ABSTRACT

Nowadays, communication plays an important part in every area of our lives. Like all language skills, speaking is also a crucial factor to second/foreign language acquisition. This research was carried out to investigate the use of body language in speaking by the English majors at Thai Nguyen University of Education, Vietnam (TUE). Particularly, the researchers purposed to a) to investigate the use of body language in speaking by the English majors at TUE, b) to find out whether or not there are difficulties in the use of body language by the students of English, c) to offer implications in strategies for using body language. The participants of this study were 107 students of English at TUE. Questionnaire and observation were used to gather data. Findings indicated that although most of the participants’ speaking ability was acceptable, they could not make a persuasive and effective speech or presentations. There were two reasons for this. First, they focused too much on the content that they were going to present while they neglected the importance of nonverbal communication (body language). Second, they seemed to lack nonverbal communication techniques because they have not been taught the use of body language systematically and adequately. From these facts, the researchers suggested implications for using body language effectively. These included raising the awareness of use body language, and strategies for effective nonverbal communication techniques. The researchers hope that their process of learning speaking will evolve and improve after the students of English are provided with strategies for using body language.

Keywords: Body language, nonverbal communication, techniques

Introduction

Statement of the Problem and Rationale for the Study

Communication plays a crucial part in every area of our lives. According to Hybels & Weaver (1992), “to live is to communicate”; consequently, there is no doubt that communication is paid more attention to many typical figures in the area of language learning and communication. In the last decades, communication has been one of the major concerns of several researchers (Bongaert & Poulsisse, 1989; Hybels & Weaver, 1992; Camp & Satterwhite, 2002; etc). Numerous research has contributed to our understanding of the significant roles that communication plays in the learning and acquisition of a foreign language. These studies cover a number of areas that cope with second/foreign language speaking acquisition (S/FLSA). Yet, little research has directly investigated the use of body language in learning speaking skills to improve students’ communication at university in general, and specifically at Thai Nguyen University of Education, Vietnam (TUE). Therefore,
in the present study, the researchers would discuss this in a more in-depth manner, that is, the use of body language in speaking by the English majors at TUE to fill this gap. The researchers hope that their process of learning speaking would evolve and improve after they are provided with strategies for using body language.

Aims of the Study
The purposes of this research were: a) to investigate the use of body language in speaking by the English majors at TUE, b) to find out whether or not there are difficulties in the use of body language by students of English, c) to offer implications in strategies for using body language. Particularly, this research aimed at answering the following questions:

1. What non-verbal communication techniques are used by the English majors to make a presentation?
2. Is the use of non-verbal communication techniques by the English majors effective?
3. What difficulties do the students of English have in using body language?

Literature Review
Communication
There is a large number of several definitions of communication by some reliable sources and many typical researchers in the field of language learning and communication. Firstly, a very interesting definition is found in The Online Cambridge English Dictionary (http://dictionary.cambridge.org). It sees communication as “to share information with others by speaking, writing, moving your body or using other signals” or “to talk about your thoughts and feelings, and help other people to understand them”. This definition seems to stress that communication is not merely about transmitting a message; it is also about receiving the message, understanding this and then giving feedback. Another interesting definition of communication is proposed by Hybels & Weaver (1992). They state, “Communication is a process in which people share ideas and feelings. It is a process because it is ongoing” (p.21). Even though communication is rather differently defined, it is clear that these definitions have one similarity: explanations of communication focus on the use of symbols to convey the meaning of information. The researchers agreed with the definitions pointed out by the prior researchers in the way that communication is the exchange of thoughts, ideas, information, or feelings between persons using writing, speech, gestures, and artistic expression. However, communication is not only visible but also invisible and hidden.

Human Forms of Communication
For many centuries, human beings have used many various signals to communicate over long distances. People use both verbal and non-verbal communication because of their mutual interactive relationship.

Verbal communication (VC) is a popular way of communicating with each other. However, VC has a number of weaknesses. First, verbal language strings together sequences of words, which easily makes people confuse to express their thoughts or ideas. (Hanna, 2008). Second, VC cannot reflect one’s true thinking and feelings exactly. Lastly, VC sends information only in a way-language; whereas, non-verbal communication may express in many forms of gestures, postures, facial expressions, etc. It is clear that VC is not the merely means of communication available to human beings because in fact, non-verbal communication is used much more than verbal form in everyday lives.

