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**Use of Oral Presentations as a Learning Means to Enhance  
3rd Year EFL Students' Non-verbal Communication –  
Tlemcen University**

**Dissertation Submitted as a Partial Fulfilment for the Requirements of  
"Master" Degree in Didactics of Foreign Language**

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## **DECLARATION**

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**SARRA KERZAZI**

**JUNE 2024**

## DEDICATION

*To my mom and dad, unique brother and sisters...!*

## ACKNOWLEDGMENTS

*I extend my heartfelt appreciation to my supervisor Professor Amine BELMEKI, for his unwavering patience.*

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## ABSTRACT

This study tries to examine the impact of using oral presentations on enhancing non-verbal communication abilities among EFL third-year students at Tlemcen University. This research acknowledges the crucial importance of non-verbal communication in facilitating effective interaction. To investigate this, a mixed-methods strategy has been employed, which includes conducting structured interviews with oral production teachers, administering questionnaires to students, and a grid of classroom observation. The goal was to collect extensive data on the use of oral presentations as a learning tool to improve non-verbal communication. The results suggest that oral presentations have a considerable positive impact on different non-verbal communication strategies, including kinesics (body language), paralanguage (voice cues), and proxemics (management of personal space), with limited use of haptics (touch). The findings validate the idea that oral presentations may significantly enhance the non-verbal communication abilities of English as a Foreign Language (EFL) learners. These findings are consistent with previous research, highlighting the significance of including non-verbal communication training in language acquisition curricula. This study highlights the importance of oral presentations in English as a Foreign Language (EFL) courses. It provides educators and researchers with valuable information on how these activities might enhance non-verbal communication. Moreover, the research provides opportunities for additional investigation into the incorporation of non-verbal communication techniques in language teaching. In general, the favourable opinions of students and teachers about oral presentations confirm their effectiveness as a valuable instructional technique to foster non-verbal communication abilities.

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## LIST OF ACRONYMS

<b>EFL</b>	<b>English as a Foreign Language</b>
<b>COP</b>	<b>Comprehension Oral Production</b>
<b>OP</b>	<b>Oral Presentations</b>
<b>NVC</b>	<b>Non-Verbal Communication</b>
<b>ASL</b>	<b>American Sign Language</b>
<b>EMI</b>	<b>English as a Medium of Instruction</b>
<b>DVD</b>	<b>Digital Video Disc</b>
<b>VCD</b>	<b>Video Compact Disc</b>

# **GENERAL INTRODUCTION**

### 1. General Overview

Effective communication is a crucial aspect of human existence. Language serves as a means of communication, enabling individuals to express ideas, opinions, and emotions to others. It is essential for individuals to acquire fluency in a language to facilitate effective communication, particularly in English, which serves as the global language during the period of globalization (Riadil, 2020). Currently, English has emerged as the predominant language in the domains of technology, and innovation, and as a medium of instruction (EMI) in many academic programs. Non-verbal communication is crucial for successful communication, as it encompasses the utilization of gestures, facial expressions, posture, eye contact, and other non-verbal indicators to transmit messages. It is equally important for EFL learners to develop strong and effective non-verbal communication skills in addition to their verbal abilities, as Rahmat et al. (2019) stated that Nonverbal cues play a significant role in different settings. Nonverbal cues can be employed in a professional setting to create a favorable impression on colleagues, superiors, or clients. As Newman et al. (2016) stated, as cited in Rahmat et al. (2019), a slight adjustment to nonverbal signals may change the atmosphere of a presentation in an instant. In other terms, oral presentations, as a pedagogical method, offer a unique opportunity to enhance and strengthen non-verbal communication strategies. Students can boost their communication skills by engaging in oral presentations and practicing their kinesics (body language) and paralanguage (voice signals) techniques, proxemics, and haptics strategies, thereby increasing their overall capacity to communicate proficiently. This research study aims to investigate the impact of using oral presentations on enhancing non-verbal communication abilities in English as a Foreign Language (EFL).

### 2. Statement of the Problem

Although oral presentations have the potential to inform, persuade, and establish connections with audiences, effectively using non-verbal communication in this context remains a considerable obstacle for third-year students at Tlemcen University in the COP module. Le (2023) stated that 92.5% of students understand

the significance of body language during presentations, but only 10% can effectively use it, whereas 42.5% can only use it to a limited extent. Thus, despite its acknowledged significance in the context of communication, many students struggle with the use of body language, vocal cues, and other non-verbal elements. In this regard Le (2023) highlighted the reason behind this problem in which the underlying cause of this is insufficient preparation and experience. Students lacking prior experience or familiarity with public speaking may experience uncertainty regarding the optimal way to incorporate body language to amplify their message. Students may display poor body language when they are unprepared for a presentation due to feelings of anxiety or tension, which may cause them to rely on their notes or slides for reading. Furthermore, studies by Mehrabian (1971) suggest that non-verbal cues can account for up to 93% of the impact of a message, highlighting the potential for missed opportunities when these elements are not carefully considered. In this regard, non-verbal communication is considered an important aspect of the learning process. Therefore, the use of oral presentations as a learning tool will significantly enhance learners' non-verbal communication.

### **3. Research Questions**

More specifically, these questions need to be addressed:

- 1) Do oral presentations impact the enhancement of EFL learners' non-verbal communication?
- 2) What specific non-verbal communication strategies do EFL students enhance through oral presentations?

### **4. Research Hypothesis**

- 1) Oral presentations can effectively impact the enhancement of non-verbal communication.
- 2) Through oral presentations, students may enhance different aspects of non-verbal communication (kinesics, paralanguage, proxemics, and haptics).

### 5. Aims of the Study

This research aims to enhance third-year English students' poor and weak non-verbal communication through oral presentations conducted over the course of a semester. The researcher opted for the word enhance rather than other verbs such as develop or improve because the nature of the topic needs the verb "enhance," in which oral presentations can make things better and add something positive to the learners' non-verbal communication. Fundamentally, the following study examines how oral presentations can effectively enhance learners' non-verbal strategies and increase opportunities for students to practice using the target language.

### 6. Sample Population

To examine the hypothesis mentioned above the study will emphasize the representativeness of the sample and its relevance to the larger population of third-year English students. The reason behind the selection of the third-year students is their expected development of effective communication abilities over the studying of three years at the university, more importantly this type of research is chosen because it helps to see how things truly work in their everyday context. Selecting students randomly, as all of them are required by their teachers to prepare and provide presentations during the semester. This research, aiming to boost target language proficiency, perfectly aligns with the strengths of COP teachers, in which their deep understanding of oral production makes them invaluable collaborators, far exceeding the potential of educators from other areas and fields.

### 7. Data Gathering

To gather the necessary data and evaluate the hypotheses, it is important to select a research method that aligns with the nature of the problem. The key to effective research is a perfect match between the study's question, its goals, and the chosen approach; thus, an exploratory research study is to be followed. This study employs a structured interview approach with three experienced oral production teachers and administers a questionnaire to third-year students at Tlemcen University. Additionally, a grid of classroom observation was conducted in five sessions. These

structured interviews aim to gather valuable insights into their experiences and opinions regarding the use of oral presentations to enhance non-verbal communication. Additionally, the questionnaire will be administered to EFL learners to collect data on the impact of oral presentations on enhancing their non-verbal communication. The structured interview, questionnaire, and classroom observation were carefully designed to ensure they gathered relevant information that aligned with the research questions and hypotheses.

### **8. Structure of The Dissertation**

The present dissertation is structured into two main chapters, focusing on the theoretical aspect and the practical aspect. The first chapter focuses on an extensive examination of existing literature, including the explanations and classifications of non-verbal communication, the significance of employing non-verbal communication, and the diverse elements of oral presentations, including their definition, types, and importance. This chapter will provide the foundational theoretical framework for the study. Chapter Two will center on the gathering, analysis, and suggestions pertaining to data. This chapter will present the results of structured interviews with teachers, the analysis of questionnaires administered to third-year students, and a classroom observation at Tlemcen University. Furthermore, it will offer suggestions for integrating oral presentations to enhance non-verbal communication in English as a Foreign Language (EFL) classrooms.

### **9. Limitation of The Study**

As with any research study, it is important to understand the limitations and potential weaknesses that may have influenced the outcomes and interpretations. It is essential to identify these constraints to ensure the study's conclusions are legitimate and dependable. The subsequent section delineates seven constraints of this research study:

- **Insufficient Sample Size:** The study was based on a comparatively limited sample size, potentially restricting the applicability of the findings to a broader population.

- Participant bias refers to the potential influence of participants' personal experiences, backgrounds, and comfort levels with oral presentations on the study's conclusions. This bias can impact the overall findings of the study.
- Researcher Bias: The researcher's subjective viewpoints and interpretations may have impacted the gathering of data, the analytical process, and the eventual findings derived from the study.
- Time constraints: The researcher conducted the inquiry within a specific time, planning to conduct six sessions of classroom observation. However, the researcher conducted only five sessions due to time constraints. This might have potentially restricted the quantity and scope of data available for collection and analysis.
- Insufficient Skill Assessment: The study concentrated on the development of a specific non-verbal communication abilities through oral presentations, neglecting other facets of non-verbal communication.
- Conducted in a particular educational setting, this study's findings may not be applicable to other learning situations due to the limited generalizability.

By acknowledging these limitations, this research study aims to provide an extensive and balanced understanding of the effectiveness of oral presentations in enhancing non-verbal communication skills. Furthermore, these limits provide guidance for future investigations and enhancements in the field.

**CHAPTER ONE: LITERATURE  
REVIEW**

## Introduction

Effective and proficient communication has become a vital and essential attribute in today's world. In this context, Sharif et al. (2023) stated that "in a language learning course, there are four skills that students must master, and communication is one of the essential skills." Sharif emphasized the importance of communication in the learning-teaching process, in which undertaking a language learning path necessitates acquiring a wide range of skills; one of these skills is communication, which is a crucial foundation. This sentence emphasizes the importance of communication in the broader context of language acquisition. Effective communication is the goal, enabling you to navigate the world with enhanced linguistic skills, despite the importance of other essential abilities.

Furthermore, Živković (2014), as cited in Le (2023), noticed that proficient oral presentation skills are crucial for students to excel in academic and professional environments. In other words, proficient oral presentation abilities provide students with a crucial advantage in academia and their prospective professions. Presentations in classrooms enable students to effectively display their comprehension of a subject, involving their classmates and teachers. Organizing ideas, speaking confidently, and answering questions contribute to the development of critical thinking skills. These skills are directly applicable to future workplaces. Being able to express ideas convincingly is crucial for success and progress in interviews, team meetings, and client presentations. Developing robust presentation skills early on establishes a foundation for sustained success. Proficient communication has become an essential attribute in today's world.

In the same context, Sharif et al. (2023) stated that "in a language learning course, there are four skills that students must master, and communication is one of the essential skills." Sharif emphasized the importance of communication in the learning-teaching process, in which undertaking a language learning path necessitates acquiring a wide range of skills; one of these skills is communication, which is a crucial foundation. This sentence emphasizes the importance of

communication in the broader context of language acquisition. Effective communication is the goal, enabling students to navigate the world with enhanced linguistic skills, despite the importance of other essential abilities.

In other words, proficient oral presentation abilities provide students with a crucial advantage in academia and their prospective professions. Presentations in classrooms enable students to effectively display their comprehension of a subject, involving their classmates and teachers. Organizing ideas, speaking confidently, and answering questions contribute to the development of critical thinking skills. These skills are directly applicable to future workplaces. Being able to express ideas convincingly is crucial for success and progress in interviews, team meetings, and client presentations. Developing robust presentation skills early on establishes a foundation for sustained success.

## **1. Non-Verbal Communication**

The initial title examines the concept of non-verbal communication (NVC), providing a definition of NVC and analysing its various types, such as body language, including gestures and facial expressions. It also explores the important roles these types of non-verbal communication play, serving as substitutes, complements, and regulators of communication that is not verbal. More importantly, by identifying these messages, students will gain the ability to understand unexpressed feelings, skilfully handle social interactions and enhance their communication prowess.

### **Introduction**

“We depend heavily on nonverbal communication in our daily lives” (Gregersen, 2007, p. 52). Non-verbal communication is very important in the teaching and learning process. In this regard, Miller (1988) claims that nonverbal communication is acquired in the early stages of life and subsequently honed and perfected over the course of an individual's existence. Prior to the emergence of language, the behaviours exhibited by infants served as a means of communication. Prioritize children. Acquire knowledge of nonverbal expressions by observing and

replicating them, like how individuals acquire verbal abilities. Young children possess a greater amount of knowledge than they can express verbally and are typically more skilled at interpreting nonverbal signals compared to adults. This is due to their limited verbal abilities and their recent dependence on nonverbal communication.

### **1.1. Definition of Communication**

Bulunmaz (2016) states that the term 'communicate' has a historical connection to the term 'common'. The Latin verb "communicare," meaning "to share" or "to make common," is the origin of the word "communicate." The Latin word "communis," meaning «common," also shares a relationship with this verb. Through communication, we create entities. Ordinary. By doing so, we enhance our collective knowledge, commonly referred to as 'common sense', which serves as the fundamental requirement for any community. Communication entails the transmission of significance between a person who sends a message and a person who receives it. Meanings are typically conveyed through a system of symbols known as language, which can be expressed through writing, signing, or, more commonly, speaking. The word communication is defined by various authors. Thus, according to Richards and Schmidt (2002):

Communication is the exchange of ideas, information, etc., between two or more people. In the process of communication, there is usually at least one speaker or sender, a message that is transmitted, and a person or persons for whom this message is intended (the receiver). (p. 89)

To put it another way, Richards and Schmit emphasize the exchange of ideas and information between at least two individuals: a sender who transmits a message and a receiver who receives it. This highlights the interactive nature of communication, where both parties play crucial roles in ensuring the message is understood. The quote lays the foundation for understanding the basic elements involved in communication, which paves the way for exploring its complexities and nuances in different contexts.

Furthermore, Miller (1988) defined communication as “an ongoing process of sending and receiving messages that enable humans to share knowledge, attitudes, and skills.” In other words, communication is an ongoing process involving a continuous exchange, highlighting its dynamic quality. Secondly, it includes the exchange of messages, emphasizing the significance of active listening and interpretation. Thirdly, it extends beyond just transmitting information to include the exchange of more profound elements such as thoughts, emotions, and skills. It emphasizes communication as a distinct human ability that enables us to connect, form relationships, and navigate the social sphere. Miller's definition is a valuable starting point for understanding the fundamental human process, emphasizing verbal communication and shared understanding.

### **1.2. Definition of Non-Verbal Communication**

Since non-verbal communication dates back to the era of early humans, it is considered the most ancient mode of communication. During infancy, when a child lacks verbal communication skills, non-verbal communication plays a crucial role in conveying information from the baby to their parents. Non-verbal communication also encompasses postures. Some forms of nonverbal communication include glancing, making eye contact, using vocal inflections, maintaining physical proximity, using gestures, utilizing colours, displaying signs, producing sounds, using diagrams, and employing paralanguage, among other methods (Akinola & Oladipupo, 2014). Similarly, Zoric et al. (2007) defined nonverbal communication (NVC) as encompassing all forms of message exchange that do not involve the use of words.

In this regard, Burgoon et al. (2016) found that nonverbal communication enables individuals to convey messages without relying on verbal communication, and it is particularly effective in expressing emotions and feelings. Similarly, nonverbal communication is particularly efficient in conveying emotions and feelings. Verbal communication uses words to convey meaning, while nonverbal cues can offer extra information and improve message comprehension. Facial expressions can communicate emotions like happiness, sadness, or anger, while

body language can signal interest, attentiveness, or discomfort. Overall, nonverbal communication is a potent and powerful tool that aids individuals in expressing themselves and comprehending others on a profound level.

### 1.3. Types of Non-Verbal Communication

Numerous researchers have classified NVC into several types. The predominant categorization of nonverbal communication (NVC) includes kinesics, proxemics, paralanguage, and haptics.

