



**Mohamed Khider University of Biskra**  
**Faculty of Letters and Languages**  
**Department of foreign languages**

## **MASTER THESIS**

**Letters and Foreign Languages**  
**English Language**  
**Sciences of Language**

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**The Contribution of Paralinguistic Features in Improving EFL  
Learners' Conversational Skills during Oral Expression  
Sessions: Case Study of Second Year Students of English in  
Mohamed Khider University of Biskra**

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# ***Dedication***

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*Each success needs strong efforts, patience, and support.*

*I dedicate my modest work to all my family with gratitude love and respect for  
their care and interest*

*To my beloved mother **Fatiha** and my dear father **Tayeb**, the sources of my  
encouragement and success in life. Allah bless them.*

*To my brothers: **Nizer**, **Walid**, and **Mohammed** for their unconditional support  
to me*

*To the person, who provide me with guidance and instruction **DouidaBrahim***

*To my friends for their memorable presence and support*

*To the people who never stop believing in me when I did, and every one pull my  
steps back to make me step up stronger*

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***Dr. TurkiBarket***  
  
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-

## **Abstract**

Conversation is an essential task in people's everyday communication. EFL learners make conversations inside and outside their classrooms, and because of some difficulties and problems that students may face while making conversations, teachers look for practical solution to solve students' conversational problems, and to contribute in the improvement of students' conversational skill. This work aims to suggest a possible solution to students' conversational problems which is the use of paralinguistic features and body language. It is hypothesized that if English learners have a good use of paralinguistic features, their conversational skill will be promoted. The work aims to investigate the role that paralinguistic features and the non-verbal communication play in improving EFL learners' conversational skills especially during oral expression sessions, and contributing in the way of teaching spoken language through enabling the learner to be involved more in the teaching process when the teacher focuses on using his /her body language, eye contact, intonation and loud voice. In order to confirm the present hypothesis, two surveys were undertaken at Mohamed Kheider University of Biskra to obtain the maximum information on the students' and teachers' reactions and beliefs. Two questionnaires were designed, and they were distributed to forty second year students, and ten oral teachers at Mohamed Khider Biskra University. The final result of this dissertation shows that the use of paralinguistic features and body gestures contribute to improve EFL learners' conversational skill.

**Keywords:** Paralinguistic features, English students, Conversational Competence

## **List of Abbreviation**

**L1:** First language

**L2:** Second language

**CA:** Conversation Analysis

**BA:** license Bac

**LMD:** License Master Doctorate

**EFL:** English Foreign Language

**MA:** Magister/ Master

**PHD:**Philosophy Doctorate

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المخلص

# *General Introduction*

# ***General Introduction***

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## **1. General Introduction**

People talk all the time with each other and they produce and receive messages that construct what is called a conversation as a product of their speech. Conversation in simple definition is the process of exchanging different sentiments, opinion, or ideas, that occurs between two or more participants (Merriam Webster, 2019). Yet, some people misunderstand the meaning of having a conversation and have difficulties while being conversed; conversation is a skill that can be developed and improved and one way to improve it is through the use of paralinguistic features

“Paralinguistics is vocal effects which are qualitatively very different from phonemes or words, but which nonetheless seem to have an important role to play in the communication of meaning” (Crystal, 1969: 163), in other words, paralinguistic is all the aspects of language that differ from the formal system of language such as phonology, syntax and grammar. It has two categories, the way we say something such as loud voice, the tone...etc. which is called audible Paralinguistic features; and how people use their bodies while communication which is called visible paralinguistic features. Both audible and visible paralinguistic features can improve and develop learners’ conversational skill.

## **2. Statement of the Problem**

It is noticeable that learners who do not use their body language, facial expressions, eye contact, loud voice and intonation face problems in their conversational skill and scholars such as David Crystal and Weitz (1969) who argued that EFL learners who used their paralinguistic features have the ability to make a conversation better than the others who do not, and the basic of this study is the existing relationship between learner’s conversational skill and their use of paralinguistic features.

## **3. Aims of the Study**

This study aims at

## ***General Introduction***

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Investigating the role that paralinguistic features and the non-verbal communication play in improving EFL learners' conversational skills especially during oral expression sessions.

- Contributing in the way of teaching spoken language through enabling the learner to be involved more in the teaching process when the teacher focuses on using his /her body language, eye contact, intonation and loud voice.