Beside the most common form of communication – verbal, the most effective way of transferring messages is non-verbal communication (NVC) because in some cases “actions speak louder than words”. A study denotes that more than 60 percent of our communication
is nonverbal. The way people stand, their facial expressions, their hand gestures, and their entire body movement communicate more to their audience than their actual spoken words (Thomas, 2001). The reason explaining why NVC is used frequently by almost people is that NVC has many explicit strengths. First, NVC is more suitable than words for some communication tasks. It is often quicker and easier to point an object than to describe it because body movement is visual and may be used when it is difficult to use speech (Thomas, 2001). For example, when we want to illustrate an object like a circle, we would better use body language (see Figure 1 below) than describe it.

Second, unlike VC, which is under our control, NVC is nearly out of control. Because people do not have control over many of emotional responses such as anger, fear, disgust, surprise, happiness and sadness (see Figure 2). Lastly, NVC may draw audience’s attention and emphasize the speech. Because NVC has become necessary in the area of communication in general; specifically in learning speaking, many researchers have conducted a lot of surveys and studies on it (Karadag & Cetin, 2006; Gary, 2004, etc.). It’s obvious that when a person is presenting before audiences, he is performing as an actor is on stage, so his gestures, postures and facial expressions may attract the audiences most. From these strengths, there is no doubt that NVC is widely and frequently used in every and each aspects.

Body Language and Speaking

Body language (BL) is regarded as a kind of NVC. In speaking, to persuade the listeners to believe in what the speaker says is relatively difficult. However, BL can express everything without saying a single word. BL may draw the others’ attention and emphasize speech. It is the most important tool of attraction (Neal, 2008). Therefore, it is undoubted that BL is vital to speaking.

Speaking consists of many various fields such as verbal essay, oral presentations, the interviews, interaction tasks and role-plays, etc. Within the range of this study, the researchers focused on the sphere of presentations, which the subjects of the current study were taught in their class. In fact, making a good oral presentation requires many elements relating to developing a strategy that fits the audience and purpose, having good content, organizing material effectively, etc. Yet, BL is the necessity to one’s presentation. Garmah (2008) also supports this point. He states that the use of BL techniques should be used during the presentation. The reason for this is that the verbal part is addressed to convey only facts and statistics, etc, whereas BL is used to communicate our audience’s feelings. For these explicit benefits of BL, the researchers regarded them as underpinnings of this study for
THE USE OF BODY LANGUAGE IN SPEAKING BY THE ENGLISH MAJORS

investigating the use of BL in speaking by the English majors and for proposing some suggestions for the better use of BL in the current study.

Categories of Body Language by the Previous Researchers
There are many various ways of categorizing BL by the previous researchers.
Firstly, BL can be grouped into three different categories: facial expression, gestures and whole body movement (Thomas, 2001). This division is relatively appropriate because it denotes every aspects of BL, which is suitable for the current study. However, the term “whole body movement” is too general.

Another interesting taxonomy of BL is pointed out by Lisa (2004). In this classification, there are four types of BL in terms of facial expression including eye contact, gestures, posture and space relationship. The researchers recognized that space relationship is more appropriate for business communication than for presentation. Therefore, Lisa’s division is not congruent with the aim of the current study.

Nevertheless, as stated in Wang’s (2007) division, BL may be divided into 3 major types such as body posture, body gesture, and facial expressions. In this category, body posture is the bearing or the position of the speaker’s body. He states that a body gesture is a movement made with a limb, especially the hands, to express, confirm, emphasize or back up the speaker’s attitude or intention. Moreover, he also uncovers that body gestures are always perceived and interpreted together with facial expressions, which are dynamic features for expressing the speaker’s attitude, emotions, intentions, and so on. It’s clear that Wang’s (2007) division mentions all aspects of BL; consequently, the researchers might consider this classification as the useful bases for the present study.