#### 1.3.1. Kinesics

Ray Birdwhistell, an anthropologist who focuses on the examination of how individuals communicate through their body language, including posture, gestures, stance, and movement, coined the term "kinesics" in 1952 (Ferraro, 2015). Similarly, Pan (2014) stated that kinesics refers to the physical movements of the body. In this view, Shinta & Darmawati (2021) mentioned that kinesics revealed that all participants displayed friendly, smiling, and interactive facial expressions during the coaching session. This behaviour helped students feel motivated and at ease when communicating, especially when expressing their opinions. In other important terms, the study of body language, known as kinesics, showed a positive environment. Participants' friendly smiles and interactive facial expressions created a feeling of warmth and openness. The nonverbal encouragement significantly influenced the students, fostering a sense of ease and motivation to engage openly and share their thoughts, highlighting the effectiveness of nonverbal cues in establishing a supportive communication atmosphere. Body movement encompasses the utilization of gestures, facial expressions, posture, and eye contact.

##### 1.3.1.1. Gestures

Kendon (2004, p. 1) defined gestures as "Visible body actions that may be used in conjunction with spoken expressions or as alternatives to them. Hans & Hans, (2015) assert that there are three main classifications of gestures: adaptors, emblems, and illustrators:

Adaptors are bodily movements and gestures that indicate internal states, typically linked to increased vigilance or discomfort. Adaptors can be directed towards oneself, inanimate objects, or other individuals. Adaptors commonly manifest in social situations due to feelings of discomfort, unease, and anxiety. or the widespread belief that we do not have control over our environment.

A considerable proportion of individuals naturally exhibit adaptors, such as clicking pens, shaking their legs, or engaging in other actions, during classes, meetings, or periods of waiting, to redirect their excess energy. Self-adaptors refer to common self-touching behaviours, such as scratching, twirling hair, or fidgeting with fingers or hands. Internal self-adaptors, such as coughs or throat-clearing sounds, can be observed. In public speaking situations, the use of other adaptors is less common compared to social situations because the speaker is physically separated from the audience members. More adaptors refer to the actions of altering or attending to others, similar to the behaviour seen in primates like chimpanzees when they take objects away from each other.

Emblems are nonverbal gestures that have a universally recognized and agreed-upon meaning. Nevertheless, these indicators are different from the ones used by individuals who have hearing impairments or rely on American Sign Language (ASL) to communicate. Although these terms have a widely accepted meaning, they are not incorporated into a formal system of signs like ASL, which is specifically taught to a particular group of people. The gestures of a hitchhiker's raised thumb, the "OK" sign formed by connecting the thumb and index finger in a circular shape with the other three fingers extended, and the raised middle finger all serve as emblems that have a universally recognized meaning or meanings within a specific culture. Emblems can exist in either a fixed or changing state. Emblems are nonverbal cues that effectively communicate a clear and precise message. In the United States, a thumbs-up gesture can signify the meaning of "I need a ride" or "OK."

Illustrators are commonly hired to visually represent the verbal message they accompany, making them the most widespread form of gesture. One could use

manual gestures to communicate the size or shape of an object, for example. Illustrators, in contrast to emblems, do not possess inherent significance and are utilized in a more subconscious rather than conscious manner. These primarily involuntary and seemingly inherent gestures originate from us during speech, but their strength and frequency vary depending on the situation.

#### 1.3.1.2. Facial Expression

Facial expressions serve as a type of kinesics that is employed to convey messages nonverbally. Knapp and Hall (2006) assert that the face possesses a significant capacity for communication. The primary function of the site is to communicate emotional states and reflect interpersonal attitudes. Additionally, it offers nonverbal feedback on the comments made by others. Some scholars argue that it is the main source of information after human speech. Due to the visibility of the face and the following reasons, individuals give significant consideration to the messages conveyed by others' facial expressions. Furthermore, facial expression considers as an importance aspect of conveying messages between individuals, it helps to know what they feel, want, and need.

Additionally, the human face is highly expressive and capable of conveying a vast array of emotions. A person's facial expression can convey substantial meaning, even in a single snapshot. Common facial expressions such as joy, sorrow, anxiety, rage, and repulsion are universally identifiable among diverse cultures. Empirical studies have consistently provided evidence for the presence of these fundamental facial expressions. Nonverbal cues such as a smile, lively eyes, and slightly raised eyebrows can amplify the impact of our spoken message when we convey something light-hearted or humorous. On the other hand, when conveying a serious or sombre message, displaying a wrinkled forehead, a more compressed mouth, and even a subtle nod of the head can strengthen the seriousness of the message (Hans & Hans, 2015).

### 1.3.1.3. Posture

Posture conveys significant information about an individual. The posture and movement of an individual provide significant insights into their gender, social status, attitudes, and emotional condition. Postures convey impressions of various states such as interest, disinterest, self-assurance, and social standing. For example, upon observing an individual with their head resting in their hands, you instantly comprehend that they are feeling despondent. Nevertheless, assuming a seated position with one's feet resting on the desk can convey a sense of superiority and authority (Sadiki, 2020).

### 1.3.1.4. Eye Contact

Individuals also communicate through ocular behaviours, primarily via eye contact. Eye behaviours are often studied in kinesics and have a specific branch of nonverbal communication called "oculesics", originating from the Latin word "oculus," meaning "eye." Facial expressions and eye contact are the main focal points in communication, absorbing most of the conveyed information. The saying "The eyes are the window to the soul" is believed to be accurate as it suggests that people's true essence can be perceived through their eyes. Eye contact serves multiple communicative functions, including regulating interaction, monitoring interaction, conveying information, and establishing interpersonal connections. We use eye contact to signal our readiness to speak or encourage others to speak in order to regulate communication. We have all been in an awkward situation where a teacher asks a question, gets no response, and then stares at us for an answer. The teacher uses eye contact to prompt our response in that situation. Eye contact alternates between the speaker and listener during an interaction. Our eyes collect visual information essential for understanding people's actions, body language, and eye communication. By monitoring the audience's eye contact, a speaker can assess their level of engagement, confusion, or boredom and adapt the message accordingly. Eyes also convey information to others. Eye contact demonstrates attentiveness and interest in the speaker's words. Eye contact can be used to intimidate others (Hans & Hans 2015).

### 1.3.2. Proxemics

Edward T. Hall (n.d.) developed the concept of proxemics, which studies how humans use distance in communication. Hall was renowned for conceptualizing the concept of personal space. He developed a comprehensive system of notation to document how individuals utilize communal areas. Hall has travelled to various locations worldwide and instructed numerous foreign service personnel on cross-cultural communication. He believes that culture and communication are closely connected, and that communication exists in both silence and speech.

Proxemics is the study of how individuals utilize and are affected by space in communication, including how it influences their comfort levels and how they position themselves in relation to the space around them. Proxemics is the study of the physical distance between individuals during communication and the amount of personal space they maintain with different people. To gain a deeper understanding of proxemics, there is a need to investigate various types of spaces. Edward Hall identifies four types of acceptable distance commonly utilized in communication. Prior to discussing these space categories, it is important to acknowledge that the utilization of space differs among different cultures. Individuals from Western cultures, such as the United States, may feel uneasy if someone from North Africa stands closer to them than they prefer, perceiving it as an invasion of their personal space. This distinction is also evident within the same cultural context. Proxemic behaviour is primarily acquired through implicit learning. People are often not given clear instructions on the appropriate distance they should maintain in different situations. They acquire this knowledge through observation of others. They acquire this knowledge through observation of others (Hall, 1973, as cited in Sadiki, 2020).

According to Pan (2014), proxemics is the study of how people use space in specific situations. The two primary aspects of proxemics in classroom communication are the spatial distance between the teacher and students and the physical arrangement of the classroom.

### 1.3.3. Paralanguage

The term paralanguage was coined by George Trager in 1958 to describe the voice modifications used in various situational contexts, combining linguistic and psychological research. According to his topological classification, any human utterance can be fully explained by voice set, which includes physiological and physical characteristics that reveal mood, health, age, sex, body type, etc.; voice qualities, identifiable speech elements like pitch control, articulation, rhythm, resonance, and tempo; and vocalization, distinct noises like laughing, crying, and whispering, as well as affirmations like uh-huh and negations like uh-uh (Pennycook, 1985).

To put it another way, paralanguage encompasses vocal adjustments made in various contexts, incorporating elements from linguistics and psychology. Trager suggested a categorization system consisting of voice set, voice qualities, and vocalizations. These elements collectively play a crucial role in conveying meaning and emotions that go beyond the words spoken.

### 1.3.4. Haptics

Haptics is derived from the Greek word that translates to "I touch." It is an examination of tactile communication in various contexts. It analyses tactile communication. It pertains to nonverbal communication that includes physical contact. During communication, individuals often experience varying degrees of interaction and intimacy. Interactions and communication vary depending on the person one is speaking to, whether it be parents, spouses, colleagues, or superiors. Some communication may include physical contact, for instance, a mother would likely use physical touch to convey love, appreciation, and reassurance to her son or daughter, whereas a manager is unlikely to use touch when issuing orders to subordinates (Sadiki, 2020).

Henley (1977), as cited in Sadiki (2020), gathered individuals' perspectives on touch patterns and determined that people perceive touch as more probable in these eight contexts:

1. Providing guidance and knowledge to an individual
2. Issuing a directive or guidance
3. Requesting assistance or a favour
4. Persuading someone
5. Engaging in a deep conversation
6. Socializing at a party
7. Showing enthusiasm and pleasure
8. Receiving a distressing message

Overall, it is very significant to know that cultural norms and personal preferences play a significant role in how touch is perceived and understood. What is acceptable in one culture or context may be seen as inappropriate in another. It is essential to consider the specific context and individual comfort levels before engaging in physical contact.

#### **1.4. Functions of Non-Verbal Communication**

According to Negi (2009), the term "non-verbal communication" refers to the message conveyed by non-verbal cues. Non-verbal behaviours happen at the same time as the verbal message and can replace, enhance, control, or oppose the verbal message. Non-verbal message substitution happens when a non-verbal cue is used in place of a verbal one. For instance, a head nod signifies 'yes', a pat on the shoulder indicates 'intimacy', and so forth. Non-verbal behaviours can also enhance, elaborate on, or alter the verbal message. A teacher's confident delivery during a lecture can improve the quality of instruction. Non-verbal cues also influence the flow of conversation; for example, gestures, head movements, and various other behaviours signal the direction in which the interaction is expected to proceed.

More importantly, Knapp & Hall (2006), as cited in Najarzagdegan & Dabaghi (2014), explore various instances where nonverbal behaviours coincide with verbal messages. Replacement of nonverbal communication occurs when a nonverbal gesture is used in place of a verbal one, such as displaying an open palm

as a signal to engage in conversation in a classroom setting. When we substitute verbal communication with nonverbal behaviours, we opt for nonverbal behaviours that are easily identifiable by others, like a wave or a head nod. People often opt to nod their head in response to a question, instead of simultaneously saying "yes".

Non-verbal communication can be more effective in certain situations. Some things are better conveyed through nonverbal means than spoken words. Complements are elements that enhance or modify a verbal behavior, such as how a teacher's proper posture in the classroom improves the quality of teaching.

In more specific words, complements must be used in conjunction with the verbal message, unlike nonverbal communication, which can stand alone. When a friend informs you of receiving a promotion and becoming a father, you can express your excitement through various verbal and nonverbal cues. When you exclaim, "Wow, that's great!" When you smile and hug your friend while saying, "I'm really happy for you," you are using nonverbal communication to enhance your verbal message. Smiling and hugging your friend without speaking would create more uncertainty in the message compared to using it alongside verbal communication. Another function is emphasizing, which involves drawing attention to a crucial aspect of the message.

Adding an accent to a word or phrase creates emphasis by highlighting and amplifying it to make it stand out. It happens when the speaker emphasizes a specific word in their message, such as when a person says, "There is a trivial problem here" and highlights "trivial" through gesture. In this instance, the paralanguage, specifically the tone of voice, functions as nonverbal communication and emphasizes the message. Parents may instruct their children to "approach." When individuals gesture emphatically to the area in front of them, they are emphasizing the location indicated as "here" in the spoken communication. Nonverbal communication cues (NVCs) can also influence the progression of conversations, such as a teacher nodding to indicate approval of a student's response and frowning to signal disapproval.

According to Capper (2003), as cited in Negi (2009), the regulatory function provides important cues for learners to interpret speech acts and significantly improves conversation. Non-verbal cues can contradict verbal messages, such as in the instances of 'irony' and 'satire'. Non-verbal communication conveys emotions and attitudes such as happiness, sadness, surprise, intimacy, seriousness, satire, formality, and informality through non-linguistic cues.

### **1.5. Importance of Non-Verbal Communication**

Hans & Hans (2015, p. 52) stated that “research in communication suggest that many more feelings and intentions are sent and received non-verbally than verbally”. A considerable proportion of information is transmitted through non-verbal modes of communication, as most of the messages we receive or convey rely on non-verbal cues rather than the precise words we utter. Akinola & Oladipupo, (2014) list the added benefits of non-verbal communication and they are outlined below:

1. Non-verbal communication functions as a means of strengthening verbal communication.
2. It functions as a practical alternative in situations where communication fails.
3. It is typically straightforward and thus easily comprehensible.
4. It is more cost-effective to use.
5. Non-verbal cues can be utilised to regulate interaction, showing when to speak and when not to speak.
6. Nonverbal communication is multidimensional, as opposed to verbal communication, which is limited to two modes: speaking and writing. Nonverbal communication encompasses the use of pictures, dressing, colours, sounds, materials, actions, body positions, and distance, among other factors.

In other terms, Researchers emphasize the significance of non-verbal communication for successful communication. In this regard, Miller (1988) stated that 93% of communication is conveyed through facial expressions and vocal intonation. Unlike verbal communication, which has only two modes: speaking and writing, nonverbal communication is multidimensional. Nonverbal communication encompasses the use of pictures, dressing, colours, sounds, materials, actions, body positions, and distance, among other factors. Furthermore, researchers emphasize the significance of non-verbal communication for successful communication.

### **Conclusion**

In conclusion, non-verbal communication is essential for conveying messages effectively. Nonverbal cues are typically used alongside spoken language to strengthen and convey different ideas, thoughts, and feelings. Comprehension oral production: 'Teachers often incorporate oral presentation as a learning means to enhance nonverbal cues and various forms of non-verbal features. The study aims to investigate the use of oral presentations in the COP module to enhance students' nonverbal communication; thus, the next section aims to address different aspects of oral presentations.

### **2. Oral presentations**

The second main title of the literature review explores the concept of oral presentations. The section begins by emphasizing the significance of oral presentations in the field and provides a definition that clarifies their purpose and essential characteristics. This section delves into the various types of presentations, such as controlled, guided, and free, which differ in their level of adherence to guidelines and the presenter's autonomy. The conversation underscores the vital importance of oral presentations, possibly emphasising their capacity to spread knowledge, initiate discussions, or accomplish goals. It also delves into the advantages of giving oral presentations, including improving the presenter's non-verbal communication and increasing audience engagement. The section ends by emphasising the significance of oral presentations in relation to the research

questions explored in the thesis. This section provides a thorough examination of various aspects, establishing a solid foundation for comprehending the importance and wide-ranging uses of oral presentations as learning tools to enhance non-verbal communication.

## **Introduction**

Successful instructional activities are critical for both learning and teaching. Learners must feel comfortable when participating in any activity. One crucial activity is the oral presentation, which aids learners in acquiring the essential skills for effectively delivering a classroom presentation.

In this context, oral presentation skills are considered one of the most important proficiencies needed for higher education and future careers (Al-Nouh et al., 2015). In other words, oral presentations have transitioned from being viewed as optional to being seen as essential assets for bridging academic and professional pursuits. Presentations in higher education serve as a platform for demonstrating knowledge, defending research, and engaging in class discussions. In professional settings, careers are becoming more collaborative, necessitating skills in presenting proposals, leading meetings, and influencing stakeholders proficiently. Clearness, confidence, and the way people stand, move, and talk are essential for advancing in one's career, whether in a boardroom, conference hall, or online meeting. Proficient oral presentation skills enable individuals to effectively communicate their ideas and influence, motivate, and establish credibility and attributes highly valued by employers in various sectors. Mastering oral presentation provides individuals with the confidence and communication abilities needed to succeed in academic and professional environments.