### **3. Research Questions**

- Does the use of paralinguistic features while speaking affects the ability of learner to make a conversation?
- How much can the non-verbal communication help the learner to create a good conversation?
- Would students who use paralinguistic features have a good conversational skill ?

### **4. Research Hypothesis**

It is hypothesized that

If English learners have a good use of paralinguistic features, their conversational skill will be promoted

### **5. Methodology**

#### **Sample Population**

In this study, the chosen population is 40 students of second year LMD, and 10 oral expression teachers at Mohamed Khider Biskra University to explore their awareness concerning the use of paralinguistic features which possibly would lead to improve students' conversational skill.

#### **Analysis Procedure**

The data analysis will be of a descriptive quantitative and qualitative nature since this helps to describe the actual situation. This method would be appropriate for this study in order

## ***General Introduction***

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to find out the existing relationship between the two variables that are conversational skills and paralinguistic features.

### **Instruments of the Study**

In this research two questionnaires were designed, a students' questionnaire to 40 students of second year of English at Biskra university, and the second was teachers' questionnaire to 10 oral teachers at Mohamed KhiderBiskra University to investigate the attitudes of EFL students and teachers on the role of paralinguistic features in improving students' conversational skill.

### **6. Structure of the Study**

The study is divided into two main parts?

The theoretical part is made of two chapters .the first chapter is about perspectives of different scholars about conversation (definition, types, problems, etc. that EFL learners may face) and the second chapter will be about the suggested solution which is the use of paralinguistic features as a main solution to improve the EFL learner's conversational skill.

The second part is the practical part where the researcher analysed and interpreted the responses to a final result to accomplish the main objective which is to improve EFL learner's conversational skill through the use of paralinguistic features

*Chapter one*  
*Conversational Skill*



**Introduction**

This chapter provides a deep description and explanation to the first variable of the research, to give the reader a view about the conversational skill. The chapter begins with different definitions of the term conversation according to numbers of researchers. In addition the chapter will deal with the importance of the conversation for the participants and types of participants. A good description of the element and the process of conversation will be presented in this chapter. All the information and aspect of the variable will be clarified by scholars' saying, figures, and arguments. Conversation is defined as "an oral exchange of sentiments, observation, opinion, or ideas, which is the interaction and way of communicating between two or more persons about something of interest" (Merriam Webster, 2009)

**1. Definition**

Researchers try to arrive at workable definition of conversation according to their perspectives and points of view. Many definitions are presented to the term of conversation, some of them emphasis the spoken feature of conversation, and others tend to give another features that include the written form. Conversation has numerous definitions according to the different perspectives and points of view of researchers Generally conversation refers to the occasion where all the participants have something to say and anyone can speak at anytime. Conversation is "any spoken encounter time when two or more people have the right to talk or listen without having to follow a fixed schedule such as an agenda."(Nolasco and Arthur, 2003:5). Conversation means that it is any verbal application between two or more participants without previous planning. Moreover, Dubberly and Pangaro stated that conversation is the exchange of ideas, thought, beliefs...they defined it as "progression of exchanges among participants" (Dubberly and Pangaro,2009:124) . Another definition that emphasis the spoken form of conversation is that" It is an oral exchange of sentiments, observation, opinion, or ideas, which is the interaction and way of communicating between two or more persons about something of interest" (Merriam Webster, 2009)

In addition to the spoken feature of conversation, it is also known by the feature of informality, conversation is an informal talk involving a small group of people or only two, the activity of talking in this way (Oxford Advanced Learner's Dictionary) it is informal spoken interaction between two or more persons. "Conversation is the informal, interactive talk between two or more people, which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights" (Thurnbury and Slad,2006:25). Dudderly and Pangaro also consider conversation as means by which people can confirm if they get the right intention and the intended meaning by the other participant of conversation, they said "conversation is a means to propose concepts, test understanding and confirm agreement" (Dubberly and Pangaro,2009:126)

## **2. The Importance of Conversations**

Dudderly and Pangaro (2008) stated that conversation has great deal of importance in the social community because of its value in human life. They classify the importance of conversation into two main categories.