Categories of Body Language Proposed in the Current Research
In this sub-section, the researchers discussed three types of BL; that is, posture, gesture and facial expressions:

Posture
Posture is the way we stand or sit gives information about how we are feeling (David, 2008). For example, a person standing with arms firmly crossed and head turned away can give a negative message, which shows a hostile attitude exists. (Pease & Allan, 2004) (see figure 3). It is clear that there are many various signals of posture that a presenter can use in different ways; therefore, it is necessary to know how to use posture in the right way.

Figure 3: The Double-Arm-Grip
(Adopted from Pease & Allan, B., 2004)
Gestures

According to Anna & Suzanne (2003), gesturing while you speak is seen as lively and animated. It helps to draw the attention of the listener and makes the topic more interesting, the opposite of course is boring and can lose the listener more quickly. The following picture is a good gesture, which tells the audience “Trust me. Believe in what I am saying” (Figure 4). However, it is careful to use gestures. As be noted by David (2008), it is important to understand that gestures mean different things in different cultures. Sometimes gestures can be rude in one culture, but acceptable in another. Look at the example in Figure 5. This gesture means 'well-done' to Westerners, 'one' to Italians, 'five' to Japanese and 'up yours' to the Greeks.

Facial expressions

It’s said that “face is the mirror of life”, so any actions or movements from the face express the speaker’s feelings and emotions (see Figure 6). According to Ajit (2008), the face can define one’s identity, express attitudes, opinions and moods, and show how the speaker relates to the audiences. Therefore, using facial expressions in giving speech, especially in presentations is the effective method to attract the listeners. Using smile or laughter in the right way is one of strengths of facial expressions, which should be used for effective and persuasive speech.

Body language plays a significant role in making a speech more persuasive and effective (Ajit, 2008). Yet, BL other than its strengths contains few limitations. As denoted by Sue & Marilyn (2002, p.39), perception is the cornerstone for interpreting nonverbal signals. Accordingly, some misperceptions can result in misunderstanding some certain nonverbal signals. From these points, the researchers found it necessary to provide the tips for using BL in the right way to help students avoid the wrong things.

Methodology

There were 107 English majors at TUE. They are on average 19-20 years old. All of them had studied English formally for 7 years at lower and upper secondary schools where their English learning was only focused on vocabulary and grammar, and over a year at TUE in which they were exposed to the four main language skills (Listening, Speaking, Reading and Writing). However, Speaking only takes up more than 2 hours a week. When this research was carried out, some of them were studying in the second term of the first-year and others were the second-year students of English. At this time, they were taught how to make a presentation. For this reason, they were chosen as the subjects of the study with the aim to help them use BL in communication activities in general, and particularly in making presentations lively and effectively.
The instruments used to collect data in the current study were questionnaires and observation. Firstly, the researchers designed a questionnaire containing 16 close-ended questions and 4 open-ended questions. There were four personal questions to attain personal information about the participants, and the rest aims to investigating students’ speaking skills, their use of BL, and difficulties faced by students in using BL. Questionnaires were delivered to 107 English students at TUE, and then results were collected after 15 minutes. Secondly, the researchers used observation to collect more in-depth and correct information about the process of using BL in speaking by the English Majors at TUE. With the help of observation checklist, the researchers might found out that which NVC techniques were used by the participants. Especially, based on their use of BL, the researchers could recognize their strengths and weakness to give implications for this study. First, the researchers came to the class accidentally without informing anyone in the class of this observation. Then, all researchers used observation checklist to observe how students used their BL when they were presenting. Results from the researchers’ checklist were synthesized, compared and discussed with the aim to collect the information more credibly, correctly and reliably. Analysis of observed behavior and interpretation was made and problems were revealed.

Data collected from questionnaire was synthesized and applied Statistical Package for Social Sciences (SPSS), Version 15.0 for calculating figures including frequency and percentages. These figures were coded into charts, which is the underpinning base for analyzing. Data collected from observation was produced by synthesis, discussed and compared among the researchers’ checklists, and then these results were calculated, drawn out and analyzed.

Findings and discussion

A - Major Findings

Students’ self-evaluation on their speaking ability. Chart 1 gives a self-evaluation on the subjects’ speaking ability. As depicted from the chart, 81.2 % of students stated that their speaking ability was acceptable. Besides, there were six students (5.94%) revealed that they had a poor speaking skill. However, only one student asserted that she was so good at speaking. These findings showed that most students can speak at an acceptable level.

