Crossing arms.	Sign of respect.
Placing one or both hands in the pockets or on the hips while talking.	Arrogance, lack of respect.

Patting a person's back, especially those seniors in age or status.	Disrespect.
Pointing to other people while talking.	Disrespect, threatening.
Whistling at performers.	Displeasure.
Putting one's feet on a table or sitting on a desk while talking.	Rude.

2.1.3. Optimizing the efficiency of non- verbal behaviors.

No non- verbal behavior is more effective than another, only which behavior is more appropriate and you use it effectively.

To be able to do that, users themselves need to understand it, after having selected the types of non- verbal behavior in the second step, you need to learn about how to use it.

For example, about your distance from the other person when communicating (proxemics), if you meet and talk with a close friend for a long time, you can optionally choose to be far or close. On the contrary, with someone you just met, you should keep a suitable distance, neither too close nor too far. This will create a feeling of comfort when communicating.

Besides learning, practice is an extremely important factor, practicing enough will make you master the behavior of your body, you do it instinctively, making the people around you feel comfortable. For example, if you work hard to practice using hand gestures, during the presentation you don't have to think about what part you should use, but all the gestures are expressed spontaneously. However, it attracts the audience.

2.2. Ways to optimize the efficiency of non- verbal behaviors.

2.2.1. Make proper eye contact.

Eye contact makes up a huge part of non- verbal communication. Keeping eye contact while communicating is a good way to show others that you are engaged and attentive while they're speaking. To practice good eye contact, keep your eyes on the individual's face while they speak and continue to look at them when you reply, but avoid staring. If you are speaking to a group, try to make eye contact briefly with everyone in the room, even those at the back, rather than focus on just one or two individuals.

The customs and significance of eye contact vary between societies and genders, with religious and social differences often altering its meaning greatly. Eye contact is one of the most important forms of non- verbal communication, but may communicate very different things to people of various cultures. In Portugal, as in most Western European countries, it is proper and polite for individuals to maintain eye contact with patients during a conversation. Making eye contact is generally considered a good thing. In some Middle Eastern cultures, however, eye contact is much less common and considered less appropriate. Therefore, it is essential that nurses recognise the various interpretations that such practices can have.

To be able to practice and master the basic non- verbal behaviors, here are some tips for practicing.

- 1.** Make a conscious effort to start making eye-contact slowly. Do not try to force yourself to hold the eyes of every person you meet if you are uncomfortable. Start slowly, reminding yourself to make eye-contact in every conversation.

It is easier to practice while listening to someone instead of while you are talking.

(https://www.canr.msu.edu/news/eye_contact_dont_make_these_mistakes)

2. Make "whole-face contact" to make your eye's feel more natural. Smile and nod along to the conversation, rotating your gaze though both eyes, the person's nose, and mouth. When talking, don't feel like you have to make eye-contact the entire time- change your expression or look away to keep the other person's interest.

(<https://www.themuse.com/advice/the-secrets-to-making-nonawkward-eye-contact>)

3. Practice with a TV, web-camera, or mirror. If you struggle with real people, you can practice with a screen or mirror. Try to make eye-contact with every character you can on TV or video blogs. News channels, where the anchor looks right at the camera, are a great way to practice comfortably in your home.

(<https://www.succeedsocially.com/eyecontact>)

4. Know when good eye-contact is essential. Making eye-contact is a sign of trust, reliability, and openness, and helps in a variety of social settings. However, there are some settings when it is vital for success:

Job Interviews: Good eye-contact tells a boss that they can trust you. Be sure to look them in eyes while you talk, as it assures them that you know what you're talking about.

(<https://www.glassdoor.com/blog/category/interviews/>)

Dates: Eye-contact can help you make an intimate connection, but it can be difficult to look away in a one-on-one setting. Hold your gaze longer than usual to show your attraction.

(<https://theartofcharm.com/art-of-dating/science-eye-contact-attraction/>)

Arguments: Strong eye-contact is a mark of assertiveness and power. Hold your opponent's gaze for longer periods of time so you do not appear weak or unsure of yourself.