### **2.1 Coordination**

In this category conversation helps to decide how the goals will be achieved and it help in making an agreement of goals

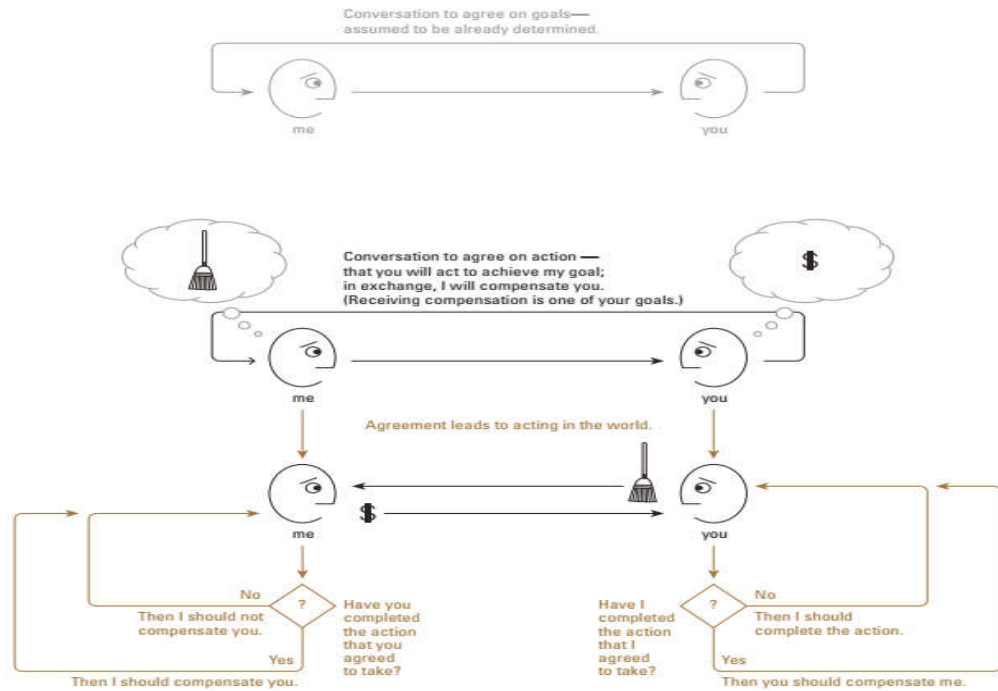


Figure 01: Achieving agreement of goals through conversation

(Dubberly and Pangaro2009:131)

## 2.2 Collaboration

This category deals with the agreement on goals and how coordinating the actions to achieve them