![Chart 1. Students’ evaluation on their speaking ability](image)

Students’ habits of giving a speech. As displayed from Chart 2 below, students cared about the words that they use to speak more than the way they were going to perform. In fact, 74.3 % of the subjects focused on the content of the speech that they present without mentioning how to speak more effectively. Whereas, a small fraction (20.8 %) agreed that the way they speak is rather important. It is surprising that only 4.9% of them recognized the
importance of both the content and the way of giving a speech. It is undoubted most students underestimated the importance of BL in the way of enhancing their speech.

Chart 2. Students’ habits of giving a speech

Students’ understanding and use of body language. (*Data collected from questionnaire). Chart 3 below shows students’ evaluation of the importance of BL in speaking. As can be noted from the chart, almost subjects found the vital role of BL when they issue a speech. In fact, only one student protested this opinion (0.99%) whereas 89.1% of participants agreed that BL was very important and 7.92% of them stated that BL was important. It seemed that they were aware of the role of BL in speaking.

Chart 3. Students’ evaluation of the importance of BL in speaking

Students’ use of body language in speaking. To find out the students’ employment of BL in speaking, consider Chart 4 below. It came as a surprise that most of the students had a good awareness of the crucial role of BL in speaking as displayed in Chart 3 above, yet the results from Chart 4 showed that when they made a speech, they seemed rarely to utilize it. More than 5 times as many students did not use BL to give a speech as employed. This is the key to the problem. They appeared to lack habits of using BL although they found it important. The question put forward is that if whether or not they would face difficulties in using BL.
Chart 4. *Students’ use of body language in speaking*

**Students’ frequent use of body language.** Chart 5 shows the use of BL by students. From the chart, we can see that most of the subjects rarely used BL. The number of the students sometimes using BL was only 14.86 %. This result appears to uncover that most of them did not have habits of using BL while they still recognized its importance in speaking. What are reasons for this fact? The following part proved this.

Chart 5. *Students’ frequent use of body language*

**Kinds of body language that students often use.** Table 1 below displays kinds of body language that subjects often used.

Table 1
*Kinds of body language that students often used*

<table>
<thead>
<tr>
<th>Kinds of BL</th>
<th>Code</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position of Hands</td>
<td>PHS</td>
<td>5</td>
<td>49.5 %</td>
</tr>
<tr>
<td>Position of Legs</td>
<td>PLS</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Position of Head</td>
<td>POH</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Using natural hand</td>
<td>UNH</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Twinkling</td>
<td>TWK</td>
<td>10</td>
<td>9.9%</td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pointing</td>
<td>PTG</td>
<td>9</td>
<td>8.91%</td>
</tr>
<tr>
<td>Making a fist</td>
<td>MAF</td>
<td>9</td>
<td>8.91%</td>
</tr>
<tr>
<td>Relaxing</td>
<td>REX</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Using eye contact</td>
<td>UEC</td>
<td>10</td>
<td>9.9%</td>
</tr>
<tr>
<td>Using laughter/ smile</td>
<td>ULS</td>
<td>3</td>
<td>2.97%</td>
</tr>
</tbody>
</table>
THE USE OF BODY LANGUAGE IN SPEAKING BY THE ENGLISH MAJORS

<table>
<thead>
<tr>
<th>Kinds of BL</th>
<th>Code</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial expressions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using scowl</td>
<td>USL</td>
<td>8</td>
<td>7.92%</td>
</tr>
<tr>
<td>Showing the stress on the face</td>
<td>SSF</td>
<td>45</td>
<td>44.56%</td>
</tr>
<tr>
<td>Showing free/eager face to talk</td>
<td>SET</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

It is clear from table 1 that in comparison with the use of postures and gestures, students used facial expressions most frequently. Yet, they had a tendency to use negative facial expressions such as SSF accounting for 44.56%, and USL, which took up 7.92% whereas only 2.97% of them used ULS, 9.9% of them employed UEC. Even no one showed SET. With refer to gestures, they also utilized techniques, which sounded negative, for example TWK and MAF. Regarding postures, they only dealt with PHS without caring about POH and POH. From these points, it seemed to prove that most students did not know to take advantages of BL that might bring them benefits to enhance their speech. The reason for this lies in the fact that they might lack understanding of use of BL in the right and effective way.