### **2.1. Definition of oral Presentations**

Joughin (2007), as referenced in Al-Nouh et al. (2015), proposes three perspectives on oral presentations: conveying others' ideas to a passive audience with low anxiety levels, sharing studied material for students to form their own interpretations, and challenging and defending a stance through persuasion. In the

second viewpoint, the audience actively evaluates students' presentations, and students respond to audience inquiries, leading to some stress. In the third perspective, students recognize being the centre of attention, resulting in more pressure compared to the first two situations.

## 2.2. Types of Oral Presentations

University courses frequently include oral presentations. Presentations can be short or long, given individually or as part of a group, and may require the use of visual aids like PowerPoint slides.

In Preparing an oral presentation involves similar steps to writing an essay, but with the use of spoken language and consideration for a live audience. According to Al-Issa and Al-Qubtan (2010), oral presentations can be categorized into three types: controlled, guided, and free. Several factors influence the quality of a presentation's content, including the topic chosen, time allotted, vocabulary and grammar, the presentation method, and learners' proficiency levels.

### 2.2.1. Controlled Oral Presentations

During a controlled oral presentation, students typically demonstrate language proficiency ranging from beginner to elementary levels. As a result, the teacher must limit the discussion to textbook content or topics that students can easily present. This also pertains to the selection of grammar and vocabulary. Additionally, students with limited language skills may not be able to deliver presentations in a foreign language for an extended period of time.

The selection of a presentation method is another crucial factor. Typically, students at this language level are young, between 6 and 12 years old, and may have limited or no knowledge of certain techniques, such as the use of computers and software such as PowerPoint and other technological equipment like OHPs, which is somehow difficult for them. Therefore, the teacher can instruct students to write and deliver their brief oral presentations to their peers. The purpose of implementing controlled presentations is to help young students build confidence in

public speaking, increase their classroom engagement in a meaningful manner, and practice the target language.

An illustrative instance is found in a fifth-grade lesson within the Omani national curriculum. The learners, aged 10, have been studying English for 5 years but are at a basic level of proficiency. The teacher can pair up the learners and have them ask questions like "Do you?" to gather basic personal information about each other using simple and familiar English. Examples of such inquiries include "Do you like pizza?" "Do you enjoy playing hopscotch?" and "Do you follow football?". Overall, controlled oral presentation allows students to engage meaningfully and practice the target language (Al-Issa & Al-Qubtan, 2010).

### 2.2.2. Guided Oral Presentations

Regarding a guided oral presentation, students can be categorized as having a lower-intermediate or intermediate level of English proficiency. Hence, they can be directed regarding topics appropriate for their language proficiency. They should not be required to utilize complex structural and lexical elements at this point. They should be directed to a suitable level of grammar and vocabulary. Additionally, even though their language proficiency is higher than that of students at lower levels, they should not be expected to speak continuously for a prolonged period without making numerous language errors. Committing such mistakes can occasionally impact students' confidence, particularly in situations where precision is more important than fluency, such as in the Arab world.

Learners at this proficiency level can be directed to create their work using PowerPoint or overhead projector (OHP) slides, provided the necessary equipment is accessible. These slides can contain key information regarding the topic. Students can also create their main headings on a separate sheet of paper and distribute copies to each peer or share them among pairs or small groups. Meanwhile, students who are presenting can prepare specific phrases and sentences on a separate sheet of paper to recite to the class, with the teacher offering assistance as needed. More significantly, some students may choose to memorize their presentations. It is a prominent characteristic of numerous educational systems globally, especially in

Asian and African settings. (Al-Issa & Al-Qubtan, 2010). In the same corner, King (2002) emphasizes that delivering a presentation by reciting passages copied from different sources, containing intricate sentences and uncommon words, or reading a speech memorized word-for-word can make the presentation uninteresting and hinder the audience's ability to understand. Memorization can be beneficial, as languages consist of specific phrases, expressions, and lexical and structural elements that need to be memorized and utilized when needed.

King (2002) suggests that modern technology such as video cameras, slides, projectors, PowerPoint, VCD/DVD, and other visual aids can make presentations more engaging and captivating compared to traditional methods. Using visual aids in oral presentations sparks learners' interest in the topic.

### 2.2.3. Free Oral Presentations

Students are required to have upper-intermediate to advanced proficiency for free-form oral presentations. Students at this level typically range from 16 to 22 years old and should be provided with the freedom to select the subject they wish to address, strategize the topic in the manner they find most suitable, and utilize any language proficiency. Students should have previous experience in oral presentations during the earlier guided stage for this to be applicable. These students typically show proficiency in using sophisticated language and may be given more time for presentations compared to students at lower levels. An illustrative example could involve students choosing to discuss a social phenomenon like smoking. The students are capable and confident in gathering data from multiple sources. Key information to be covered may include statistics on the prevalence of smoking nationally and globally, various forms of smoking, health risks associated with smoking, strategies to combat smoking, and methods for smoking cessation. The grammar and vocabulary can be diverse and intricate. Moreover, students giving spontaneous oral presentations can respond to questions from their classmates after they complete their presentation. If the class is divided into categories based on students' abilities, the audience can generate intricate

questions using their linguistic proficiency. Students in the controlled and guided categories may struggle to inquire about and respo

nd to topics they have encountered briefly and only once due to their proficiency level and young age. (Al-Issa & Al-Qubtan, 2010). Overall, students at this level possess the capability to deliver lengthy presentations, utilize sophisticated language, and incorporate various sources of information. Students are required to have upper-intermediate to advanced proficiency for free-form oral presentations. Students at this level typically range from 16 to 22 years old and should be provided with the freedom to select the subject they wish to address, strategize the topic in the manner they find most suitable, and utilize any language proficiency. For this to be applicable, students should have previous experience with oral presentations during the earlier guided stage. Typically, these students demonstrate proficiency in sophisticated language and may receive more time for their presentations compared to those at lower levels. An illustrative example could involve students choosing to discuss a social phenomenon like smoking.

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### 2.3. Benefits of Oral presentation in EFL classrooms

The researcher opted for the term benefits rather than importance or significance because benefits are the positive outcomes or advantages that the researcher receives from oral presentations. It is specific, tangible, and often personal. They answer the question, "What does he/she gains from this?" and what are the reasons that make oral presentations beneficial in EFL classrooms? It emphasizes why something is essential, valuable, or necessary. It answers the question, "Why is this significant in being beneficial?".

According to King (2002), "the introduction of oral presentations to EFL classrooms provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public." In other words, oral presentation offers a beneficial and engaging experience for teachers to enhance their facilitation skills and for students to build confidence in public speaking, consequently, instructors acquire valuable experience by leading discussions, while students enhance their confidence and presentation skills, preparing them for future pursuits. This establishes a beneficial cycle in which both parties acquire knowledge and develop, rendering oral presentations a valuable tool for educators and learners alike.

In other words, incorporating oral presentations into EFL classrooms benefits both teachers and students beyond language learning. It offers students a confidence-boosting environment where they can develop the skills needed to present themselves effectively in public. Teachers use the platform to improve their facilitation skills by guiding and supporting students throughout the process. This fosters a beneficial and engaging atmosphere in which both students develop valuable communication skills and teachers enhance their capacity to support and empower students. Oral presentations are powerful tools for enhancing language skills and promoting personal and professional development. Brooks & Wilson (2015) stated that "oral presentations have been shown to be extremely successful with respect to improving learners' L2 skills and increasing their autonomy."

Mohdrazzi & Othman (2020), as cited in Le (2023), discovered that oral presentations can enhance students' self-confidence and decrease anxiety. Students who took part in a public speaking course reported increased confidence and decreased anxiety levels upon completion. In other words, oral presentations can greatly enhance students' confidence and reduce their anxiety when speaking in front of an audience. After completing the oral presentation, participants showed increased confidence levels and reduced anxiety when speaking in front of others. Structured practice and training in oral presentations can effectively help students reduce nervousness and enhance confidence in their communication abilities.

#### **2.4. Oral presentations skills**

According to Le (2023), proficiency in delivering oral presentations is essential in personal and professional environments. Proficient oral presentations enable students to articulate their ideas clearly and convincingly, allowing them to deliver their message in a compelling way. In other words, oral presentations are a vital technique of communication that allows individuals to express their thoughts and ideas clearly, succinctly, and persuasively. During an oral presentation, it is essential to not only communicate information but also engage the audience and make a memorable impact. Effective oral presentations require meticulous preparation, structure, and execution to guarantee that the message is received and comprehended by the audience.

Furthermore, Le (2023) also believed that strong presentation skills can boost confidence, self-esteem, and the capacity to interact with others and form significant relationships. Hence, oral presentation skills are an asset with wide-ranging benefits for students. Similarly, in more specific words, proficient presentation abilities are an essential tool for students, greatly improving their overall growth. Developing strong communication skills in public speaking enhances self-confidence and reinforces self-esteem. This newfound confidence leads to enhanced social interactions, enabling students to establish more robust and significant relationships with their peers. As students' communication skills progress, they frequently develop improved social fluency, enabling them to

articulate themselves more effectively and participate in more profound discussions. Engaging in preparing and giving presentations helps develop critical thinking and organizational skills. Students need to thoroughly investigate and combine information to present it in a persuasive and logical way. Additionally, conquering the initial nervousness commonly experienced during presentations enhances resilience and promotes an increased ability to move beyond one's comfort zone. Strong presentation skills offer benefits that go beyond the classroom, providing transferable abilities that can enhance students' academic, personal, and professional success in the long term.

Oral presentation skills involve effectively conveying information and ideas through speech to an audience. This includes various essential elements and components, such as:

- **Clearness and logical connection:** the capacity to express thoughts and ideas clearly and logically for the audience to understand.
- **Organization:** The presentation should be organized cohesively with a clear and logical structure, including an introduction, body, and conclusion. The speaker should effectively lead the audience through the content without interruptions.
- **Body language:** Nonverbal communication is crucial for delivering a successful oral presentation. The speaker should utilize gestures, facial expressions, and posture to highlight important points and captivate the audience.
- **Eye contact:** Sustaining eye contact with the audience aids in establishing a connection and fostering trust. It also assists the speaker in assessing the audience's level of engagement and adapting the presentation accordingly.
- **Voice and tone:** The speaker should maintain a clear, confident, and varied tone to ensure audience engagement. This involves utilizing

emphasis, pauses, variations in pitch, and changes in volume to highlight important points.

- Visual aids, like slides, charts, and graphs, can enhance the main points of the presentation and simplify the information for better comprehension.
- Time management: The presentation should be delivered within the designated time frame without rushing or extending unnecessarily. (Le, 2023)

Fundamentally, oral presentation skills entail communicating information and ideas verbally to a group of listeners. Important components consist of clarity and logical coherence, a coherent framework comprising an introduction, body, and conclusion, proficient nonverbal communication, sustained eye contact, confident vocal delivery, utilization of visual aids such as slides, charts, and graphs, and effective time management. Establishing a coherent and rational connection is crucial for comprehending the main message, with body language, eye contact, and voice modulation being utilized to emphasize key points. Eye contact fosters trust and connection, while slides can simplify information and enhance the main points. Effective time management ensures that the presentation is delivered within the allocated time frame without rushing or exceeding the necessary time.

### **2.5. The Relation Between NVC and OP**

According to Le (2023), the correlation between nonverbal communication and oral presentation is crucial for making an effective presentation. Nonverbal communication, encompassing gestures, facial expressions, and posture, enables the speaker to accentuate crucial points and engage the listener. The speaker develops a relationship with the audience, fosters trust, and evaluates the level of involvement by making use of eye contact. In addition, the act of maintaining a distinct, self-assured, and diverse voice and tone improves the level of audience involvement by employing techniques like emphasising certain words, taking pauses, altering pitch, and adjusting volume. These components of nonverbal communication have a

significant impact on the efficacy of an oral presentation because they enhance the rapport between the speaker and the audience.

Additionally, Rahmat et al. (2019) asserts that non-verbal cues in social interactions can aid in bridging the language barrier between different cultures and facilitate communication. More importantly, in an academic setting, non-verbal communication not only improves student communication and their interactions with each other, but also plays a beneficial role in enhancing oral presentations. Utilising nonverbal cues will significantly enhance the students' learning progress. Fundamentally, an effective oral presentation relies on mastering nonverbal cues, which include body language, facial expressions, and vocal variety. The nonverbal cues serve as the rhythm, emphasis, and emotions that animate the speech; displaying an open posture, maintaining confident eye contact, and using a dynamic voice can convey enthusiasm and credibility, captivating the audience and ensuring your message has a profound impact. In this context, Rahmat et al. (2019) stated that a successful oral presentation requires proficiency in nonverbal cues. Nonverbal cues are crucial in oral presentations, as they help the presenter better connect with the audience. In other words, nonverbal cues such as gestures, eye contact, and vocal tone influence the audience's perception and help establish connections when students are presenting.

Rosip & Hall (2004), as cited in Rahmat et al. (2019), believed that much of the study of nonverbal communication focused on interaction between individuals, which can be classified into three principal areas: environmental conditions where communication takes place, physical characteristics of communicators, and communicators' behaviours during interaction. All these factors are important for a good oral presentation because each factor plays its own role in making the oral presentation. It is an aid for the student to capture the audience's attention without even saying a word.

From this viewpoint, non-verbal communication and oral presentation are very interconnected, where nonverbal communication, which includes environmental conditions, physical characteristics, and behaviour, is essential for

engaging audiences during oral presentations, despite being traditionally focused on interpersonal interactions. Students can capture attention through professional aspects such as maintaining a confident posture and offering warm smiles, which help encourage audience engagement. Nonverbal cues can strengthen the spoken message through gestures and eye contact, allowing genuine enthusiasm and emotions to come across, fostering trust, and conveying authenticity. Engaging in regular practice and feedback during presentations allows students to improve their nonverbal communication skills, increase self-awareness, and evaluate the impact of various techniques, ultimately improving their overall communication abilities in presentations and different areas of students' lives.

## **Conclusion**

In conclusion, oral presentation and non-verbal communication, crucial elements in the EFL learning and teaching process, have garnered the interest of numerous language researchers and scholars. Often described as a form of silent language without words, nonverbal communication is exciting. Oral presentations provide EFL learners with a platform to practice and enhance their non-verbal communication skills. Through the preparation and delivery of presentations, students gain confidence in expressing ideas using facial expressions, gestures, and body language. This improves their communication abilities and promotes a more profound comprehension and mastery of the English language.

non-verbal communication such as body language, facial expressions, and tone of voice convey hidden emotions, attitudes, and intentions, enhancing the intricacy and depth of our communication. Comprehending this nonverbal communication is crucial for fully grasping the intended message of others and improving our communication abilities. Oral presentations provide EFL learners with a platform to practice and enhance their non-verbal communication skills. Students enhance their confidence in expressing ideas using facial expressions, gestures, and body language through the preparation and delivery of presentations. This improves their communication skills and promotes a more profound comprehension and mastery of the English language.

**CHAPTER TWO: DATA COLLECTION,  
INTERPRETATION, AND RECOMMENDATIONS**

## Introduction

This chapter investigates using oral presentations as a learning means to enhance third year EFL students' non-verbal communication. The study will use a qualitative-quantitative design to obtain valuable results, address research questions effectively, and achieve the study's objectives. The triangulation method is used to investigate research hypotheses. A questionnaire is administered to third-year students at the University of Tlemcen, along with classroom observations. Additionally, a structured interview is conducted with teachers, focusing on oral production. We will use this sample to explore various viewpoints and approaches related to the research inquiries. We provide a thorough explanation of each research tool, present the findings, and analyse the results for potential recommendations.