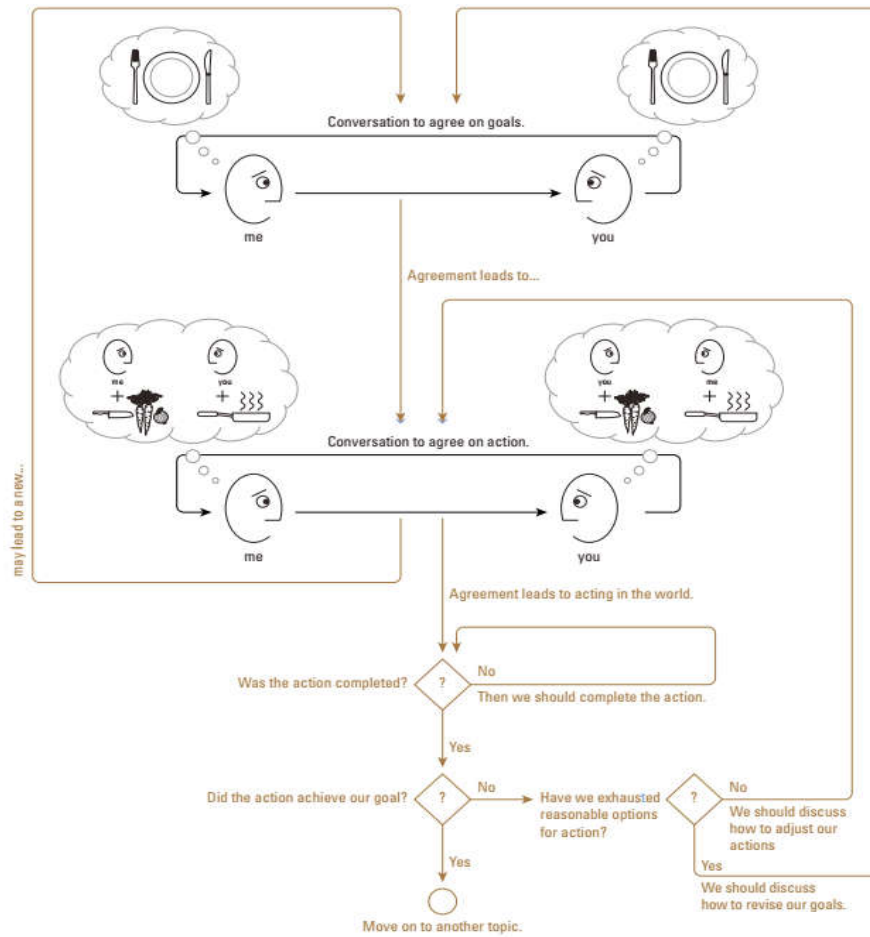


Figure 02: Coordinating the actions to achieve the goals

(Dubberly and Pangaro, 2009:132)

### 3. Conversation Benefits

The Participant is an important element in any conversation, and conversation has a number of benefits to participants:

Dubberly and Pangaro (2009) stated that the conversation has benefits on participant by enabling them to:

#### 3.1 Learning

Conversation one way that helps people to learn, it includes conversation between the person and himself, it has a great role in learning from life lessons and learning from others through conversing and interacting with others and taking from their ideas and beliefs.

### **3.2 Coordinating**

Conversation enables people to spend their time in order to make coordination of actions to be beneficial for both participants of conversation which is a highly effective means of human social coordination of action

### **3.3 Collaborating**

Many times the coordination is not enough because of the different goals in our society. Here the role of conversation is to agreeing on goals as well as to coordinate our actions. Also conversation has its purposes to participants which are

Conversations help to provide the participants with the pleasure that result from talking, listening, reflecting, and responding to each other. The conversations provide more than that: it helped to facilitate communication between participants, and helped the teachers to make their decisions about their goals and actions, and resulted in the exchange of knowledge and understanding.

#### **a/ Decision Making**

Conversation helps people to make decisions. Sometimes it is a personal decision, how the participant will decide to choose a goal and the purpose is to make a common, cooperative, or collaborative decision. The decision is not made through a vote, or by the convincing methods of logical discourse, argument, but rather through a seeking of consensus. In some ways this process is similar to practical reasoning or Aristotle's Phronesis (Irwin, 1985).

Through talking, listening, questioning, and reflecting, the conversation process gives the participants of conversation the opportunity to develop understanding that can then be used to make decisions of goals or actions. In this way, so conversation aids in practical

decision making by the clarification that arises through the meaning making that leads to understanding.

**b/ Exchange of Knowledge**

Conversation can be a way to gain new knowledge. Knowledge, as refer to it here, is the product of human activity. It consists of categorizable chunks of ‘know-how’ and ‘know-that’ that can be collected and stored. The words that are spoken, listened to, reflected upon, questioned and responded to do not have meanings independent of the individual participants in the conversation. For participants in conversations to gain knowledge, the listeners have to ‘hear’ the speakers’ intended meaning within their situations to appropriate it. For the commodity form of knowledge to be exchanged through conversation, it must be appropriated by the speaker and then reappropriated by the others through listening, reflecting, questioning, and responding (wretsh, 1991)

**c/ Understanding**

The participants also come to understand and construct meaning. Understanding is the result of making meaning in situations. Understanding the sociocultural approach to the mind, in which human understanding and action are situated in settings that include relations with others in the society, both animate and inanimate, and the history and intentions of the meaning maker and of the other people (Wertsch,1991; Lave, 1993) situations not only the context that is referred to in contemporary research. Context suggests the stage upon, and the settings in front of, that the subject acts. Instead, people can be thought of as being immersed in their situations. People gain new understandings through the relations with those other entities, their histories, and their intentions (Feldman, 1997; Lave, 1993). It is through the process of conversation.

**d/ Conversation as Inquiry**

To inquire means to question, investigate, to learn. It is an activity to make meaning that goes beyond the learning that is an essential part of our being human (Lave & Wegner,

1991), to an active seeking of new knowledge or understanding. People seek to clarify an idea, to exchange knowledge, and to generate understanding which is form of research.

**4. Types of Participants**

With all mentioned benefits and purposes of conversation for participants, Dubberly and Pangaro(2009) make a distinction between different types of participants of conversation according to where the conversation takes place: political setting, religious setting ...etc.