*Data collected from observation.

Table 2

*Kinds of body language that students used*

<table>
<thead>
<tr>
<th>Category of BL</th>
<th>Subcategories of Body language</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Posture</td>
<td>1. Position of Hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Crossing arms across the chests</td>
<td>ACC</td>
</tr>
<tr>
<td></td>
<td>b. Keeping objects (pens/books) on hands</td>
<td>KOH</td>
</tr>
<tr>
<td></td>
<td>2. Position of Legs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Crossing legs</td>
<td>CLS</td>
</tr>
<tr>
<td></td>
<td>b. Standing straight</td>
<td>SST</td>
</tr>
<tr>
<td></td>
<td>c. Keeping position quietly</td>
<td>KPQ</td>
</tr>
<tr>
<td></td>
<td>3. Position of Head</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Nodding when talking</td>
<td>NWT</td>
</tr>
<tr>
<td></td>
<td>b. Having a bowed head</td>
<td>HBH</td>
</tr>
<tr>
<td></td>
<td>c. Keeping the head straight</td>
<td>KHS</td>
</tr>
<tr>
<td>II. Gesture</td>
<td>1. Using natural hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Moving the position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Using pointing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Making a fist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Relaxing</td>
<td></td>
</tr>
<tr>
<td>III. Facial expression</td>
<td>1. Using eye contact</td>
<td>UEC</td>
</tr>
<tr>
<td></td>
<td>a. Look at only one audience</td>
<td>LOA</td>
</tr>
<tr>
<td></td>
<td>b. Look at the whole class</td>
<td>LWC</td>
</tr>
</tbody>
</table>

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### Table 2: Subcategories of Body Language

<table>
<thead>
<tr>
<th>Category of BL</th>
<th>Subcategories of Body Language</th>
<th>Code</th>
<th>% Y</th>
<th>% N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Using laughter/smile</td>
<td>ULS</td>
<td>13.2%</td>
<td>86.8%</td>
<td></td>
</tr>
<tr>
<td>3. Using scowl</td>
<td>USL</td>
<td>13%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>4. Showing the stress on the face</td>
<td>SSF</td>
<td>81.7%</td>
<td>18.3%</td>
<td></td>
</tr>
<tr>
<td>5. Showing free/eager face to talk</td>
<td>SFT</td>
<td>8.8%</td>
<td>91.2%</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 below shows kinds of BL that subjects used from the observation checklist. First, the results of observation checklist showed that Postures were the ones most frequently used by the students. As can be from Table 2, the students had the highest frequency use on the posture of ACC (62.3%) and KPQ (62.2%), followed by KHS (56.2%); KOH (55.9%); NWT (53.8%) and SST (46.5%) while their least frequent use found in the use of CLS (25.3%) and HBH (23.1%). Second, the students utilizing Facial expressions following Postures more than Gestures. As indicated in Table 3, among the 5 techniques in Facial expression category, SSF (81.7%) was most frequently used by the students; however, the least commonly used technique was ULS (13.2%) and USL (13%). Third, as displayed from table 2, gestures were least frequently employed. In this category of BL, MAF were most frequently employed (54.8%) while UNH (11.2%) and MTP (12.3%) were the least often used.

To sum up, the results from the findings of this study indicate some generalization as follows. First, the students reported using nearly NVC techniques listed on the observation checklist. Second, among these categories, the most frequently used technique by students was Postures, followed by Facial expressions, and the least fell in Gestures.

**Whether the use of NVC techniques in speaking by the subjects is effective or not.** As depicted in Table 1 above, nearly NVC techniques that most of the participants utilized seemed negative, for example, SSF (44.56%), USL (7.92%), TWK (9.9 %), and MAF (8.91%). Pease & Allan (2004) says that using negative NVC techniques may lead to wrong nonverbal behavior; as a result, it may cause failure in a speech. It seemed that these NVC techniques employed by the subjects were not effective. The reason for this is that students could not distinguish useful NVC techniques from negative ones. In other words, most of the subjects could understand BL, yet they did not know how to use it effectively.