This chapter will outline the research questions and analyse each one separately. It will conclude with a detailed overview of the complete findings. Subsequently, a general conclusion will be drawn, summarizing the main results, and highlighting the key insights and implications of the research. Following this, A detailed overview of all the findings will be provided. Subsequently, a general conclusion will be drawn, summarizing the main results, and highlighting the key insights and implications of the research.

### 1. Research Methodology

Developing a strong research design represents an incredible challenge for researchers. Choosing the most suitable research methodology that aligns with the research objectives will assist the researcher in conducting a comprehensive study and attaining the best possible outcomes.

To conduct this study, it is necessary to employ the exploratory research study, as it is defined by Tegan George in his article "Exploratory Research/Definition, Guide, and Examples. George (2021) defined exploratory research as the process of examining novel questions that have not received extensive prior study. Exploratory research is commonly distinguished by its

qualitative quality. However, a study that is conducted with a large sample size and with an investigative approach can also be classified as quantitative. It is well recognized as interpretive research or a grounded theory approach due to its flexible and unconstrained nature. Exploratory research is a process used to analyse features that have not been addressed before or to examine phenomena that cannot be studied using other research approaches.

To emphasize when to use the exploratory research study, George (2021) states that the researcher can employ this form of research if he has a general notion or a specific subject that he wants to examine but there is no underlying knowledge or paradigm with which to study it. In other words, exploratory research is commonly employed when the problem you're examining is new or when the data collection procedure is challenging for whatever reason.

## **2. Research Objectives**

This study has the following objectives:

- 1) The goal is to identify the importance of non-verbal communication.
- 2) To state oral presentation as an important learning means for enhancing non-verbal communication.

## **3. Sample population**

This study was conducted and carried out with third-year students at the University of Abu-Bakr Belkaid, Tlemcen, in the Faculty of Letters and Languages. The overall number of third-year students in the English department is 319, arranged into six groups. A sample of 34 learners ( $N = 35$ ) is randomly selected for investigation in this research. In this context, Cohen et al. (2007) explain that in the process of simple random sampling, every individual in the population being studied has an equal possibility of being chosen, and the selection of one individual does not impact the probability of selecting another individual. In other words, each selection is completely independent of the previous selections. The procedure

entails randomly selecting the necessary number of participants for the sample from a population list, known as a sampling frame.

The main reason for selecting this specific sample is that third-year students are required to develop oral presentations, and they have already acquired the fundamental information and skills for oral presentations throughout their first and second academic years. Consequently, at the third-year level, students are expected to focus on refining their communication and presentation skills. Furthermore, the third-year students were chosen due to their anticipated acquisition of proficient communication skills after three years of studying at the university. This research was specifically selected to gain insight into the practical functioning of things in their everyday settings. Students are chosen at random to fulfil their instructors' requirement of preparing and delivering presentations during the semester. Regarding the teachers, the researcher has selected three teachers ( $N = 3$ ) who teach third-year students at Tlemcen University for inclusion in this analysis.

### **3.1. Students' Profile**

This study selected a total of thirty-four third-year students from Tlemcen University to complete a research questionnaire that was provided online through Google Forms. The selection of this sample was based on two primary factors: Initially, students at this proficiency level receive orders in preparing oral presentations as part of TD mark for the comprehension and oral production module. Furthermore, students often have difficulties when presenting, which constitutes a significant issue. The research aimed to address this problem and propose potential solutions by utilising oral presentations as a learning means to improve the non-verbal communication of 3rd year students. This approach can assist learners in enhancing their presentation, proper posture, and effective use of voice and gestures.

### **3.2. Teachers' Profile**

Three educators specializing in comprehension and oral production (COP) have been asked for a structured interview. Each teacher underwent a face-to-face

interview lasting between eight to 10 minutes. The selected teachers were chosen to bring an understanding and awareness of their students' challenges in oral presentations, with particular attention to non-verbal communication.

#### **4. Research Instruments**

Gathering data on an unexplored subject can pose significant challenges. Participating in exploratory research allows you to improve your topic and produce a clear hypothesis and issue statement, while also providing you with a thorough understanding of the subject matter. Exploratory research involves the collection of data, which may be classified into primary and secondary research approaches, with subsequent data analysis following a similar framework (George, 2021).

To ensure the suitability of the study, the researcher opted to integrate both qualitative and quantitative data. The researcher in this study relies on several data collection methods and employs the triangulation procedure to approach the topic from multiple angles and perspectives. Thus, it employed three research instruments: a student questionnaire, a structured interview with COP teachers and a classroom observation known as grid observation.

##### **4.1. The Questionnaire**

A widely acknowledged research instrument, the questionnaire gathers data and acquires information from respondents about their profiles, requirements, interests, and perspectives on teaching and learning, among other factors. Primarily, researchers select it for quantitative data collection due to its ease of administration and rapid data production, particularly in comparison to other research methods like interviews.

Bhandari (2023) provided a precise definition of a questionnaire as a collection of queries or elements used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires are an effective instrument for collecting both quantitative and qualitative data. Moreover, market research and the domains of social and health sciences commonly utilize questionnaires. For example, a firm may seek feedback on a recent customer service interaction, while

psychology researchers may investigate health risk perceptions using questionnaires.

The students' questionnaire was administered to third-year students out of six groups that consist of 320 students. 34 students were chosen randomly to answer the questionnaire. The questionnaire contains 16 questions divided into three rubrics, encompassing close-ended, multiple-choice, and open-ended questions. The initial segment of the questionnaire pertains to the students' background information, including their gender and proficiency level in the English language. The second part examines several aspects of the students' oral presentations. The third portion focuses on the extent to which EFL students improve certain non-verbal communication methods through oral presentations, as well as the difficulties they encounter in non-verbal communication during oral presentations. The questions have been analyzed using descriptive analysis methods and two questions have been analyzed using thematic analysis methods. The investigator administered a questionnaire to students with the following aims:

1. The goal is to see if the students really struggle with non-verbal communication.
2. For the sake of looking for the use of oral presentation as a learning means to enhance non-verbal communication.
3. The goal is to validate and verify the research hypotheses.

The questionnaire was composed of two open-ended questions (see Appendix A) that the students could answer in Arabic or French whenever it was necessary.

## **4.2. The Interview**

In every qualitative study, the interview serves as the primary cornerstone and fundamental (Edwards and Holland, 2013). "Interviews are a way of collecting data as well as gaining knowledge from individuals" (Monday, 2020). Moreover, an interview is a systematic way of initiating a conversation and attentively listening to others, acting as an alternate method of collecting data through interpersonal

conversations. The interviewee functions as the primary provider of actual data for the study (Monday, 2020).

There are three sorts of interviews. The first type is a structured interview, which is also known as a standardized interview. First et al. (2002), as cited in Beck & Perry (2008), asserted that structured interviews specifically aim to minimize variation and errors resulting from alterations in interview conduct. The approach is highly quantitative, organized around a set of explicit questions that require simple yes-or-no responses (Monday, 2020). Semi-structured interviews, the second type, involve the specification of certain subjects and introduction questions, yet allow the interviewer greater flexibility in selecting the interview's manner. (First et al., 2002, as cited in Beck & Perry, 2008).

Furthermore, Monday (2020) mentioned that this type is used to collect qualitative data through the use of open-ended questions like "What is the reason behind..." or why is it so important? The interviewer has the flexibility to modify the sequence of questions or incorporate additional ones. Unstructured interviews, also known as in-depth interviews, are the third type.

This study employed a structured interview method containing eight questions to gather data from three teachers of the COP course. The interview focused on the teacher's experiences and perceptions of utilizing oral presentations as a means of instruction to enhance the non-verbal communication of their third-year students. The primary focus was on pinpointing the aspects of non-verbal communication that oral presentations can most effectively enhance. The interview's objectives were twofold:

1. To confirm and check the research hypotheses.
2. To elicit additional insights and perspectives on the topic from teachers' point of view.
3. To acquire extremely personalized data and information from instructors about what truly happens in everyday contexts.

### 4.3. Classroom Observation

According to Baker (2006), observation is considered a complicated research approach due to the various roles and strategies involved in collecting data. Classroom observation assesses various aspects of teaching and learning. These aspects include learning methodologies, teacher-student interaction, classroom management, and collaborative activities. Cowie (2009) clarified that while observation is closely associated with ethnography, it also plays a significant role in action research, case studies, and mixed-method studies, serving as a tool for gathering data to tackle research questions or explore issues or concerns. Since it allows for the direct observation of participant interactions, classroom observation is frequently considered the most effective method for gathering data and information about what is happening in the classroom. Nunan and Bailey (2009) support the idea that observation is an appropriate method for studying the dynamics between learners and teachers inside the classroom. Moreover, Nunan and Bailey (2009) state that observation techniques have the benefit of condensing data and making it easier to find trends.

An observer can utilize many manual data collection techniques, including recording field notes, employing observation systems, utilizing maps, and constructing seating charts. In addition, the observer can use electronic recordings of a session to encode data or transcribe the precise statements made by the students and teacher over the course duration.

Wragg (1994) and Wray and Bloomer (2006) conducted research that provides a concise overview of the elements to consider prior to, during, and after classroom observation:

- Before the observation begins, the phenomenon that needs to be noticed should be clearly and specifically defined. Prior to entering the classroom, the observer should have a clear understanding of what they are seeking, rather than simply sitting and waiting for something of interest to occur.
- Covert audio recordings conducted in educational settings are morally wrong. Prior to conducting observations, researchers should obtain the

consent of the subjects or, in the case of child subjects, the consent of their parents.

- To reduce his impact, the observer should make the subjects feel comfortable by fully engaging in the lesson. An effective observer should actively participate in the subjects' activities without intentionally diverting their attention from the observer's main objective in the classroom.
- Returning to prior research can be quite advantageous. Researchers can develop a checklist of categories derived from previous studies to compare with the data they will gather during observation.
- The observer must consistently refer back to their main research questions when making observations and when deriving inferences from the gathered results.

In this study, the researcher acted as a non-participant observer and five separate classroom sessions were attended, each providing multiple opportunities to observe various students and their presentations. The goal was to gain a comprehensive and profound understanding of the difficulties students face in oral presentations about non-verbal communication, as well as to actively interact with a variety of forms and types of non-verbal communication. Students use an observation sheet to identify the specific non-verbal communication techniques they employ to express their thoughts and ideas during their presentations. The observation grid was adapted from the work of Indah, et al (2018), and Nunan & Bailey (2009).

## **5. Data Analyses**

The data is analyzed using both quantitative and qualitative analysis, employing descriptive methods to examine questionnaires completed by third-year students, a thematic analysis for interviews with comprehension and oral production teachers, and attending a classroom observation with both those teachers and students.

Consequently, the outcomes were analyzed using the Statistical Package of Social Sciences (SPSS) version 23 software, after the coding and assignment of numerical values to the data. The quantitative data from the questionnaires was processed using SPSS software for the analysis. Thematic analysis was used to discover and understand patterns and themes in the qualitative data collected from teacher interviews and classroom observations.

### 5.1. Students' Questionnaire Analysis

Previously, the questionnaire provided significant insights into the learners' profiles, identifying their interests, requirements, and expectations regarding the utilization of oral presentation to boost non-verbal communication. The objective of this questionnaire is to investigate the perspectives of forty-three students at Tlemcen University on the effectiveness of oral presentations in enhancing their non-verbal communication.

#### I. General Information

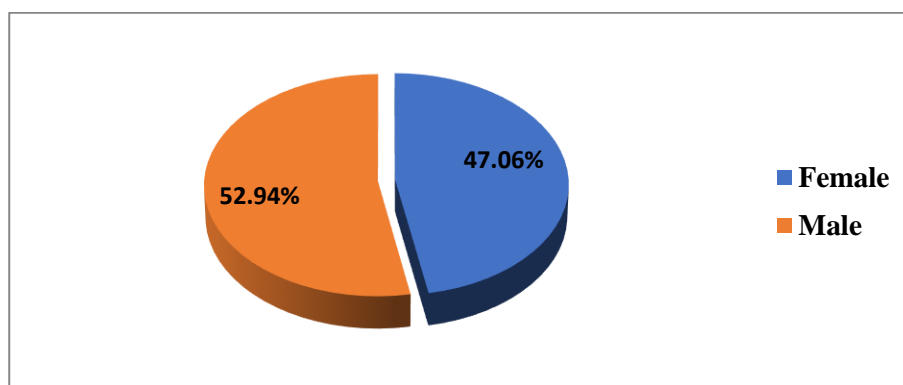
##### Q1. What is your gender?

- a. Female
- b. Male

**Table 2.1 Students gender**

Options	Number of respondents	Percentage %
Female	16	47,06%
Male	18	52,94%
Total	34	100%

*Source: Prepared by the student in light of the outputs of V.22.SPSS*



**Figure 2.3 Students gender**

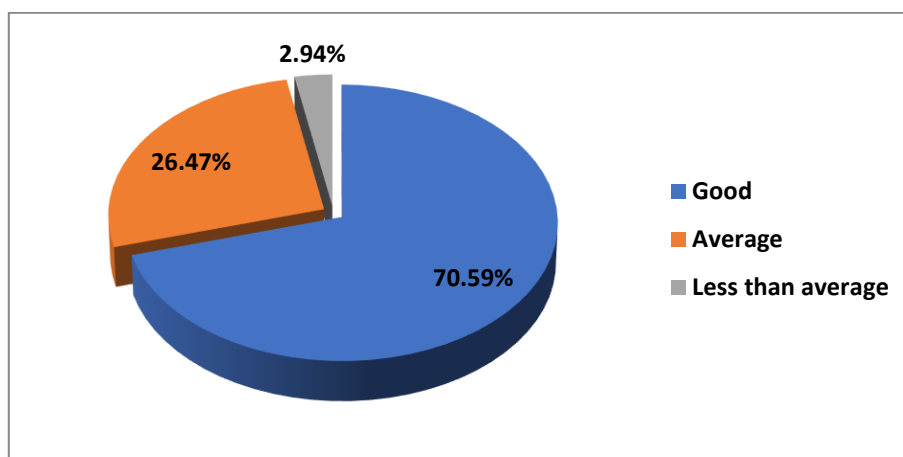
The purpose of this inquiry is to provide perspective on the number of males and females who participated in the study. It is evident that males constitute the majority in this sample, accounting for 52.9% of the population that responded to the questionnaire. In contrast, females represent a minority of 47.06% in this randomly assigned sample.

**Q2. How is your level in the English language?**

- a. Good
- b. Average
- c. Less than average

**Table 2.2 Students' proficiency level/ Students perception of their English language level**

Options	Number of respondents	Percentage %
Good	24	70,6%
Average	9	26,5%
Less than average	1	2,9%
Total	34	100%



**Figure 1.4 Students' proficiency level**

The analysis of the participants' responses indicates that the majority of the sample perceives their English language proficiency as satisfactory. Specifically, 24 students (70.6%) reported their level as good, while 9 students (26.5%) considered it average. Only 1 student (2.9%) believed their level to be below average.