**4.1 Groups of Persons**

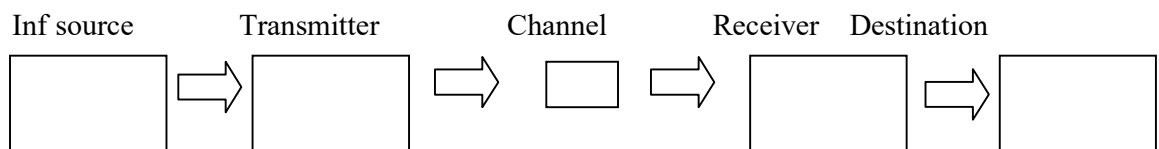
In many time participants of conversation can be group of persons that converse each other, one example is political parties, they make a conversation by sending the messages, commit to engage (or not), evolve each other’s beliefs, then transaction.

**4.2 Ourselves (Internal Conversation)**

It is about all inside a person’s mind, all ideas and points of view that exist in the mind of person, spend a long time taking and having conversation with themselves.

**5. Elements of Conversation**

According to Dubberly and Pangaro(2009) the elements of conversation are described by presenting a model of communication that produced by Shannon“ a message flows from an information source through a transmitter that encodes a signal”(Dubberly and pangaro,2009,p:125) provided the following diagram describes the elements of conversation which are information source that is the producer of the message, the point from where the message is produced, also the transmitter than the channel by which the message is transmitted to the receiver who receive the message and the destination



Message                  Signal                  Received signal                  Message

**Figure 03: Shannon's model of communication**

**(Dubberly and Pangaro,2009:125)**

## **6. The Process of Conversation**

In conversation participants perform a number of tasks. Dubberly and Pangaro (2009) classified number of tasks that occur when performing conversation and they classified the following tasks as stages of conversation

### **6.1 Opening a Channel**

This task occurs just by sending an opening message by participant A; at this task the possibility of having conversation raises

### **6.2 Committing to Engage**

This task is about the engagement of the participant B with participant A and continuing paying attention and this continuation must be valuable for each one of the participants

### **6.3 Constructing Meaning**

At this task participants will be able to construct and reconstruct meaning, including the new meaning

### **6.4 Evolving**

At this task, the participants A and B will have a change in their beliefs, make decision or their relationship with others after the interaction. The conversation is effective when the change affects the participants

### **6.5 Converging On Agreement**

At this task participants need to make confirmation of A's message understanding by formulate a new version of the topic of the message and the role of participant A is to make a



comparison between B formulation of message and the original one, when both of them match in meaning, here we say that they have reached an agreement over the understanding

### **7. The Linguistic Features of Conversation**

Vocabulary, grammar and discourse features are the main linguistic features of conversation. Thornbury and Slade (2006) stated that vocabulary of conversation is what makes the lexis of different types of conversation differ, also it is what the group of words you have to include in your conversation

Lexical size is the word s number needed in a spoken situation, "lexical size in terms of the number of words they need to control" (Thornbury and Slade,2006:26) This is all about the number of items and words between the speaker and listener which is fewer than the written form between the writer and the reader also they state that we look to the repetition at the level of both words and phrases and also to the way we repeat to make the spoken piece of speech more cohesive and coherent. Another feature is grammar, spoken grammar continued to occupy an inferior position, but recently, the case for 'real English', including a distinctive and systematic nature of spoken grammar, has been argued particularly by researchers such as Biber of the primacy of spoken grammar, and some grammar features are ellipsis and deixis

According Thornbury and Slade (2006) 'ellipsis' is the omission of grammatical items such as pronouns and verb complements, many conversations are elliptical, one example is the question and answer in conversation, but deixis is when people refers to features of the immediate situation, it is from the Greek word "finger" or "pointing with language" this means using language devices as personal pronouns. Another feature is discourse features, discourse is language functioning in its context of use, and the relationship between the text and context whether spoken or written, this are some discourse features of conversation:

Cohesion the act or state of sticking together tightly (Merriam Webster,2020), also cohesion defined as "A cohesive relation is one in which the interpretation of one element in

the discourse presupposes, and is dependent upon, another. The connection that is created is integrated into the fabric (or 'texture') of the discourse" (Thornbury and Slade, 2006:108)

Thornbury and Slade(2006) stated that an another discourse features of conversation is the interaction between speakers and how the act of changing the topic and taking the turn from participant are occur in the conversation, interaction between speakers is very important to facilitate the conversation task.