(<https://www.wikihow.com/Make-Eye-Contact#Tips-for-Practicing>)

2.2.2. Be aware of body language.

Your posture matters a great deal. Stand or sit up straight and face your audience openly and with attention. If appropriate, move around a bit and use hand gestures to emphasize your points. Avoid crossing your arms and legs, picking your nails or fidgeting. This can all imply you are uncomfortable, not interested or even defensive. Also, respect people's personal space and remember that different cultures and individuals can have different norms and preferences about proximity and touch.

- **Point your feet**

If your goal is to have open communication and connection with someone, point your feet toward them. Although we do not notice ourselves doing it, we pay attention to where someone's else's feet point, because it shows which direction they want to go. If your feet are pointing away from the individual you are conversing with, it can feel like you are looking for an escape.

- **Uncross your arms**

It's so natural to cross your arms when talking, but it puts off a defensive air. We cross our arms when we feel uneasy, because our body wants to protect our vital organs. Leave your arms loosely at your side and the conversation will feel more open and welcoming.

- **Notice what the other person's body is doing**

When we're engaged in comfortable, natural conversation, our body tends to mirror the actions of the person we are with. You can pay attention and subtly mirror the other person's body language to help ease into that natural flow of conversation.

- **Loosen your shoulders**

If you've got your shoulders scrunched up by your ears, it makes you look tense. This usually makes those around you feel tense as well. If you can't calm down and loosen up, try gently massaging the back of your neck. It can help lower your heart rate and soothe your nerves.

- **Watch out for your fidgeting**

We all do it. If you are mindful of your fidgeting, you can usually control it, but if it's just not working, try clasping your hands together, one on top of the other and pushing your thumb into the palm of your other hand. This allows you to release nervous energy, but isn't as noticeable to those talking to you.

- **Put your phone away**

Snubbing someone for your phone is all too common. You can't glance at your text message while in the middle of a conversation and still be completely focused on that individual. This is one of the most distracting things you can do, and it sends a clear message that you aren't that interested in what's happening right in front of you. It's not fun to be phubbed by someone, so try to keep your phone away while talking to others.

It's funny how such small things can make a huge difference in a conversation. Pay attention to what your body language is saying the next time you are with someone and you'll have better control over what message you are sending.

(<https://selecthealth.org/blog/2018/03/7-ways-to-improve-body-language>)

2.2.3. Be aware of facial expressions.

Facial expressions are closely tied to our emotions and easily reveal what we are thinking and feeling. We naturally make all sorts of facial expressions when we interact with others. Consider how much information can be conveyed with a nod, smile or frown. Be aware of your own facial expressions and practice relaxing your facial muscles in front of a mirror to convey an open gaze, and even a smile while you are at it. You will notice it will be easier and more engaging to grab someone's attention and interest in what you are saying.

Sometimes your facial expressions don't even reflect your emotions, which can make others feel confused and misunderstand what we're saying.

Although we almost always use facial expressions, very few people think that facial expressions also need practice to get better control.

So, I give a few tips below, which is a method that I personally research and implement, so it may not be suitable for some people, you can refer and apply to yourself.

The method is based on a very simple principle, that you practice a lot to help the brain remember the expressions and the next time it will act like you practice.

I named this method "14 days of practice". That is in those 14 days, you will have a series of activities to improve your facial expression.

For the first 5 days, each day you take at least 10 photos of your expressions, then write down your feelings in a simple little note.

Then, take some time to look at the photos with notes about your expressions and feelings. Compare, check if your emotions at that time correspond to facial expression or not, between times with different emotions, the facial expression is the same or not.

Next, you list out all your emotions in the previous 5 days, stand in front of the mirror and practice making facial expressions that match the emotions. You should spend 5 days free time practicing for your face to properly express those emotions.

The last 4 days are the time for you to do the same as the first 5 days, take photos and take notes to check your facial expressions. Check if the method works for you. If there are some expressions you don't do well, adjust and keep practicing.

2.2.4. Be aware of your tone of voice.

Your vocal tone is another important form of non- verbal communication. It can convey emotion and feelings, such as happiness, sadness, anger and boredom. When you speak, pay attention to your tone and be conscious how it affects other people as it can be an effective way to amplify your message.