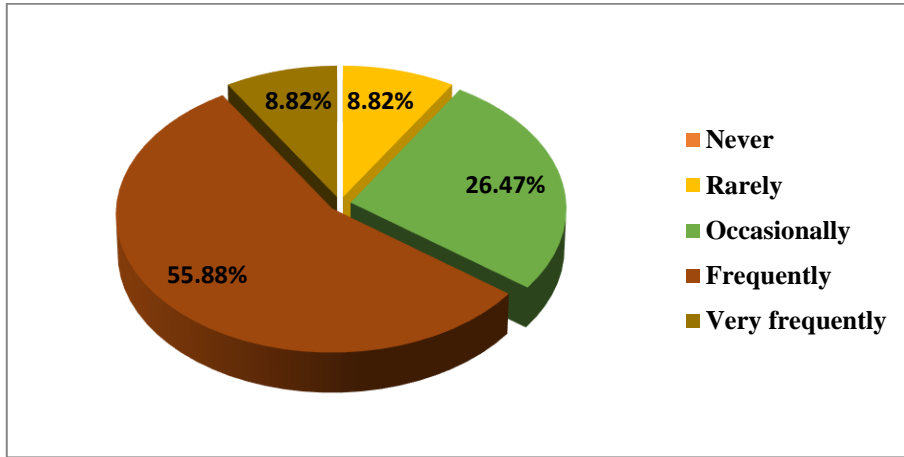
## II. Aspects of the Students' Oral Presentations

**Q3. How often do you have opportunities to deliver oral presentations in your COP?**

- Never
- Rarely
- Occasionally
- Frequently
- Very frequently

**Table 2.3 Students' Delivery of Ops**

Options	Number of respondents	Percentage %
Never	00	00%
Rarely	03	08.8%
Occasionally	09	26.6%
Frequently	19	55.9%
Very frequently	03	08,8%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.5 Students' Delivery of Ops**

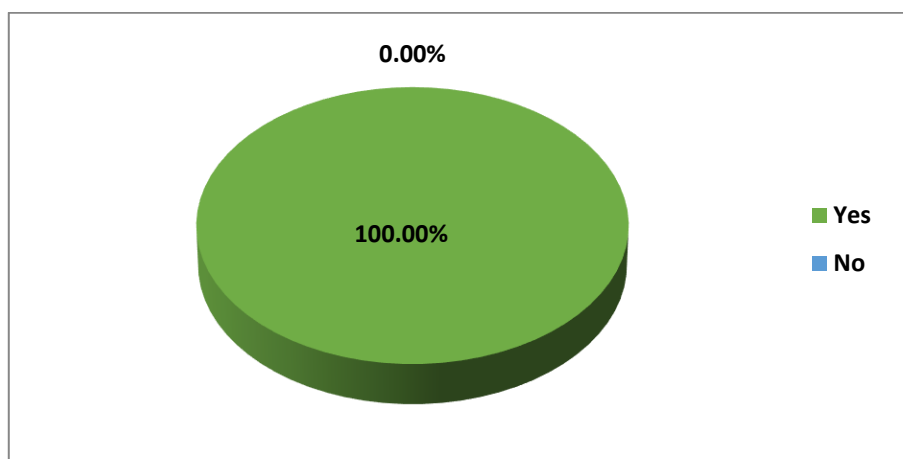
The data regarding the frequency of oral presentations in the COP module indicates that none of the participants stated delivering classroom oral presentations "never." 8.88% of respondents reported delivering oral presentations "very frequently," while 55.9% reported delivering them "frequently." Only 8.82% reported delivering them "rarely," and the same percentage of students indicated (8.82%) reported delivering them "occasionally." These findings conclude that most students frequently deliver oral presentations in their classes.

**Q4. Do you see value and effectiveness in incorporating oral presentations into the learning process?**

- a. Yes
  - b. No
- Why?.....

**Table 2.3 Value and effectiveness of OP**

Options	Number of Respondents	Percentage %
Yes	34	100%
No	00	00%
Total	34	100%



**Figure 2.6 Value and effectiveness of OP**

The question's purpose is to investigate the feasibility of using oral presentations as a means of instruction and study. One way to find out how presentations may improve non-verbal communication (NVC) is to look at how well they encourage it. A total of 34 students (100%) expressed agreement regarding the significance of effectively integrating oral presentations into the language learning process. This item received broad support, and no one disagreed with it, demonstrating students' awareness of the topic, and indicating that students fully comprehend the value and effectiveness of oral presentations.

The respondents' explanations demonstrate significant agreement regarding the value and effectiveness of integrating oral presentations into language acquisition. Respondents perceive that it improves their vocabulary and proficiency in speaking, facilitates conversation, and develops their communication and persuasion abilities. Additionally, they perceive it as a means to conquer social timidity, identify personal aptitudes and limitations, and enhance their skills in the English language. Oral presentations provide opportunities for individuals to express themselves, communicate effectively, and improve their confidence. In general, people perceive oral presentations as a dynamic and engaged mode of learning.

**Q5. How much do you think oral presentations have helped you enhance your non-verbal communication?**

This question aims to evaluate the impact of oral presentations on students' nonverbal communication skills. Thus, based on the collected answers, participating in oral presentations has had a beneficial effect on improving nonverbal communication abilities. Respondents stated that they have acquired the skill of maintaining eye contact and using suitable body language to successfully communicate their message through oral presentations. They have developed the ability to modify their nonverbal communication to align with the message's needs, enhancing the audience's understanding through gestures, tone, and vocal intonation. Oral presentations have enhanced individuals' understanding and proficiency in nonverbal communication, particularly in relation to appearance. Consequently, the participants perceive themselves to be competent in nonverbal communication. Oral presentations have allowed individuals to enhance their nonverbal communication abilities, enabling them to engage and connect with their audience with greater efficiency.

### III. Non-verbal Communication and Oral Presentations

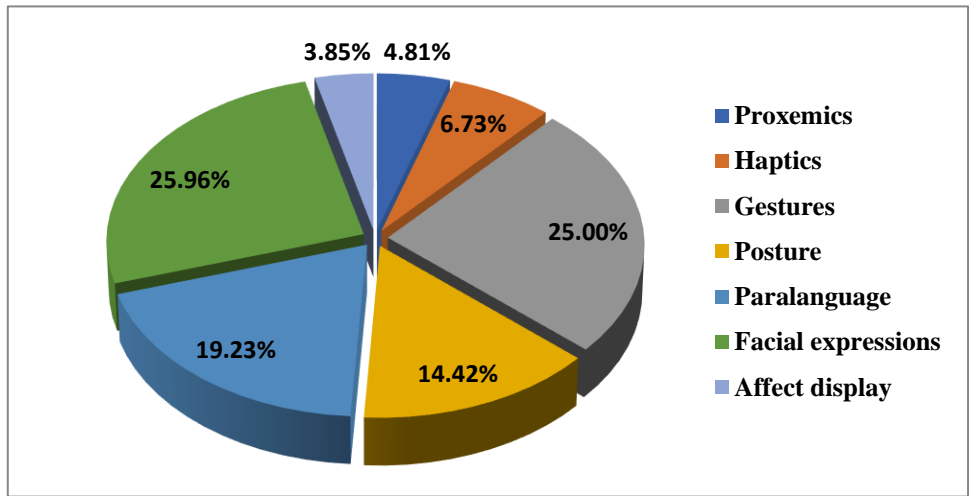
#### Q6. What are the types of non-verbal communication you know?

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture
- e. Paralanguage
- f. Facial expressions
- g. Affect display

**Table 2.5 Types of non-verbal communication students know**

Options	Number of respondents	Percentage %
Proxemics	5	4,81%
Haptics	7	6,73%
Gestures	26	25,00%
Posture	15	14,42%
Paralanguage	20	19,23%

Facial expressions	27	25,96%
Affect display	4	3,85%



**Figure 2.5 Types of non-verbal communication students know**

This question aimed to determine the students' familiarity with several forms of non-verbal communication, including proxemics, haptics, and gestures. The findings include posture, paralanguage, facial expressions, and effect presentation. The findings indicate that gestures and facial expressions are the most recognized types among students, and 27 respondents, representing 25.96% of the total responses, identified facial expressions as the most widely known form of non-verbal communication among the respondents. Gestures were closely observed as the second most chosen strategy. Subsequently, 27 students (25.2%) recognized them. On the other hand, 15 students (14.42%) and 20 students (19.23%) acknowledged posture and paralanguage as distinct categories. Haptics and affect display received 7 (6.73%) and 4 (3.85%) responses, respectively, suggesting that students were less familiar with these concepts. Proxemics, although acknowledged by only five students (4.81% of the total), was the least commonly identified type of non-verbal communication in the survey. Overall, students exhibited a high level of familiarity with gestures and facial expressions.

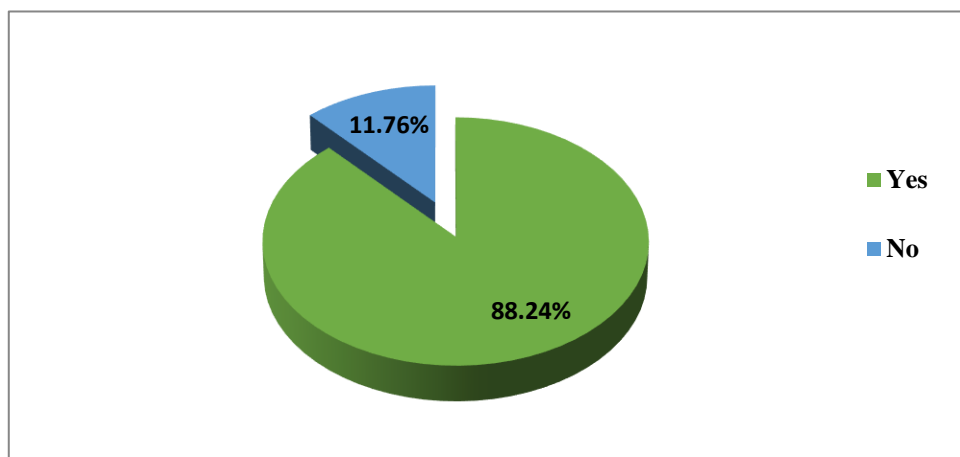
**Q7. Do you use any of these non-verbal communication strategies during oral presentations?**

- a. Yes

b. No

**Table 2.1 The use of NVC during OP**

Options	Number of respondents	Percentage %
Yes	30	88,24%
No	04	11,76%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.8 The use of NVC during OP**

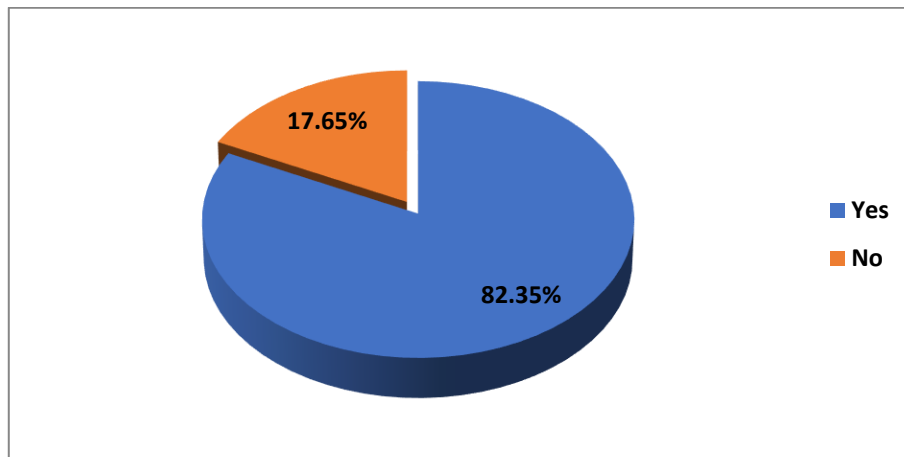
The table illustrates the utilization of non-verbal communication (NVC) in an oral presentation (OP). A clear majority (88.24%) of respondents reported using NVC, with 30 out of 34 respondents indicating NVC use, while 4 respondents (11.76%) chose not to use it. The data indicate that learners adopt multiple forms of non-verbal communication during oral presentations.

**Q8. Do you attract the attention of audience during oral presentations when you use non-verbal communication?**

- Yes
- No
- In what ways?.....

**Table 2.7 The attraction of NVC during OP**

Options	Number of respondents	Percentage %
Yes	28	82,35%
No	6	17,65%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.9 The attraction of NVC during OP**

The question asks about the influence of non-verbal communication (NVC) on attracting an audience's attention during oral presentations (OP). The results indicate that a significant majority of 28 respondents, accounting for 82.35%, agree that non-verbal communication plays a crucial role in capturing the audience's attention during oral presentations. However, six individuals, accounting for 17.65% of the total, chose not to.

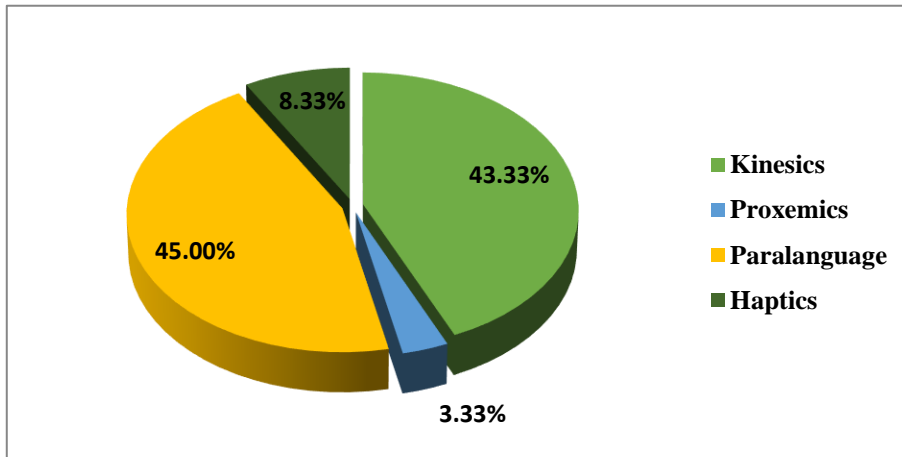
The provided justifications offered valuable insights into the strategies students employ to maintain the audience's attention during oral presentations. The highlighted strategies included keeping eye contact to establish a relationship, maintaining good posture to promote credibility, and utilizing gestures to stress essential ideas. Additionally, students noted that altering the tone and volume of one's voice, utilizing gestures, and maintaining eye contact are effective strategies for engaging listeners. Although it is commonly believed that the audience should pay attention, students acknowledged the significance of non-verbal communication in attracting their audience.

**Q9. Which non-verbal communication do you think you have enhanced the most through oral presentations?**

- a. Kinesics (gestures, facial expressions, and postures.... etc.)
- b. Proxemics (intimate distance and personal distance...etc.)
- c. Paralanguage (pitch, tone, volume, and intonation...etc.)
- d. Haptics (hand shaking and patting shoulders...etc.)

**Table 2.8 Students' Most Enhanced Types of Non-Verbal Communication**

Options	Number of respondents	Percentage %
Kinesics	26	43,33%
Proxemics	2	3,33%
Paralanguage	27	45,00%
Haptics	5	8,33%

**Figure 2.10 Students' Most Enhanced Types of Non-Verbal Communication**

The purpose of this inquiry is to examine the forms of non-verbal communication that have evolved predominantly as a result of oral presentations. The table indicates that paralanguage and kinesics are the varieties that learners improve upon the most. The findings revealed that paralanguage was the predominant form of non-verbal communication, as viewed by most respondents. Specifically, 27 participants (45.00%) selected paralanguage as the most enhanced type of non-verbal communication. Kinesics was the second most reported area of enhancement, with 26 respondents (43.33%) indicating that they have enhanced their skills in gestures, facial expressions, and postures. Out of the respondents, 5 individuals (8.33%) selected haptics, while 2 individuals (3.33%) chose proxemics. This suggests that there is a lower perception of the advancement of these aspects in oral presentations. In general, students perceive that they have significantly maintained their paralanguage and kinesics aspects throughout their oral presentations, demonstrating a heightened awareness and advancement in these forms of non-verbal communication.