### **8. Acquiring L1 and L2 Conversational Competence**

Conversational competence comes from Chomsky's distinction between competence and performance . Competence is the ability of a speaker to idealize and internalize the knowledge of rules of grammar also Hymes (1966) said that competence not only the knowledge of grammar rules but also 'when' and 'when not 'to speak

For children how they can converse in very early age even before speaking, for example Turn Taking, even children of two weeks are able to manage a conversation and interact through eye contact, vocalization are appear in very early age(Thornbury and Slade,2006:189). In addition Thornbury and Slade (2006) said that the language that the child use in the process of turn taking most of the time it consists of single words, the child go from one word to two words sentences, even when child becomes more fully grammaticized still he use formulaic elements

L2conversational skill development differs from l1conversational skill development because the second language learners already have conversational competence. According to Thornbury and Slade (2006) the grammatical competence is not enough to be fluent and to carry on conversation. The story is not only well formed but cleverly formed and funny also the child use what called communication strategies which are used in order to overcome difficulties and problems, they are strategies used when the conversation occurs Thornbury and Slade (2006)

### **9. Approaches Analyzing Conversational Structure**

Conversation in all its forms has been the focus of a great deal of scholarly work, as researchers from a variety of fields have sought to describe how people interact during conversation as well as the socio-cognitive mechanisms that shape these interactions.

### **9.1 Speech Act Theory Approach**

Speech act is a term that most approaches to conversational analysis rely on. Austin (1962), the pioneer of speech act theory came to believe that all utterances have some function which can be implicit or explicit. Speakers perform their illocutionary acts within conversations where they are in verbal interaction with others who reply to them and also perform in turn their own speech acts with the same intention to pursue with success a certain type of discourse, first of all the use of language is a social version of linguistic behavior which made of sequences of utterance by the speakers which tend to have specific goals such as questioning, greeting and other goals which are called the speech acts

The intention of utterance 'a' is known as its 'illocutionary. Searle (1969) There is a distinction between the sentence as (written form) and the act he formulates illocutionary (the speech act) this later needs some conditions to be performed such as: propositional content, preparatory conditions, sincerity conditions

The relationship between the question and the answer in conversation construct different speech acts that can be stated as: question, a polite request and other speech acts

### **9.2 Adjacency Pairs Theory**

Yule (1996) stated that adjacency pairs is the automatic pattern that consist of first and second part found in the structure of conversation, it is a unit in conversation that made by two speakers where the first one provide a question and the second an answer to the question, adjacency pairs include such type of utterance exchanges as greeting/ summons - answer; question - answer; complaint - denial; offer -accept; request - acceptance; compliment – thanking; challenge - rejection, instruct – receipt and etc.

How turns are managed and allocated in conversations analyzed through a considerable work, Schegloff and Jefferson (1974) proposed a model of the turn taking mechanism consisting of rules describing how turns change between speakers and how turns change between speakers and how turns are allocated. One of these rules is as follows: if the turn so far is constructed as to involve the use of a 'current speaker selects next' techniques, then the party so selected has the right and is obliged to take the next turn to speak, no other have such rights or obligations, and transfer occurs at that place .One of the 'current speaker selects next' technique, is the use of the first part of what they call 'adjacency pairs '. These are pairs of utterances produced by different speakers, where the second is response to the first.

### **10. Conversation Analysis**

Conversation analysis is an inductive, micro analytic method to investigate human social interaction, and it developed in the 1960 by Harvey Sacks with his colleagues, in conversation analysis participants talk not for its propositional content, nor as medium of transfer information, but because they give importance to the actions getting done through talk and the consequences resulting from those actions (Schegloff, 1995).

#### **10.1 Machineries of Conversation Analysis**

This approach of conversation analysis has over the last half century resulted in well developed descriptive technique for analyzing interactional structures and there are “ machineries “ of practice in conducting conversation, some of them are as follow:

##### **10.1.1 Turn Taking:**

Who speaks next?’ and that action occurs by coordinating the end of one turn with the start of the next one (Sacks et al.,1974). Turns are consist of more than one turn that composed of linguistic unit (words, phrases...etc), also there is what called transition relevance place where participants use ‘self selection’, turn taking organization provides turns ordering in conversation.