There are several things you can do to use the tone of voice effectively in communication:

a. Make sure your tone matches your message

If you are apologizing to a manager, make sure you sound empathetic to show that your apology is genuine. If you are giving a compliment to a colleague, your tone should sound positive and upbeat. Be aware of your tone and make sure it's appropriate for the situation.

For example, saying "Congratulations on your new job!" with a genuine smile and cheerful tone will sound completely different than saying it in a tone that sounds jealous or insincere. Make sure your tone is appropriate for the situation and make sure it matches your message.

If you are not sure what tone to use, take a step back and assess the situation. Try to put yourself in the other person's shoes and imagine how they might interpret your tone. Then adjust it accordingly. If the tone of our voice doesn't match the message we're trying to send, it can lead to misinterpretation and confusion.

b. Be clear and concise

When we speak clearly and concisely, it helps to ensure that our tone of voice is interpreted correctly.

Using short, simple sentences when possible, and avoid industry jargon or technical language that's hard to understand.

Not everyone will be familiar with the terminology you use in your field, so make sure to explain things clearly to avoid any misunderstandings.

When we are clear and concise with our words, it makes it easier for the other person to understand what we're saying. And since the tone of voice conveys emotion, clarity can help prevent any misinterpretation of our tone.

If you find yourself getting emotional during a conversation, take a step back and try to regain control of your tone. It can be easy to get wrapped up in a heated conversation and let our emotions take over, which can affect our relationships at work.

Pausing for a few seconds to take a deep breath and collect your thoughts can help you stay calm will help. When we can calmly express ourselves, it helps ensure that our tone is interpreted correctly.

c. Use your tone of voice to build rapport

Building rapport is key when trying to establish a positive relationship with a coworker or customers. One way to do this is by using your tone of voice effectively in communication.

Using a tone that the other person interprets as being friendly and likable can help us build trust and create a positive connection.

Using a welcoming tone of voice can help you develop and strengthen your relationships. Using the right tone of voice in communication can create a more positive and productive working environment.

- ***What is the connection between your body movement and tone of voice?***

In order to use tone of voice as a non- verbal behavior effectively, you need to pay attention to the connection between body movement and tone of voice.

There is a strong connection between our body language and tone of voice in communication at work. Our tone can be affected by how we stand, sit, or gesture. For example, if you are feeling tense or angry inside, your tone will probably reflect that when

you speak. If we cross our arms while speaking, it can convey a lack of confidence or mistrust.

We may not be able to control how we feel inside, but we can control the way we express ourselves. Being aware of how our body language affects our tone of voice in communication can help us send the right message to another person!

(<https://customersfirstacademy.com/tone-of-voice-in-communication/>)

PART V: CONCLUSION

1. Limitation of the study

Beside the strengths, the research has some limitations as follows:

First, research is limited to first-year language majors at Hai Phong Management and Technology University. Therefore, this study is limited in context, which limits the objectivity of the study.

Secondly, this study is mainly aimed at first-year language major students, so it mainly focuses on basic knowledge in using non- verbal behaviors instead of more specialized knowledge. Therefore, it is inevitable that the knowledge given is not deep enough to serve those of you who want to spend a lot of time to learn and study it thoroughly.

Finally, due to the limited time, the researcher could not conduct more methods of research, so I hope the further research on the topic might attract more students and improve their skills in applying non- verbal behaviors.

2. Suggestions for the further study

From the above constraints, I hope this topic will be able to have more students and further research on the aspects to achieve more complete results. Researchers can use survey questionnaires, interviews, discussions and classroom observations that are also important to make conclusions more accurate and persuasive.

3. Conclusion

Through the research process, there have been some results on the use of non- verbal behavior of the first year English majors at Hai Phong Management and Technology University. First, to affirm how many students know about non- verbal behavior, the researcher put out a survey question and the results show that 100% of students said they know about non- verbal behavior. However, through the informal interview, students said they just know about concept “non- verbal behavior” In the other questions, referring to the non- verbal behaviors that students know and often apply, the result is that most of the students regularly use Facial expression, Kinesics and Gaze (from 80% to 100%). Besides, some students also regularly use Haptics, Proxemics, but significantly less than the non-

verbal behaviors above (from about 17% to about 33%). In terms of the frequency of using non- verbal behavior, 80% of the students participating in the survey said that they "usually" apply, the number of students who "always" apply is 10%.