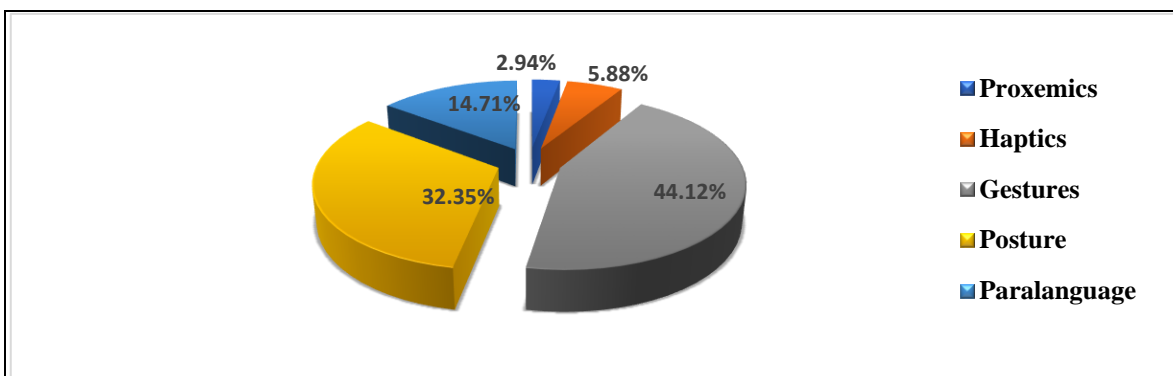
**Q10. What is the non-verbal communication strategy do you find the easiest one to enhance through oral presentations?**

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture
- e. Paralanguage
- f. Facial expressions
- g. Affect display

Why?.....

**Table 2.2 The Enhancement of The Easiest NVC Strategy**

Options	Number of respondents	Percentage %
Proxemics	01	2,94%
Haptics	02	5,9%
Gestures	15	44,12%
Posture	11	32,4%
Paralanguage	05	14,7%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.11 The Enhancement of The Easiest NVC Strategy**

The aim of this question is to identify the easiest non-verbal communication strategies that students try to enhance through oral presentations. The respondents were asked to select the easiest non-verbal communication (NVC) technique to enhance through oral presentations, as indicated by the findings. According to the findings, gestures were the preferred option, chosen by 44.12% of participants. They believed that gestures could be easily understood and improved, as remarks emphasized their efficacy in creating impactful presentations. A percentage of

32.4% selected the posture strategy as the second most popular choice, highlighting its importance in improving communication. 14.7% of the participants acknowledged paralanguage. Only 2.94% and 5.9% of respondents, respectively, gave proxemics and haptics much consideration. In general, the participants highly appreciated gestures because of their simplicity, understanding, and effectiveness, making them the easiest non-verbal communication strategy for oral presentations.

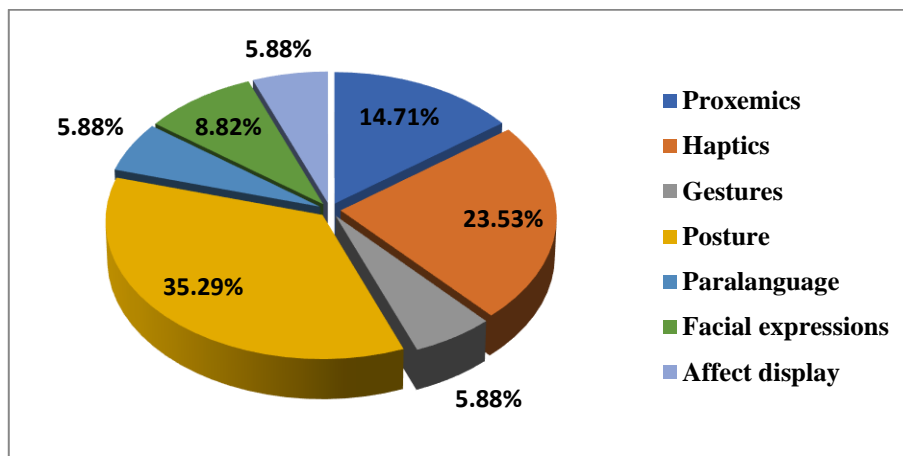
**Q11. What is the non-verbal communication strategy do you find the hardest one to enhance through oral presentations?**

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture
- e. Paralanguage
- f. Facial expressions
- g. Affect display

Why?.....

**Table 2.3 The Enhancement of the hardest NVC Strategy**

Options	Number of respondents	Percentage %
Proxemics	05	14,7%
Haptics	08	23,5%
Gestures	02	5,9%
Posture	12	35,3%
Paralanguage	02	5,9%
Facial expressions	03	8,8%
Affect display	02	5,9%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.12 The Enhancement of the hardest NVC Strategy**

The aim of this question is to identify the most difficult non-verbal communication strategies that students try to enhance through oral presentations. The table presents haptics as the most common and challenging strategy that learners encounter during presentations. The results show that a substantial majority of 12 (35.29%) respondents selected it.

According to the collected justifications, respondents regard posture as the most challenging aspect of non-verbal communication to enhance during oral presentations. Posture refers to the body's position and arrangement while in communication. Respondents cited other factors contributing to this difficulty, such as the challenging task of handling stress during presentations, which can impact their vocal quality and overall delivery. In addition, it can be challenging to maintain the correct posture throughout a presentation, particularly for people who experience nervousness or self-consciousness in front of an audience. Several participants indicated a deficiency in understanding how to successfully manage their posture, leading to confusion and difficulties in reaching the correct position.

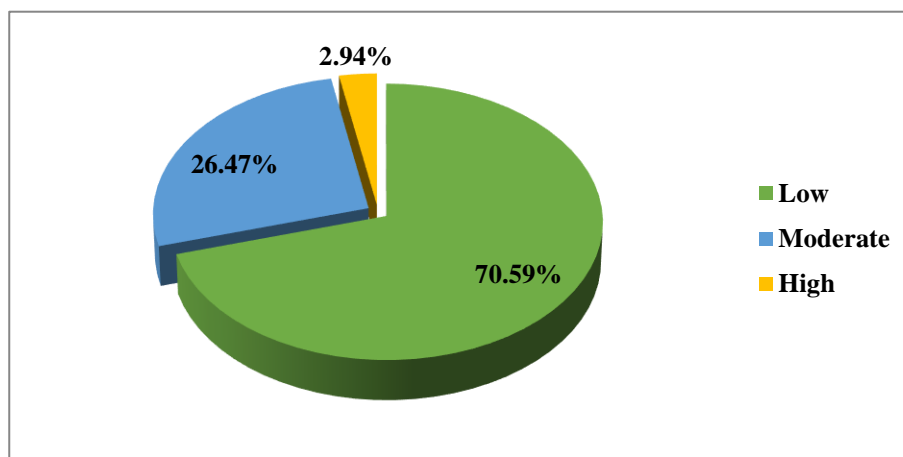
**Q12. Rate your level of using non-verbal communication before oral presentations?**

- Low
- Moderate
- High

**Table 2.4 Level of Using NVC Before Oral Presentation**

Options	Number of respondents	Percentage %
---------	-----------------------	--------------

<b>Low</b>	<b>24</b>	<b>70,6%</b>
<b>Moderate</b>	<b>09</b>	<b>26,5%</b>
<b>High</b>	<b>01</b>	<b>2,9%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.13 Level of Using NVC Before Oral Presentation**

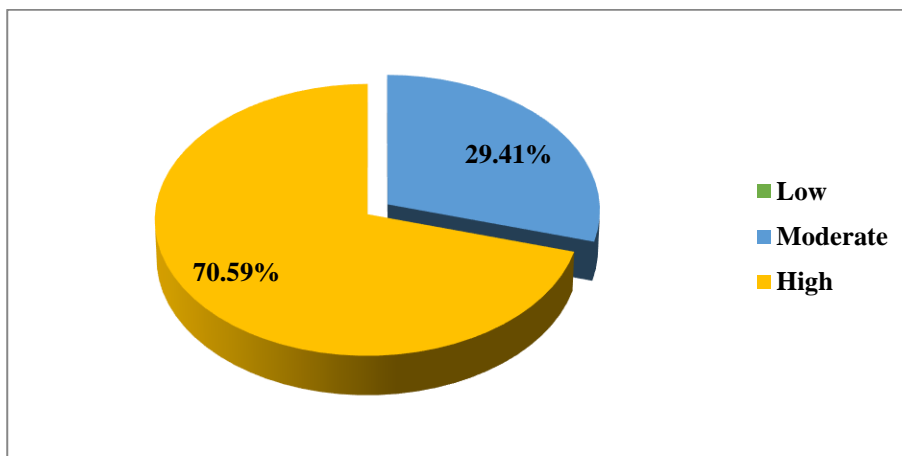
The research aimed to determine the extent to which individuals utilized non-verbal communication prior to delivering oral presentations. According to the data in the table, 24 respondents (70.6%) selected the low level, 9 respondents (26.5%) selected the moderate level, and one respondent (2.9%) selected the high level. These concluding remarks indicate that the learners' proficiency level was considerably low prior to engaging in the oral presentation.

**Q13. Rate your level of using non-verbal communication after oral presentations?**

- a. Low
- b. Moderate
- c. High

**Table 2.5 Level of Using NVC After Oral Presentation**

<b>Options</b>	<b>Number of respondents</b>	<b>Percentage %</b>
<b>Low</b>	<b>00</b>	<b>00%</b>
<b>Moderate</b>	<b>10</b>	<b>29,4%</b>
<b>High</b>	<b>24</b>	<b>70,6%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.14 Level of Using NVC After Oral Presentation**

The current question seeks to evaluate the utilization of non-verbal communication following oral presentations. According to the data, 24 individuals, accounting for 70.6% of the total, opted for the high-level choice, while 10 individuals, representing 29.4%, chose the moderate-level option. Curiously, none of the participants opted for the lower-level choice following their involvement in oral presentations. The results indicate that oral presentations have a substantial impact on the students' proficiency in non-verbal communication.

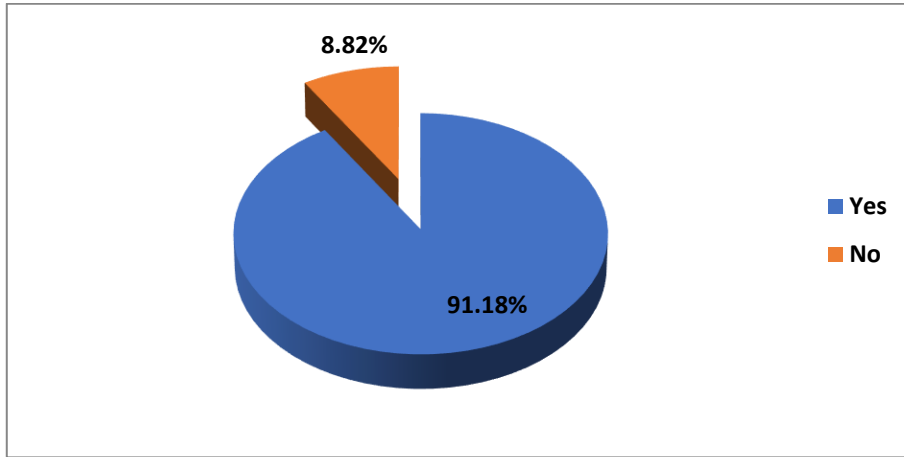
**Q14. Would you prefer more opportunities for oral presentations to enhance non-verbal communication?**

- a. Yes
- b. No

Explain why please! .....

**Table 2.6 Students' Preferences**

Options	Number of respondents	Percentage %
Yes	31	91,18%
No	3	8,82%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Figure 2.15 Students' Preferences**

This question aims to determine whether students have a preference for increased chances to engage in oral presentations in order to improve their non-verbal communication skills. According to the table, the majority of students, 31 out of 34 (91.18%), expressed their admiration for giving more oral presentations. Only three participants, accounting for 8.82%, stated that they oppose the idea of making more oral presentations. The findings suggest that most of the participants had a strong desire to excel and master their non-verbal communication abilities.

The majority of students believe that oral presentations provide a platform to practice and improve their ability to convey messages effectively through non-verbal cues such as body language and facial expressions. By engaging in more presentations, students can gain confidence, overcome the fear of public speaking, and develop valuable skills applicable to real-world scenarios. They view oral presentations as a powerful activity to enhance their non-verbal communication abilities, construct confidence, and practice effective communication.

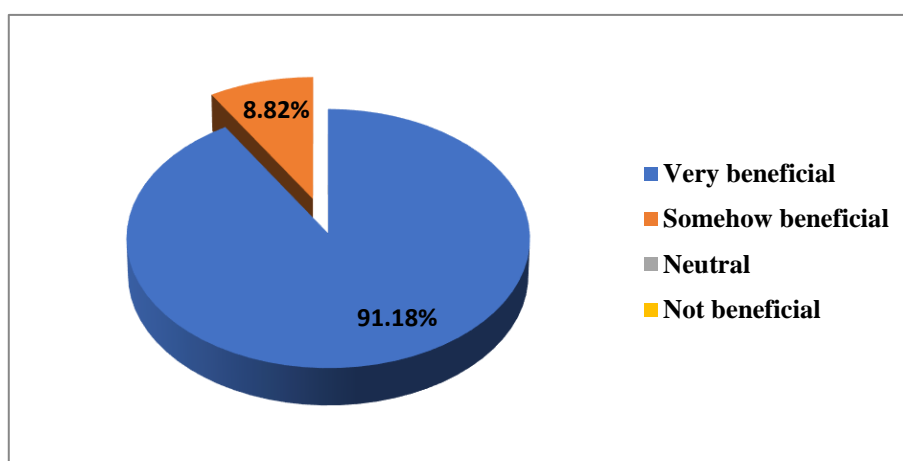
**Q15. Is the use of oral presentations in enhancing your non-verbal communication?**

- a. Very beneficial
- b. Somehow beneficial
- c. Neutral
- d. Not beneficial

Why?.....

**Table 2.7. The Benefit of OP in Enhancing NVC**

Options	Number of respondents	Percentage %
<b>Very beneficial</b>	<b>31</b>	<b>91,2%</b>
<b>Somehow beneficial</b>	<b>03</b>	<b>8,8%</b>
<b>Neutral</b>	<b>00</b>	<b>00%</b>
<b>Not beneficial</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>34</b>	<b>100%</b>

**Figure 2.16 The Benefit of OP in Enhancing NVC**

The results indicate that most respondents, 91.2%, consider the use of oral presentations to be very beneficial in enhancing their non-verbal communication skills. A small percentage, 8.8%, believed that oral presentations were somehow beneficial in this aspect. Interestingly, none of the respondents indicated a neutral or negative perception of the impact of oral presentations on enhancing their non-verbal communication. This high level of perceived benefit suggests that oral presentations play a crucial role in enhancing non-verbal communication skills among students, providing them with valuable opportunities to practice and improve their presentation techniques. By engaging in oral presentations, students gained awareness of the significance of non-verbal communication and conducted further research to deepen their understanding in this area, resulting in enhanced message delivery during presentations. The respondents also emphasized the importance of practice in perfecting non-verbal communication abilities, suggesting that continuous effort leads to improved performance. Overall, EFL learners

deemed the experience of oral presentations valuable, as it enables self-evaluation and facilitates comfortable speaking, making it an essential tool for skill development in non-verbal communication.

**Q16. What might be your suggestions and the recommendations to our EFL students to enhance their non-verbal communication?**

The most frequently mentioned suggestions by students for enhancing their non-verbal communication in the classroom are as follows: integrate regular practice sessions that explicitly target non-verbal communication abilities. These activities may involve mock presentations, improvisation exercises, or group discussions in which students actively engage in practicing the use of body language and their voice modulation to communicate effectively. Additionally, it is very helpful when students observe skilled public speakers who effectively utilize nonverbal communication techniques. Students who study and learn from their experiences have a better understanding of how to use nonverbal cues professionally and effectively. Taking proactive steps to apply and practice these techniques will help enhance their nonverbal communication skills and make a significant impact. Finally, the phrase "Practice makes perfect" summarizes all recommendations.

## **5.2. Teachers' Interview Analysis**

After gathering the data that revealed the students' non-verbal communication through the questionnaire, the researcher employed another interesting tool for data collection. This was necessary to gain additional insights from the teacher's perspective on the students' non-verbal communication.

The subsequent section will be devoted to analysing interviews with COP teachers. This research utilized a structured interview approach comprising eight questions that encompass a combination of open-ended, closed-ended, and multiple-choice formats. The purpose of the interview was to obtain additional information that would aid in understanding the teacher's perspective on the use of oral presentations to boost non-verbal communication. Moreover, the central theme of

the interview was the perspectives and experiences of the instructors regarding the use of oral presentations to improve the non-verbal communication of their third-year students. The current section will analyse the responses the researchers recorded from the teachers.