**10.1.2 Sequence Organization**

How the turns are linked together to form coherent courses of actions (Schegloff,2007) by the techniques of adjacency pairs where two actions produced by two participants.

Example: greeting-greeting, question- answer.

**10.1.3 Turn Design**

Refers to how speakers formed their turns to implement some action in some position, for some recipient(s) (Drew,2003)for example speakers can design their turns as conditional: if you come early I will go with you (Curl, 2006)

**10.2 Advantages and Disadvantages of CA**

The dominant idea about hypothesis is that formulate hypothesis first and then test it often through experimentation but the conversation analysis and tests it often through experimentation but the conversation analysis by contrast do not begins with hypothesis about what participant might do but rather with what the participants actually did, and this is the seed from which the analysis grows, another advantage of this approach is what they call ecological validity which is the extent to which results generalize to everyday life however , in experimental research participant may found themselves with unfamiliar tasks, this what makes the conversation analysts generally skeptical of results from social and psychological experiments

One of disadvantage of conversation analysis is the lack of experimental control in controlled experiments the value of the independent variable should differ between conditions however in CA each case differ (the topic, the participant,...) it includes face to face interaction and telephone calls also the conversational analysis exploit the variability of naturally occurring interaction

**Conclusion**

By the end of this chapter the reader can determine that conversation is complex process that has its elements in which scholars provided modals and figures that explained this process. In addition various elements of conversation process are presented and one of them is participants which has the most important role. The chapter provided types of participants. Moreover a deep explanation was provided to what is meant by conversation analysis as an important term in this chapter and the different approaches to analyzing conversational structure were classified.

*Chapter two*  
*Paralinguistic features*

## **Introduction**

This chapter will include various information under the title of the second variable which is paralinguistic features, the latter is part from nonverbal communication. The researcher starts with general overview about communication, later, types of communication will be classified then there will be a discussion about verbal and nonverbal communication based on different researcher's definitions. The chapter contains a part about the process and functions of nonverbal communication, after that discussion will be about paralanguage as part of nonverbal communication by providing different scholar's definition of paralinguistic features at the end of the chapter contains the different types of paralanguage( body language, facial expression, vocalic, fillers, time and space features ...etc). All definitions and information the chapter will present about the topic are proved and based on researchers' and scholars points of view with providing all the sources to give the research more credibility.

### **1. Definitions of Communication**

Communication is derived from the latin word "communication" which means to share, the term communication defined by Wood (1997:3) as "systemic process in which people interact with and through symbols to create and interpret meanings"; this means that communication is systemic and interrelated to its elements, moreover it was defined as "an attempt to bridge the gap between two individuals through producing and receiving messages which have meaning for both" (Abouyoucef (2005:4). He means that communication is a means of sending and getting messages

### **2. Types of Communication**

Communication can be divided into verbal and nonverbal communication

#### **2.1 Verbal Communication**

Verbal communication is the language humans use when we communicate through speaking and they often bring their own socio cultural expectation of the chosen language (Durant and Shepherd 2009). Verbal communication is not all about language but also it is

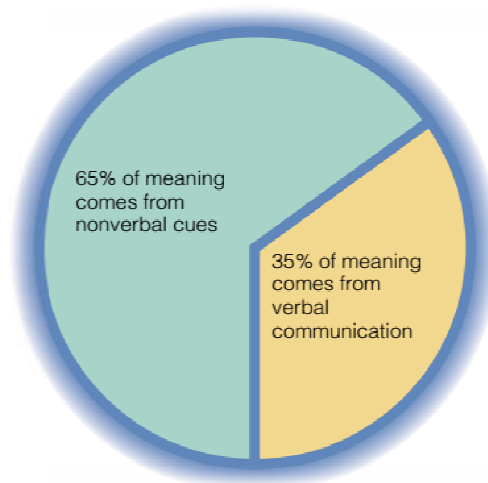


about listening and it is important to adjust communication. Kiparsky (1976) hypothesizes that humans communicated by using complex and the fundamental elements of language are: phonemes, morphemes, semantics and syntax.