As uncovered from the results of class observation above, the students had a tendency to use ACC (62.3%), KPQ (62.2%), KHS (56.2%); KOH (55.9%); NWT (53.8%) and SST (46.5%) SSF (81.7%) and MAF (54.8%), which according to Pease & Allan’s (2004) study of *How to read other’s thoughts by their gestures* sounded negative.

It’s clear that the participants seemed to understand a little bit about BL, but they did not know the way to use it in an effective way. As a result, they might fail to make a persuasive presentation. Therefore, it appears that students should be taught a sufficient system of NVC techniques that may assist the students to achieve a more persuasive presentation.

**Difficulties faced by students when using body language.** In sub-section, the researchers explored the problems that students had many difficulties in utilizing BL. Results were collected from questionnaire, and then were analyzed with significant findings.

**Students’ weaknesses of using body language.** Chart 6 presents weaknesses that students had to face while they were using BL.
Chart 6. Students’ weaknesses of using body language

It can be seen clearly from the chart that students had a large number of weaknesses in using BL. The most difficulty that they faced was that they could not use their hands comfortably; even they seemed to find them unnecessary for their speech. There was a coincide between the number of students often using SSF and that of them finding themselves shy when they looked at the audience. Moreover, 4.95% of the students cannot smile naturally as well as often nodded when speaking. Why did they have these difficulties? It seemed to imply that most of the students lacked NVC techniques.

Students’ learning strategies of body language. From chart 6, we can see that most of the subjects had some troubles with using BL. Thus, the key point to this problem is that whether or not students have been taught any strategies for the utilizing of BL effectively and persuasively. As is illustrated by Table 3 below, it appears that most of the participants have not yet been taught any strategies of using BL sufficiently and systematically. The number of the subjects not provided with any strategies to use BL accounted for 89.11%, whereas only 10.89% of them might be acquainted with some strategies from the internet. The results stated that the subjects must be taught NVC techniques systematically and effectively.

Table 3
Students’ learning strategies of body language

<table>
<thead>
<tr>
<th>Whether or not students have been taught any strategies for the utilizing of BL sufficiently and systematically</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Sources</td>
<td>11</td>
<td>10.89%</td>
</tr>
<tr>
<td>In a training course</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>From a book</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>From a friend</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>From the Internet</td>
<td>11</td>
<td>10.89%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Sources</td>
<td>90</td>
<td>89.11%</td>
</tr>
</tbody>
</table>

Students’ expectations about learning NVC techniques (body language). Chart 7 below shows students’ expectation about learning NVC techniques (Body language).
Chart 7. *Students’ expectations about learning NVC techniques (BL)*

It is clear from Chart 7 that 100% of the subjects expect to learn NVC techniques to enhance their communication skills in speaking. It’s undoubted that appropriate NVC techniques are the key and crucial tools that may assist students to improve the students’ speaking skills.

In summary, the researchers found out the results in terms of students’ attitudes of learning speaking, their knowledge and use of BL, whether their use of BL is effective or not and difficulties faced by them in using BL. It seems that the subjects had a rather good attitude towards learning speaking and use of BL. Yet, they failed to use it. The reason for this lies in the fact that they had to face many difficulties in using BL. Therefore, it must be a training course for teaching strategies for using BL in speaking, especially in presentation.

**Discussion**

Results from questionnaire and observation helped the researchers answer three research questions.

First, before examining what NVC techniques were used by the English majors at TUE to make a presentation, the researchers explored students’ awareness of speaking. As shown from data collected from questionnaire, they seemed to have a good basis of learning English. These findings also showed that students may speak English rather well, yet they could not still improve their speaking ability. Most of them were used to issuing presentations. However, students only paid more attention to the words and neglected the role of the way to speak. Moreover, it uncovered a significant fact that although they were aware of the role of the way to present, they did not know how to apply for their habits of speaking. In other words, they appeared to lack habits of using BL although they found its importance. It appears that almost students did not recognize the effectiveness of BL in presentation.

It is clear from findings that students used facial expressions most frequently compared with the use of postures and gestures. Nevertheless, they had a tendency to use negative facial expressions such as *Showing the stress on the face* and *Using scowls*. Even no one *showed free or eager face to talk*. With refer to gestures, they also utilized techniques, which also sounded negative, for example *twinkling and making a fist*. These results are the same with those found in the study of Shinobu (2002), which also revealed that students had a tendency to use negative NVC techniques, and this directly led to failure to gain a successful presentation (Almed, 2001).