**Q1. How many years have you been teaching oral production?**

**Table 8. Years of Experience**

Teachers	Years of Teaching
1	5 years
2	2 years
3	8 years

All of the instructors have considerable knowledge and experience with the oral production module, which is crucial to keep in mind while analysing the findings. The table above displays the years of experience of all teachers who participated in this study, which vary from two to eight years and can be considered reasonable. This shows that our participants have varying levels of expertise in this field, providing a diverse range of opinions and insights into the topic under study.

**Q2. Could you please specify your highest academic degree-magister or doctorate?**

**Table 9. Teachers' Academic Degree**

Teachers	Academic Degree
1	Doctorate
2	Doctorate
3	Doctorate

According to the provided data, it is evident that Teachers 1, 2, and 3 hold a doctorate degree as their highest level of education. This indicates that these instructors have successfully conducted extensive research and study in their

specific areas, displaying a remarkable level of competence and understanding. Having a doctorate degree signifies a profound comprehension of the subject matter and the capacity to carry out autonomous study. Teachers 1, 2, and 3 possess exceptional qualifications and competence in their respective professions, enabling them to deliver comprehensive and advanced guidance.

**Q3. How often do you incorporate presentations into your COP classes and why?**

The instructors offer a variety of perspectives on how to use presentations in COP courses. Although everyone recognizes their significance, the reasons and frequencies for appreciating them differ. Teacher 1 places a higher importance on presentations as a means of evaluating communication abilities, whereas Teacher 2 views them as an essential component of project-based learning. Teacher 3 prioritizes adjusting the frequency to match the students' proficiency and individual requirements; he said, “HUMM, twice a week because I find it fits the level of my students, depends on the level and the need of the language they need to perform in, two sessions in a week.”.

This analysis emphasizes the diverse role that presentations can provide in COP classes, serving as both a means of evaluating student performance and facilitating learning objectives. Efficient utilization likely entails taking into account variables such as the students' proficiency level, the course objectives, and the chosen pedagogical methodology.

**Q4. According to you, what are the main benefits of using oral presentations as a teaching technique for enhancing non-verbal communication among EFL learners?**

This question examines instructors' views on how oral presentations can enhance the non-verbal communication abilities of English as a Foreign Language (EFL) learners. The teachers consistently believe that oral presentations provide substantial advantages for developing non-verbal communication abilities. These advantages extend beyond the simple act of conveying information through speech. Presentations can enhance learners' self-assurance, successfully include the

audience through physical movements, and provide a temporary solution for language restrictions.

According to the analysis, incorporating presentations into English as a Foreign Language (EFL) programs can be an effective approach to enhancing non-verbal communication abilities.

**Q5. Have you noticed any non-verbal communication your students tend to struggle with during oral presentations? If so, what are they?**

This question examines the instructors' feedback regarding the specific non-verbal communication difficulties encountered by their students during oral presentations. All three teachers emphasize that their students struggle with maintaining eye contact, which is a prevalent challenge. Teachers 1 and 3 emphasize the importance of eye contact in engaging the audience, as well as how its absence can result in a loss of attention. The teachers identify maintaining eye contact as the most common non-verbal communication challenge. This indicates a need for strategies to assist students in developing confidence and ease in establishing eye contact during presentations. Teacher 2 also identifies students' potentially uncontrolled gestures as a means of compensating for gaps in vocabulary. This issue could be addressed by incorporating techniques for vocabulary development alongside training in presentation skills.

**Q6. How might oral presentations contribute to the enhancement of kinesics, paralanguage, proxemics and haptics strategies among EFL learners?**

The respondents had varying viewpoints regarding the impact of oral presentations on the enhancement of kinesics and paralanguage strategies for communication among EFL learners. We can concisely summarize this as follows:

Examining teachers' feedback on how oral presentations enhance the use of body language and vocal cues in communication methods among English as a Foreign Language (EFL) learners reveals different viewpoints. Teacher 1 claims that oral presentations have a beneficial effect on the development and enhancement of both body language (kinesics) and voice cues (paralanguage). On the other hand, Teacher 2 proposes that the growth of kinesics generally commences in early

childhood and advances as students move through various educational stages, implying that language intelligences become increasingly prominent as pupils mature. In contrast, Teacher 3 emphasizes the significance of repetition and practice in the learning process. They say that regularly participating in oral presentations results in improved skills. Teacher 1 focuses on the immediate favourable impact of oral presentations on body language and vocal cues, whereas Teacher 2 emphasizes the long-term development of these communication tactics, and whereas Teacher 3 stresses the importance of practice in mastering these skills. These viewpoints emphasize the various ways in which oral presentations can help EFL learners make progress in kinesics and paralanguage.

**Q7. Based on your experience, which non-verbal communication do you think your students have enhanced through oral presentations?**

- a. Kinesics (gestures, facial expressions, and postures.... etc.)
- b. Proxemics (intimate distance and personal distance...etc.)
- c. Paralanguage (pitch, tone, volume, and intonation...etc.)
- d. Haptics (hand shaking and patting shoulders...etc.)

After reviewing the feedback from the teachers regarding the enhancement of non-verbal communication elements in their students' oral presentations, Teachers 1 and 3 provide insightful viewpoints on the specific areas they believe have demonstrated improvement. Teacher 1 emphasizes kinesics, which refers to gestures, facial expressions, and postures, as well as paralanguage, which includes pitch, tone, volume, and intonation. Students strengthen these non-verbal communication characteristics during their oral presentations. In contrast, Teacher 3 expressly highlights kinesics, underscoring the importance of gestures, facial expressions, and postures in the observed enhancement. Teacher 2 acknowledges the necessity of additional research before reaching a definitive conclusion. However, Teachers 1 and 3 both emphasize the critical importance of kinesics in improving students' non-verbal communication abilities during oral presentations.

**Q8. Do you believe that oral presentations have an impact on the non-verbal communication of EFL learners? If yes, could you elaborate more!**

Upon analyzing the feedback from the teachers regarding the influence of oral presentations on the non-verbal communication of EFL learners, both Teacher 1 and Teacher 3 agree that oral presentations do indeed have a long-lasting effect on enhancing non-verbal communication skills. Teacher 1 highlights the positive impact of oral presentations on EFL learners, as it promotes their comfort and encourages the use of non-verbal communication elements such as gestures, hand movements, eye contact, and vocal modulation. This underscores the significant connection between oral presentations and the development of non-verbal communication skills. However, whereas Teacher 2 avoids giving a clear answer, Teachers 1 and 3 emphasize the significance of kinesics as a supplementary element to speech delivery. They emphasize the role of gestures and body language in improving overall communication effectiveness. The combined knowledge from Teachers 1 and 3 stresses how important it is to use nonverbal communication strategies, like kinesics, along with language and speech skills to help EFL students become good speakers who can persuade others.

### **5.3. Classroom observation analysis**

After taking part in six sessions with three teachers of the COP module, each lasting 90 minutes, the researcher gathered data on the utilization of students' non-verbal communication throughout their presentations. The data was collected through the utilization of grid observations. The classroom observation was conducted using the following six rubrics: overall impression, student behavior, behavior engagement and attitudes, haptics indices, paralanguage indices, and proximity indices. The following paragraphs detail the results observed during the classroom observation, aligning with each rubric in the table.

This instrument's design clearly divides the adopted classroom observation grid into two distinct parts, each containing several components. Thus, the outcomes acquired are systematically arranged.

Appendix E of this work contains the transcriptions of the comments made during classroom observation sessions.

- ***Aspect one: Overall impressions***

After completing six sessions of classroom observation, the researcher concluded that the students extensively use non-verbal communication, and they continue to encounter difficulties in non-verbal communication while presenting their oral presentations. They faced difficulties mostly in the areas of kinesics and paralanguage features, and to a lesser extent in proxemics and particularly in haptics, as they did not utilize these aspects extensively during their presentations. The classroom observation revealed that students use non-verbal clues in their oral presentations, demonstrating their cleverness and effectiveness in communication. However, certain students may encounter difficulties in comprehending and employing non-verbal cues, such as the use of their hands, eye contact and a clear voice. Furthermore, there is a range of comfort levels among students when it comes to delivering presentations; certain students display confidence and fluency while speaking, whereas others may show a lack of comfort.

- ***Aspect Two: Students' behaviour, behaviour engagement, attitudes***

The observation sessions clearly revealed that the presentations' delivery effectively captures and sustains the audience's attention. However, there is variation in the amount of interest among individuals. Furthermore, we have observed that students rarely formulate appropriate questions for the audience. These observations emphasize the significance of student behaviors, involvement, and communication abilities when using non-verbal communication strategies to improve the efficacy of oral presentations. In more specific words, the students demonstrate their ability to engage the audience through various techniques, such as using effective body language, maintaining eye contact, and employing engaging vocal tones. Nevertheless, it is crucial to acknowledge that there is variability in the

degree of interest shown by different individuals in the audience. While other students can consistently attract the audience for their whole presentation, others may find it challenging to maintain the same level of involvement.

This aspect emphasizes the importance of student behaviors, active participation, and excellent abilities in using non-verbal communication strategies to enhance the effectiveness of oral presentations. By employing strategies that continually capture and maintain the audience's attention, as well as fostering the development of relevant questions, students can further boost and adapt themselves to the atmosphere, as they can eventually enhance their non-verbal communication and generate a more compelling and vivid experience for both them and the audience.

- ***Aspect three: kinesics***

It is evident that the students display positive body language during presentations. They consciously avoid displaying closed-off body language, such as crossing their arms or slouching, to foster a more open and engaging atmosphere. In addition, they employ a diverse range of gestures to express emotions and demonstrate their involvement with the subject matter, thus strengthening their communication. In addition, the students maintain regular eye contact with various audience members, employing strategies such as the "W" letter to ensure inclusiveness and establish a relationship. These body language cues, which are positive in nature, enhance the effectiveness of presentations and serve as evidence of the students' confidence and active involvement with the audience.

- ***Aspect four: Paralanguage***

The five sessions of the classroom observation grid clearly show that students adjust their vocal volume, pitch, and tempo to engage the audience. They utilize their vocal abilities to highlight significant points that are considered essential. Nevertheless, students occasionally fail to prevent monotonous or too rapid delivery, resulting in the audience becoming disengaged. In addition, students

fail to effectively utilize pauses to highlight significant ideas or facilitate improved understanding by the audience. It is crucial to acknowledge that students may experience fear at times, which might impact their performance. In general, there is potential to increase audience engagement by effectively employing vocal modulation and pauses. By prioritizing these specific areas, students can improve their ability to effectively communicate and develop a presentation that is more captivating and interesting.

- *Aspect five: Proxemics*

The fifth aspect emphasizes proxemics, notably the proper utilization of personal space by students during presentations. Based on the observations, students typically maintain a suitable distance from the audience, demonstrating their understanding of personal space. Nevertheless, it is recognized that certain students may initially encounter difficulties in determining their appropriate standing position or how to arrange themselves. This can be attributed to the stress people encounter at the beginning of a presentation. However, as students begin to talk and adapt to the environment, they progressively modify their posture to match that of the audience. Furthermore, the data indicate that students take into account the size of the room and the subject matter they are presenting when determining their distance from the audience. This indicates that students understand the importance of adjusting their positioning to the specific setting in which they are presenting. Nevertheless, it is crucial to acknowledge that the degree to which students modify their proximity may differ based on personal preferences and levels of comfort.

To summarize, the classroom observations suggest that students may first face difficulties in determining their positioning and proximity to the audience. However, with time, they gradually adapt and adjust their distance from the audience as they feel more at ease throughout the presentation. In addition, they take into account variables such as the dimensions of the space and the subject matter at hand when deciding on their stance. These insights emphasize the

significance of utilizing personal space effectively when communicating with an audience during presentations.

- *Aspect six: Haptics*

Based on the classroom observation grid analysis, it is evident that students do not intentionally use touch as a means of communication during presentations, refrain from physical contact to establish connections or emphasize points, and seldom utilize touch interactions with physical props or devices to enhance their presentations. The primary reasons for avoiding touch-based communication are the potential misinterpretation of gestures and the varying comfort levels of audience members with physical touch. The hesitance to use haptics in lectures highlights the difficulty of seamlessly integrating touch-based, non-verbal communication with spoken presentations. The use of haptics in this context is inappropriate, which highlights the difficulty of integrating touch-based, non-verbal communication with spoken presentations.

## **6. Discussion of the main results**

The researcher obtained relevant and high-quality data on the use of oral presentations to enhance nonverbal communication by conducting classroom observations, interview, and questionnaire. Data analysis facilitated the examination of the research questions presented and declared at the beginning of the study, as well as the verification of the hypotheses. This part will present a discussion of the main findings derived from the students' questionnaire, instructors' interview, and classroom observations in relation to the current hypothesis. This section aims to confirm the validity of the provided hypotheses and then decide whether to accept or reject them.

The data analysed above was intended to address the following inquiries:

- 1) Do oral presentations impact the enhancement of EFL learners 'non-verbal communication?

2) What specific non-verbal communication strategies do EFL students enhance through oral presentations?

In more specific words, the research aimed to provide a comprehensive understanding of the use of oral presentations as a learning tool to enhance non-verbal communication. In order to assess the validity of the hypotheses, three distinct research instruments were employed. Firstly, a questionnaire was administered to third-year students to collect data that either supported or rejected the hypotheses. Second, interviews were conducted with a sample population of teachers to corroborate the findings from the previous research instrument. In order to prevent the collection of biased findings and to assure the validity of the hypotheses, it is important to utilize a grid for classroom observation to observe what clearly happens in everyday contexts.

The first research question examined the influence of oral presentations on the enhancement of non-verbal communication in English as a Foreign Language (EFL) learners. The results of this study validate that oral presentations do have a beneficial effect on improving non-verbal communication. EFL learners were able to improve their non-verbal communication methods through the experience and practice they obtained from oral presentations. This is consistent with prior literature, as earlier studies have also highlighted the importance of oral presentations in enhancing non-verbal communication abilities.

The second research question sought to uncover precise non-verbal communication strategies that English as a Foreign Language (EFL) students enhance through oral presentations. The findings of this study demonstrated that English as a Foreign Language (EFL) students enhanced their proficiency in different facets of non-verbal communication, including kinesics (body language), paralanguage (voice cues), and to some extent proxemics (management of personal space). These findings align with the existing body of research, which highlights the significance of these non-verbal components in successful communication. It is important to mention that the students' use of haptics (touch) during oral presentations was limited or absent. Haptics refers to the transmission of signals by

touch, such as hugs or pats on the back. However, during spoken presentations, people generally avoid touch-based communication. As a result, integrating haptics into presentations can be challenging and informal because of its infrequent use as a non-verbal communication method in this particular setting.

The findings of this study not only add to the current body of knowledge but also establish the accuracy and importance of the research questions and hypotheses. From this angle, Rahmat, N. H. et al. (2019) confirm that nonverbal cues hold significant importance and exert considerable influence in all forms of communication, including oral presentations. The results support the hypothesis that oral presentations have a significant influence on boosting non-verbal communication. By actively utilizing oral presentations, English as a Foreign Language (EFL) learners were able to maintain their non-verbal communication abilities, in line with anticipated outcomes and prior studies.

The findings also have practical consequences for educators and curriculum designers in the field of English as a Foreign Language (EFL). Integrating oral presentations into language learning programs can offer learners significant chances to practice and enhance their non-verbal communication techniques. By incorporating targeted instruction and support in kinesics, paralanguage, and proxemics, educators can encourage students to develop enhanced and influential non-verbal communication abilities.

To summarize, the analysis and discussion about the primary findings of this study validate that oral presentations effectively enhance non-verbal communication in English as a Foreign Language (EFL) learners. The findings are consistent with previous research and provide evidence for the research subjects and hypotheses. The findings highlight the value of integrating oral presentations as a learning means in English as a Foreign Language (EFL) classrooms to enhance the acquisition of proficient non-verbal communication abilities. These findings offer useful insights for educators, researchers, and practitioners in the field of English language education. They also create opportunities for additional research and enhancement in this field.