Regarding the difficulties that students often encounter in the process of using non-verbal behavior, 100% of participants said that they do not know how to use non- verbal behavior appropriately and they do not feel confident. Besides, many students also face difficulties such as confusion when speaking and using non- verbal behavior at the same time, fear of misuse, etc. Finally, in order to assess the ability of the first year language major students to use non- verbal behavior, I gave them a self-assessment question. Approximately half of the participants said that their ability was "not very well", the remaining ones said that their ability was "neutral". Those are some of the basic results of the research in determining the current situation and difficulties that students are facing.

In the term of the original purpose of the study, I would like to re-emphasize that the study is based on the fact of using non- verbal behavior of the students to find suitable and optimal solutions so that students can apply, thereby improving their skills in using non-verbal behavior. Students can refer to the study not only to improve their communication and presentation skills in class, but also to apply it in their work in the future.

Instead of just focusing on the methods of using and practicing using non- verbal behavior, this study mainly focuses on the actual ability of students to use non- verbal behavior, helping students have their own visual perception and properly aware of their abilities. I believe that self-awareness is the premise for students to improve their own skills.

Based on the original aim, the study has produced some useful results. Through the survey, we can generally assess that most students still do not really have enough knowledge to use non- verbal behaviors in communication (through the survey, up to 100% of students feel lack of knowledge about non- verbal behavior). Therefore, we can assume that students need a basic amount of knowledge, just enough to be able to slowly absorb and apply, instead of a large amount of specialized, complex knowledge.

Besides, the methods for students to apply should also be simple and easy to apply methods. If there is an early improvement after applying, students will be excited and motivated to continue to explore and learn more knowledge about non- verbal behavior, then

students will need new knowledge and methods, more specialized to continue to improve usability. To make it easier to understand, I have an example as follows: when students have difficulty in fear of misuse of non- verbal behaviors in the communication process, but they try to understand the material which are too academic in this knowledge, they will feel it is too difficult to learn and lead to another difficulty that is "lack of confidence, fear of misuse, confusing", then will be discouraged and no longer motivated to learn more and improve.

The question is how can students apply this knowledge? First, students can read up on the basic theories of non- verbal behavior in the literature review, Chapter one, Part II, to gain a better understanding of non- verbal behavior. Then in section 2.1. suggested solutions in Part IV, Findings and Discussion, I give “three simple steps” for students to read and apply, the steps are explained with relatively easy to understand. As a result, students can easily apply and practice to improve their ability to use non- verbal behavior in school subjects. In addition, the suggestions in this study can also support students in their work and relationships in the future. Because non- verbal behavior is always associated with communication, and communication is a need that is never unnecessary with everyone. Therefore, I hope the students will refer and apply it, it will help them a lot. In addition, I also hope that this study can be a reference for teachers to use for studying speaking.

Finally, I would like to thank Hai Phong Management and Technology University and the lecturers in the Department of Foreign Languages for providing students with an interesting learning environment. I hope that students can improve their non- verbal behavior skills to achieve success in the future.

REFERENCES

1. Bambaerero F, Shokrpour N (2017). *The impact of the teachers' non- verbal communication on success in teaching*. J Adv Med Educ Prof;5(2):51-59.
2. Adams, G., & Crossman, S. (1978). *Physical attractiveness: A cultural imper. Heights*, NY: Libra. Aloia, G. (1975)
3. Afshar, H. S., & Asakereh, A. (2016). *International Speaking Skills Problems Encountered by Journal of Applied Linguistics ...*
4. Alyan, Abedrabu. 2013. *Oral Communication Problems*. Retrieved on April 9, 2015.
5. Al- Abri, K. (2008). *Teachers' evaluation of EFL textbooks by Omani*
6. Bailey, Britton (2018-04-01). *"The Importance of Non- verbal Communication in Business and How Professors at the University of North Georgia Train Students on the Subject"*. Honors Theses.
7. Borisoff, D., & Victor, D. A. (1989). *Conflict management: A communication skills approach*. Englewood Cliffs, NJ:Prentice-Hall.
8. Burns, A. and Joyce, H. (1997) *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.
9. Bygate, M. (1987) *Speaking*. Oxford: Oxford University Press.
10. Dilmaghani M (May 2020). *Beauty perks: Physical appearance, earnings, and fringe benefits*. Economics & Human Biology.
11. Ellis and Barkhuizen, (2005). *Analysing Learner Language*. Oxford: Oxford University Press.
12. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press
13. Foster, P. (1996). *Doing the task better: How planning time influences students' performance*. Oxford, U. K.: Heinemann.
14. Foster, P., & Skehan, P. (1996). *The influence of planning and task type on second language performance*. Studies in Second Language Acquisition, 18, 299-323
15. Heslin, R. (May 1974). *Steps toward a taxonomy of touching. Paper presented to the annual meeting of the Midwestern Psychological Association, Chicago, IL.*