It’s clear from the findings from observation, the students had a tendency to use *Crossing arms across the chests, Keeping position quietly, Keeping the head straight, Keeping objects on hands, Nodding when talking and Standing straight, Showing the stress*
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on the face and Making a fist, which sounded negative (Pease & Allan, 2004). From these findings, the researchers recognized that the participants seemed to understand a little bit about BL, but they did not know the way to use it in an effective way. As a result, they might fail to make a persuasive presentation. Therefore, it appears that students should be taught a sufficient system of NVC techniques that may assist the students to achieve a more persuasive presentation.

The second question investigates whether the use of NVC techniques by the English majors was effective or not. From these NVC techniques that the subjects used as discussed above, which sounded negative (Pease & Allan, 2004), it seemed to prove that more than 80% of the students did not know to take advantages of BL that might bring them benefits to enhance their speech. The reason for this lies in the fact that they might lack understanding of use of BL in the right and effective way. As a result, they failed to make their speech more persuasive and effective. Therefore, it is necessary to provide them with NVC techniques to promote their speaking skills.

The third question explores what difficulties the students of English had in using BL. The results from the study revealed that a bigger fraction of participants might face difficulties in the use of BL. In fact, a great number of students had many difficulties in utilizing BL. The finding pointed out that students had a large number of weaknesses in using BL. The most difficulty that they faced was that they could not use their hands comfortably; even they seemed to find them unnecessary for their speech. There was a coincide between the number of students often showing the stress on the face and that of them finding themselves shy when they looked at the audience. Moreover, 4.95% of the students cannot smile naturally as well as often nodded when speaking. Therefore, the researchers examined their difficulties. It seemed to imply that most of the students lacked NVC techniques, and they must be provided with effective NVC techniques which most of the students expected to learn as indicated as in Chart 12 and 13. There is no doubt that appropriate NVC techniques are the key and crucial tools that may assist students to improve the students’ speaking skills.

Conclusion and Implications

Conclusion

Findings discussed above assisted the researchers to give significant conclusions to the three research questions in the current study.

Firstly, before investigating what NVC techniques that were utilized by the English majors at TUE to make a presentation, the researchers explored students’ awareness of speaking. The researchers found that 84.2% of them appeared to lack habits of using BL although they found its role in speaking. It appears that almost students did not recognize the effectiveness of BL in presentation. Findings from questionnaire and observation also uncovered that students used facial expressions most frequently in comparison with the use of postures and gestures. Nevertheless, they had a tendency to use negative facial expressions. As a result, this directly led to failure to gain a successful presentation (Almed, 2001). Therefore, it appears that students should be taught a sufficient system of NVC techniques that may assist the students to achieve a more persuasive presentation.

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The third question explores what difficulties the students of English had in using BL. The results from the study revealed a great number of students had many difficulties in utilizing BL. The difficulties that they faced was that they could not use their hands comfortably, they seemed to find them unnecessary for their speech, and they often used showing the stress on the face and finding themselves shy when they looked at the audience. Moreover, 4.95% of the students cannot smile naturally as well as often nodded when speaking. It’s no doubted that the reason for their difficulties is that most of the students lacked NVC techniques. Consequently, they must be provided with effective NVC techniques which most of the students expected to learn with the aim to enhance the students’ speaking skills.

Implications
From revealed findings, it is believed that students must be guided how to use BL effectively and persuasively. To meet this demand, the researchers would like to propose the ways of using BL in an effective way including effective NVC techniques and dos and don’ts in using BL to make a presentation.

Effective Non-Verbal Communication Techniques
The transactional nature of communication comes through very strongly in NVC. Actually, without saying a word, a person could communicate by facial expressions, posture, or any other number of nonverbal signals (Saundra & Richard, 1992, p.105). So, what are effective NVC techniques employed in speaking, especially in presentations?