In conclusion, one would be tempted to conclude that all the results gained from the students' questionnaire, teacher interview, and classroom observation reveal that third-year university students and teachers have positive views and encouraging perceptions toward the use of oral presentation as a learning means to enhance non-verbal communication.

### **Conclusion**

In conclusion, this chapter has presented a thorough examination of the qualitative and quantitative data obtained from survey, structured interviews, and classroom observations. The numerical data acquired from the questionnaires provided useful insights into the influence of oral presentations on the enhancement of non-verbal communication among English as a Foreign Language (EFL) learners. By employing SPSS, a statistical study was conducted to systematically investigate the correlation between oral presentations and non-verbal communication. The findings revealed a notable and beneficial impact of oral presentations on the advancement of non-verbal communication abilities. These findings are consistent with prior research and add to the current body of evidence on the importance of oral presentations in the development of successful non-verbal communication techniques. The qualitative data gathered from structured interviews with experienced teachers of oral output further enhanced the findings. The interviews yielded useful insights into the teachers' experiences and opinions regarding the utilization of oral presentations to improve non-verbal communication. The teachers' viewpoints supported the beneficial influence of oral presentations and emphasized the specific methods and techniques that students could learn. The inclusion of qualitative data provided additional intricacy and background to the quantitative findings, thus strengthening the authenticity and significance of the research. Additionally, the classroom observations, done using the observation grid, provided concrete evidence of the students' non-verbal communication during their oral presentations. These observations provided useful insights into the students' utilization of nonverbal communication, including body language, vocal signals, and proxemics. Although students demonstrated progress in

their comprehension and application of body language, vocal cues, and personal space, their use of touch-based communication was limited. This observation emphasizes the need for additional investigation and enhancement in future research and educational methods.

The process of triangulating data from several sources, including surveys, structured interviews, and classroom observations, enhances the credibility and accuracy of the research results. The findings' coherence and convergence across various data collection techniques provide a thorough understanding of the influence of oral presentations on the improvement of non-verbal communication among English as a Foreign Language (EFL) learners. Furthermore, combining SPSS analysis with qualitative findings improves the understanding of the data and guarantees a thorough and strong analysis.

Ultimately, the examination of both the qualitative and quantitative data confirms and substantiates the research assumptions. The results indicate that oral presentations have a beneficial and substantial effect on improving non-verbal communication abilities in English as a Foreign Language (EFL) learners. The research offers useful insights for educators and curriculum designers, highlighting the significance of using oral presentations as a pedagogical method to promote good non-verbal communication abilities. These findings improve the current body of knowledge and lay the foundation for future investigation and advancement in this field, aiming to ultimately enhance the communication abilities and language competency of English as a Foreign Language (EFL) learners.

## **GENERAL CONCLUSION**

### GENERAL CONCLUSION

Efficient communication is greatly dependent on non-verbal cues, such as body language, facial expressions, posture, and eye contact, among other factors. In addition to cultivating proficient verbal abilities, it is equally crucial for English as a Foreign Language (EFL) learners to enhance their non-verbal communication aptitude. Oral presentations provide a distinct opportunity to complement and strengthen non-verbal communication skills as a teaching method. Engaging students in verbal presentations leads to an increase in their proficiency in kinesics and paralanguage, two essential components of effective communication. This study aims to investigate how using oral presentations enhances non-verbal communication skills among EFL students.

To summarize, this master's thesis examined how oral presentations affect the improvement of non-verbal communication in English as a Foreign Language (EFL) learners. The study aimed to address the issue of students having difficulty effectively utilizing body language, vocal cues, and other non-verbal factors while delivering presentations. The results of this study validated the importance of oral presentations in enhancing non-verbal communication abilities in English as a Foreign Language (EFL) learners.

The research questions and hypotheses established that oral presentations enhance EFL learners' non-verbal communication capabilities. The study discovered that oral presentations enhanced distinct non-verbal communication strategies such as kinesics, paralanguage, and proxemics. The findings support the notion that oral presentations offer great prospects for students to practice and boost their non-verbal communication abilities.

The research methods utilized in this study encompassed structured interview, questionnaire, and classroom observation, providing significant insights from experienced teachers and third-year students. The obtained data served to validate the research objectives and hypotheses, offering a thorough comprehension of the influence of oral presentations on the improvement of non-verbal communication.

Educators and curriculum designers in English as a Foreign Language (EFL) courses should incorporate oral presentations as a pedagogical strategy to enhance non-verbal communication abilities. By integrating opportunities for pupils to engage in exercises and improve their non-verbal communication techniques, learners can foster proficient and influential abilities in communicating. This will not only enhance their language ability but also provide them with vital skills for future academic and professional pursuits.

Ultimately, this research adds to the current body of knowledge by emphasizing the importance of oral presentations in enhancing non-verbal communication skills among English as a Foreign Language (EFL) learners. It highlights the importance for educators to not only prioritize verbal skills but also to develop strong non-verbal communication abilities. This study provides useful insights for educators, researchers, and practitioners in the field of English language education by offering comprehensive knowledge of the theoretical framework and practical implications. This research aims to stimulate additional investigation and advancement of efficient techniques to improve non-verbal communication abilities in English as a Foreign Language (EFL) learning environments.

## RECOMMENDATIONS

This section of this research work is almost reserved for discussing what might be practical recommendations to enhance learners' non-verbal communication. In this sense, one may attempt the following ideas to better build non-verbal communication:

- The inclusion of oral presentations in the curriculum is an essential recommendation that requires sufficient consideration. It is strongly advised to include oral presentations in the curriculum to improve learners' non-verbal communication skills, since they promote active participation and critical thinking. This activity enables learners to enhance their oratory talents, get a deeper comprehension of proficient communication tactics, and cultivate the capacity to articulate their thoughts with clarity and self-assurance in diverse environments.
- The tone of voice can communicate a wide range of information, spanning from excitement to apathy to rage. Utilizing tone can significantly enhance the impact of your message. Begin to observe how your vocal intonation affects others' reactions, and consciously use your tone to highlight the concepts you want to convey.
- Remember that verbal and nonverbal communication work together to effectively convey a message. Enhance your verbal communication skills by using body language that reinforces and supports your speech's content. This can be especially helpful when delivering presentations or addressing a large audience.
- Because this study only included third-year students, it should be applicable to a larger population. The early stages are crucial for the development of non-verbal communication.

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## **APPENDICES**

## APPENDIX A (STUDENTS' QUESTIONNAIRE)

### Dear Third Year Students:

You are kindly invited to reply to the questions bellow. The purpose of this survey is to find out how oral presentations can foster your non-verbal communication. Your contributions provide and play a critical role in ensuring the quality and reliability of my master's research data. Please tick (√) in the appropriate box, and you can comment in Arabic or French whenever it is necessary

### I. General Information

#### 1. What is your gender?

- a. Male
- b. Female

#### 2. How is your level in the English language?

- a. Good
- b. Average
- c. Less than average

### II. Aspects of the Students' Oral Presentations

#### 3. How often do you have opportunities to deliver oral presentations in your COP?

- a. Never
- b. Rarely
- c. Occasionally
- d. Frequently
- e. Very frequently

#### 4. Do you see value and effectiveness in incorporating oral presentations into the learning process?

- a. Yes
- b. No

Why?.....

.....

.....

**5. How much do you think oral presentations have helped you enhance your non-verbal communication?**

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

**III. Non-verbal Communication and Oral Presentations**

**6. What are the types of non-verbal communication you know?**

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture
- e. paralanguage
- f. Facial expressions
- g. Affect display

**7. Do you use any of these non-verbal communication strategies during oral presentations?**

- a. Yes
- b. No

**8. Do you attract the attention of audience during oral presentations when you use non-verbal communication?**

- a. Yes
- b. No

In what way? .....

**9. Which non-verbal communication do you think you have enhanced the most through oral presentations?**

- a. Kinesics (gestures, facial expressions, and postures.... etc.)
- b. Proxemics (intimate distance and personal distance...etc.)
- c. Paralanguage (pitch, tone, volume, and intonation...etc.)
- d. Haptics (hand shaking and patting shoulders...etc.)

**10. What is the non-verbal communication strategy do you find the easiest one to enhance through oral presentations?**

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture

- e. Paralanguage
- f. Facial expressions
- g. Affect display

Why?.....

.....

**11. What is the non-verbal communication strategy do you find the hardest one to enhance through oral presentations?**

- a. Proxemics
- b. Haptics
- c. Gestures
- d. Posture
- e. Paralanguage
- f. Facial expressions
- g. Affect display

why?.....

.....

**12. Rate your level of using non-verbal communication before oral presentations?**

- a. Low
- b. Moderate
- c. High

**13. Rate your level of using non-verbal communication after oral presentations?**

- a. Low
- b. Moderate
- c. High

**14. Would you prefer more opportunities for oral presentations to enhance non-verbal communication?**

- a. Yes
- b. No

**15. Is the use of oral presentations in enhancing your non-verbal communication? (Choose one)**

- a. Very Beneficial
- b. Somehow beneficial
- c. Neutral
- d. Not beneficial

Why? .....

.....  
.....

**16. What might be your suggestions and the recommendations to our EFL students to enhance their non-verbal communication skills?**

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

*Thank you for cooperation!*

## APPENDIX B (SPSS OUTPUT)

1.

/		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	16		47,1	47,1
	male	18		52,9	100,0
	Total	34		100,0	

2.

/		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	24	70,6	70,6	70,6
	Average	9	26,5	26,5	97,1
	Less than average	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

3.

/		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Frequently	3	8,8	8,8	8,8
	Frequently	19	55,9	55,9	64,7
	Occasionally	9	26,5	26,5	91,2
	Rarely	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

4.

/		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	34	100,0	100,0	100,0

5.

	Responses		Percent of Cases	
	N	Percent		
type no verbal communication	• Proxemics	5	4,8%	14,7%
	• haptics	7	6,7%	20,6%
	• Gestures	26	25,0%	76,5%
	• Posture	15	14,4%	44,1%
	paralanguage	20	19,2%	58,8%
	Facial expressions	27	26,0%	79,4%
	Affect display	4	3,8%	11,8%
Total	104	100,0%	305,9%	

6.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	88,2	88,2	88,2
	no	4	11,8	11,8	100,0
Total		34	100,0	100,0	

7.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	82,4	82,4	82,4
	no	6	17,6	17,6	100,0
Total		34	100,0	100,0	

8.

	Responses		Percentages of Cases
	N	Percent	
Variables			
• Kinesics (gestures facial expressions_and_postures)	26	43,3%	76,5%
• Proxemics (intimate, distance, and personal distance)	2	3,3%	5,9%
• Paralanguage pitch, tone, volume, and intonation	27	45, %	79,4%
• Haptics (hand shaking and patting shoulders)	5	8,3%	14,7%
Total	60	100,0 %	176,5%

9.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Proxemics	1	2,9	2,9	2,9
Gestures	15	44,1	44,1	47,1
Posture	2	5,9	5,9	52,9
paralanguage	11	32,4	32,4	85,3
Facial expressions	5	14,7	14,7	100,0
Total	34	100,0	100,0	

10.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Proxemics	5	14,7	14,7	14,7
	haptics	8	23,5	23,5	38,2
	Gestures	2	5,9	5,9	44,1
	Posture	12	35,3	35,3	79,4
	paralanguage	2	5,9	5,9	85,3
	Facial expressions	3	8,8	8,8	94,1
	Affect display	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

11.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	24	70,6	70,6	70,6
	Moderate	9	26,5	26,5	97,1
	High	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

12.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate	10	29,4	29,4	29,4
	High	24	70,6	70,6	100,0
	Total	34	100,0	100,0	

13.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	91,2	91,2	91,2
	no	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

14.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Beneficial	31	91,2	91,2	91,2
	Somehow beneficial	3	8,8	8,8	100,0
	Total	34	100,0	100,0	

## APPENDIX C (TEACHER'S INTERVIEW)

**Dear Teachers,**

Oral presentations have gained crucial traction in recent years due to the value in boosting non-verbal communication. This interview seeks and aims to uncover and explore the perspectives of University of Abu-Bakr Belkaid instructors on how oral presentations contribute to the enhancement of non-verbal communication to assist my study for a master's degree in Didactics of Foreign Languages. I would be incredibly grateful if you could provide your input by answering the following questions.

- 1. How many years have you been teaching oral production?**
- 2. Could you please specify your highest academic degree-magister or doctorate?**
- 3. How often do you incorporate presentations into your COP classes? and why?**
- 4. According to you, what are the main benefits of using oral presentations as a teaching technique for enhancing non-verbal communication among EFL learners?**
- 5. Have you noticed any non-verbal communication your students tend to struggle with during oral presentations? If so, what are they?**
- 6. How might oral presentations contribute to the enhancement of kinesics, paralanguage, proxemics and haptics strategies among EFL learners?**
- 7. Based on your experience, which non-verbal communication do you think your students have enhanced through oral presentations?**
  - a. Kinesics (gestures, facial expressions, and postures.... etc.)
  - b. Proxemics (intimate distance and personal distance...etc.)
  - c. Paralanguage (pitch, tone, volume, and intonation...etc.)
  - d. Haptics (hand shaking and patting shoulders...etc.)
- 8. Do you believe that oral presentations have a lasting impact on the non-verbal communication of EFL learners? If yes, could you elaborate more!**

***Thank you for your collaboration!***

## APPENDIX E (CLASSROOM OBSERVATION)

Aspects	Questions	Yes	No	Additional remarks
<b>Overall impression</b>	1/ Do students use non-verbal cues during oral presentation?			
	2/ Do students struggle with non-verbal communication			
	3/ Do students appear comfortable in delivering their presentations?			
<b>Students’ behavior, behavior engagement, attitudes</b>	4/ Does the delivery of the presentation capture and hold the audience's interest?			
	5/ Do students make relevant questions for the audience?			
	6/Do students participate actively in the discussion			
<b>Kinesics</b>	7/ Do students avoid closed-off body language, such as crossed arms or slouching?			
	8/ Do students use a variety of facial expressions to convey emotions and engagement with their topic?			
	9/ Do students make eye contact with different members of the audience throughout the presentation?			
<b>Paralanguage</b>	10/ Do students vary their vocal volume, pitch, and pace to keep the			

	audience involved?			
	11/Do students avoid monotonous or overly fast delivery?			
	12/Do students use pauses effectively to emphasize important points to allow comprehension for the audience?			
<b>Proxemics</b>	13/Do students utilize personal space effectively by standing at an appropriate distance from the audience?			
	14/ Do students adjust their proximity to the audience based on the size of the room or the nature of their topic?			
	15/ Do students use proxemics effectively to involve the audience, such as by moving closer to them during important moments?			
<b>Haptics</b>	16/Do students make intentional use of touch as a means of communication during their presentations?			
	17/ Do students use physical contact during their presentations to create a sense of connection or to emphasize certain points?			

## SUMMARY

### **In English:**

This study examines how oral presentations enhance non-verbal communication among third year EFL students at Tlemcen University. Using interviews, questionnaires, and observations, the research found that oral presentations improve skills like body language, voice cues, and personal space management. The findings support that oral presentations are effective for boosting non-verbal communication in EFL learners, providing valuable insights for educators and curriculum designers.

### **French (Résumé):**

Cette étude examine comment les présentations orales améliorent la communication non verbale parmi les étudiants en troisième année d'anglais langue étrangère (EFL) à l'Université de Tlemcen. Grâce à des entretiens, des questionnaires et des observations, la recherche a révélé que les présentations orales améliorent les compétences telles que le langage corporel, les indices vocaux et la gestion de l'espace personnel. Les résultats confirment que les présentations orales sont efficaces pour renforcer la communication non verbale chez les apprenants EFL, offrant des informations précieuses pour les éducateurs et les concepteurs de programmes.