16. Hall, Edward T. (1966). *The Hidden Dimension*. Anchor Books.
17. Hall, Edward T. (200). *Intercultural communication: A reader*. pp. 280–286.
18. Harrison, Sheldon P. 1973. *Reduplication in Micronesian Languages*. Oceanic Linguistics 12. 407-454.
19. Hedge, T. (2000) *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
20. Mehrabian, (1972). *Body language*. Transaction Publishers.
21. Moore, Nina (2010). *Non- verbal Communication: Studies and Applications*. New York: Oxford University Press.
22. Noam Chomsky, (1965). *Aspects of the Theory of Syntax*. THE M. I. T. PRESS
23. Ortega, L. (1999). *Planning and focus on form in L2 oral performance*. Studies in Second Language Acquisition, 21, 109-148.
24. Remland, M, Jones, T, & Brinkman, H 1995. *Interpersonal Distance, Body Orientation, and Touch: Effects of Culture, Gender, and Age*. Journal of Social Psychology, 135, 3, pp. 281-297
25. Skehan, P. (1996). *A framework for the implementation of task-based instruction*. Applied Linguistics, 17, 38-62. Oxford University Press.
26. Skehan & Foster, (2001). *Complexity, accuracy, fluency and lexis in task-based performance: A meta-analysis of the Ealing research*. Brussels: Contactforum
27. Wolfe-Quintero, K., Inagaki, S., & Kim, H. -Y. (1998). *Second language development in writing: Measures of fluency, accuracy & complexity*. Honolulu, HI: Univerisity of Hawa‘ Press.
28. https://en.wikipedia.org/wiki/Facial_expression
29. <https://en.wikipedia.org/wiki/Kinesics>
30. <https://en.wikipedia.org/wiki/Haptic>
31. <https://en.wikipedia.org/wiki/Proxemics>

APPENDIX 1: STUDENTS' SURVEY QUESTIONNAIRE

APPENDIX 1. 1: SURVEY QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

SURVEY QUESTIONNAIRE

Dear the first-year English majors!

The purpose of this survey questionnaire is based on my study: "A study on the first year English majors' non- verbal behavior in speaking performance at Hai Phong Management and Technology university. "

Please fill out this questionnaire and send it back to us. We need your candid opinions on non- verbal behaviors (non- verbal communication/ body language) so that we can evaluate and offer useful solutions, helping you to apply it in study and life.

Question 1: Do you know about non- verbal behavior?

- Yes, I do No, I do not

Question 2: What types of non- verbal behaviors do you know?

- Facial expression Proxemics
 Kinesics Appearance
 Gaze Chronemics
 Haptics

Question 3: What non- verbal behaviors do you usually apply?

- Facial expression Proxemics
 Kinesics Appearance
 Gaze Chronemics
 Haptics

Question 4: How often do you apply non- verbal behaviors?

- Always Sometimes.
 Usually Never

Question 5: Difficulties in applying non- verbal behaviors.

- Feeling lack non- verbal behaviors knowledge.
- Do not know how to use non- verbal behaviors.
- Lack of appropriate environment.
- Misunderstanding when communicating
- Cultural difference
- Fear of misuse, unreasonable while using.
- Confused when speaking and using non- verbal behaviors at the same time.
- Others:

Question 6: Self-assess your level of using non- verbal behaviors skill.