According to Ajii (2008), with regard to posture, students should pay attention to the position of their head, their hands and their legs because if these positions go in the right way, they will help the speakers show their attitudes towards the audience whether negative or positive, formal or informal, polite or impolite. He also states that with reference to gesture, students should care about the movements of hands, fingers, arms, legs, feet, eyes, head, shoulders that may attract the audiences most. In terms of facial expressions, which are called the mirror of soul, students should especially focus on smile and eye contact (Wang, 2007). These are two strengths of the face, which easily shows attitudes, feelings and emotion of the speaker. Therefore, when making a speech and a presentation, students should choose appropriate signals to convey the meaning of what they intend to do or to express.

Dos and Don’ts in Using Body Language
As pointed out by Tony (2008), there are a lot of components that go into NVC, which may mislead students’ understanding of the correct use of NVC techniques. Therefore, the researchers intended to propose two lists of things that students should do or should not do when they use BL.

Dos in Using Body Language to Make a Presentation
Knowing and using BL in the right way is necessary for students when they are speaking, making a presentation or taking part in role-plays. In this study, the researchers intend to introduce the correct use of postures, gestures and facial expressions.

Regarding postures, there are a few golden rules to follow:

1. Sit with the shoulders back because this suggests confidence
2. When take the seat, sit up straight but lean forward when speaking to show that you are interested.
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3. Don’t worry too much about your arms or hands; leave them where they are most natural.
4. Stand facing the audience with your feet firmly on the floor. Your feet should be a shoulder-width apart, with your centre of gravity in the middle. This sends the message of firmness, security and balance.
5. Keep your shoulders be relaxed, which denotes that you are comfortable talking about your specialty.
6. Keep your head level, which says “Please listen to me, my words are very important”. A head tilted to the side indicates interest.

With respect to gestures, there are some good tips as follows:
1. Pressing figures together to form a steeple shows interests, assertiveness and determination.
2. Hold your hands out and your palms down when presenting facts. This gesture conveys certainty and assurance.
3. When making a presentation, the speaker should move his feet forward the audience to hang the questions, which shows the good relationship between the speaker and the listener.

In terms of facial expressions, there are some strategies below:
1. The speaker should smile sometimes, which denotes that the speaker is friendly and confident.
2. The speaker should use a good eye contact with the audience, which draws the listeners’ attention.
3. Your face should be relaxed to indicate that you are comfortable to present your topic.
4. (Adopted from Dylan, 2008; Michael, 2006; & Lisa, 2004)

Don’ts in Using Body Language to Make a Presentation
Body language has a variety of components with different signals. Thus, students must be aware of things they should not do when they use BL.

First, there are some postures that we must avoid as follows:
1. Students should not cross arms and legs, which give a negative meaning.
2. Don’t nod every time when you are speaking, which expresses dishonesty.
3. Don’t stand on one foot with the other crossed behind your leg, which shows lack of respect toward the listener.
4. Don’t fold your arms tight across your chest and standing with your feet wide apart, which reveals domination or aggression.

Second, there are some gestures to avoid below:
1. Don’t cover your mouth with your hand when speaking, which indicates that you are not sure about what you are speaking.
2. Don’t touch the nose or rubbing eyes, which denotes discomfort.
3. Don’t let the hand to the back of the neck, which shows withdrawal from a conversation

Third, some facial expressions should not be used mentioned below:
1. Although eye contact is good, do not stare at the audience, which create unfriendliness.
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2. Smile is good, but do not laugh all the time, which shows lack of earnestness and seriousness.
(Adopted from Dylan, 2008; Michael, 2006; & Lisa, 2004)

Limitations of the Study and Directions for Further research

By giving an overview of the main findings in the current study, the researchers recognized few issues emerging from this study, and then put forward some solutions to further research.

Results collected from observation could not yet depict all detailed information because of weakness of the instrument. Therefore, the researchers may use Video-recordings for future studies.

In short, the study aims at exploring the use of BL in speaking by the English majors at TCE. By using questionnaire and observation method, the researchers has endeavored to give the answers to the research questions. The study indicates that the subjects speak rather acceptably, yet they could not make a successful and effective presentation. The findings also uncovered that the participants were aware of BL; however, they did not use it in an effective way. In addition, the study showed that students often used negative NVC techniques, which might be the major reasons for their failure in making a presentation. This result from the study gives an implication for providing the students with strategies for using BL.

References
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