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Very well | <input type="checkbox"/> Not very well |
| <input type="checkbox"/> Neutral | <input type="checkbox"/> Bad |

Thanks for your co-operation!

APPENDIX 1. 2: SURVEY QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

BẢNG CÂU HỎI KHẢO SÁT

Các bạn sinh viên chuyên ngữ năm nhất thân mến!

Mục đích của bảng câu hỏi khảo sát này dựa trên bài nghiên cứu của tôi có tên là: “Nghiên cứu về hành vi phi ngôn ngữ trong quá trình nói của sinh viên chuyên ngữ năm nhất tại Trường Đại học quản lý và Công nghệ Hải Phòng.”

Hãy điền vào bảng câu hỏi này và gửi lại cho chúng tôi. Chúng tôi cần những ý kiến thẳng thắn của các bạn về các hành vi phi ngôn ngữ (giao tiếp phi ngôn ngữ/ ngôn ngữ cơ thể) để qua đó có thể đánh giá và đưa ra các giải pháp hữu ích, giúp các bạn có thể vận dụng nó trong học tập và cuộc sống.

Câu 1: Bạn có biết đến hành vi phi ngôn ngữ không?

- Biết Không biết

Câu 2: Bạn biết loại hành vi phi ngôn ngữ nào dưới đây?

- | | |
|--|---|
| <input type="checkbox"/> Biểu hiện nét mặt | <input type="checkbox"/> Điều chỉnh khoảng cách khi giao tiếp (đứng gần hay xa nhau khi giao tiếp) |
| <input type="checkbox"/> Cử chỉ | <input type="checkbox"/> Ngoại hình (cách lựa chọn quần áo, kiểu tóc,.. Khi gặp một người và giao tiếp) |
| <input type="checkbox"/> Tương tác bằng ánh mắt | <input type="checkbox"/> Cách sử dụng thời gian khi giao tiếp (đến đúng giờ hoặc muộn giờ, sẵn sàng chờ đợi, ...) |
| <input type="checkbox"/> Tiếp xúc qua xúc giác (chạm tay, chạm vai, ...) | |

Câu 3: Bạn thường sử dụng loại hành vi phi ngôn ngữ nào dưới đây?

- | | |
|--|---|
| <input type="checkbox"/> Biểu hiện nét mặt | <input type="checkbox"/> Điều chỉnh khoảng cách khi giao tiếp (đứng gần hay xa nhau khi giao tiếp) |
| <input type="checkbox"/> Cử chỉ | <input type="checkbox"/> Ngoại hình (cách lựa chọn quần áo, kiểu tóc,.. Khi gặp một người và giao tiếp) |
| <input type="checkbox"/> Tương tác bằng ánh mắt | <input type="checkbox"/> Cách sử dụng thời gian khi giao tiếp (đến đúng giờ hoặc muộn giờ, sẵn sàng chờ đợi, ...) |
| <input type="checkbox"/> Tiếp xúc qua xúc giác (chạm tay, chạm vai, ...) | |

Câu 4: Bạn có thường xuyên sử dụng hành vi phi ngôn ngữ không?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Luôn luôn | <input type="checkbox"/> Thi thoảng |
| <input type="checkbox"/> Thường xuyên | <input type="checkbox"/> Không bao giờ |

Câu 5: Bạn gặp khó khăn gì khi sử dụng hành vi phi ngôn ngữ?

- Cảm thấy mình chưa đủ kiến thức về hành vi phi ngôn ngữ.
- Chưa biết cách sử dụng hành vi phi ngôn ngữ.
- Thiếu môi trường phù hợp để áp dụng.
- Gây hiểu lầm khi giao tiếp.
- Bị cản trở bởi sự khác biệt văn hoá.
- Sợ dùng sai, không hợp tình huống.
- Lúng túng khi phải vừa nói vừa sử dụng các hành vi phi ngôn ngữ.
- Khác:

Câu 6: Hãy tự đánh giá kỹ năng sử dụng hành vi phi ngôn ngữ của bạn:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Rất tốt | <input type="checkbox"/> Bình Thường |
| <input type="checkbox"/> Không tốt lắm | <input type="checkbox"/> Tệ |

Rất cảm ơn sự hợp tác của bạn!