## **2.2 Nonverbal Communication**

Scholars opinions differ about the notion of nonverbal communication, some describes it as all communication other than words (Burgoon and Buller, 1989) other researchers claimed that human beings used nonverbal communication before developing language (Brook, 1997),it has been defined as “the transfer and exchange of messages in any and all modalities that do not involve words” (Matsumoto, Frank, & Hwang, 2013:4). It occurs through nonverbal behavior, physical characteristics, and the environment or context (Matsumoto et al., 2013).

All the dynamic actions of the face and body that are transmitted through multiple channels, including facial expressions, vocal cues, gestures, body postures, interpersonal distance, touching, and gaze are called nonverbal behaviors (Matsumoto et al., 2013). Another definition is a physical characteristic refer to the static physical appearance of a person as well as artificial cues, such as jewelry, clothes, and glasses. Furthermore, the environment or context can convey messages about appropriate behavior for the space. For example, some restaurants use dim lighting and comfortable chairs to communicate an intimate environment, ensuring diners feel comfortable eating slower and spending more money per visit (Matsumoto et al., 2013). In summary, nonverbal communication occurs through nonverbal behaviors, physical characteristics, and the environment. Nonverbal behaviors, the subjective elements of culture (i.e., attitudes, values, beliefs, and norms) must be noted because they impact nonverbal communication (Matsumoto & Hwang, 2016).



( Morreal, Spizberg, Barge ,2007: 111)

**Figure 04:** Meaning of conversation (from verbal and nonverbal communication)

The above figure describes a summary of research studies which finds that 65% of the meaning in conversation is communicated by using nonverbal cues.

### 3. Processing of Nonverbal Communication

Nonverbal communication is an individual process in a way that takes account of the whole picture, rather than individual parts (Andersen, 2008; Aviezer, Trope, &Todorov, 2012) ,which allows individuals to look at the broad pattern of behavior to detect, for example, happiness or nervousness, unlike verbal messages, which are processed analytically and individually.

Laboratory studies have demonstrated that broad patterns are more important than individual behaviors when it comes to nonverbal behavior (Ambady& Rosenthal, 1992). For example, Gutsell and Andersen as cited in (Andersen,2008) asked participants to view a video of a lecturer who smiled either a lot, a little, or not at all. Participants who watched the video of the lecturer smiling a lot reported that the lecturer touched the viewers more, gestured more, and stood closer to the viewers, even though the individuals stood completely still and kept his hands out of view of the camera. Thus, this finding indicates that the participants used the frequent smiling as a cue to deduce that other behaviors consistent with smiling were

present. study illustrate show the whole pattern of nonverbal communication is taken into account more so than specific individual behaviors. More recent research provides evidence that not only do individuals interpret different parts of nonverbal behavior together (e.g., different areas of the face are processed as a whole) but that different areas of the body are processed together as well. For example, Aviezer, Trope, and Todorov (2012) found that individual process faces and bodies as a single unit

#### **4. Functions of Nonverbal Communication**

Nonverbal cues are used to accomplish different communication goals and functions; these are some of nonverbal communication functions

##### **4.1 Substituting for Repeating Words**

Interlocutors can use nonverbal cues to replace a word or the spoken message, emblem is nonverbal cue which has specific meaning in cultural group substitutes to a word (Ekman and Friesen, 1969) emblem has a meaning shared by majority of people in North America and also used to repeat as spoken word, you use both words and emblems

##### **4.2 Complementing and Accenting Words**

The nonverbal cues also act as an illustrator to enhance the spoken messages (Ekman and Friesen, 1969) such as tone of voice and rate of speech, facial expressions, and gestures for example in public speaking good speaker should use gestures

##### **4.3 Contradicting Words**

Sometimes the nonverbal message may contradict with the verbal message, a mixed message which contains verbal and nonverbal messages, sometimes you have to rely on the nonverbal message to determine if the speaker is lying (Hubbel, Mitchel, and Gee, 2001)

##### **4.4 Regulating Interactions**

Nonverbal cues are used to manage and regulate the flow of conversation, nonverbal cues acts as regular (Ekman and Friesen, 1969) for example regulation when asking about the turns in conversation by looking to the speaker and using eye contact

#### **4.5 Defining Social Relationships**

People use nonverbal cues to define the social and emotional nature of their relationships (Burgoon and Le Poir, 1999) through communicating nonverbally to tell people that you like them.

#### **5. Paralanguage as Nonverbal Communication**

Nonverbal communication is broken into two main areas: vocal nonverbal signals and visual nonverbal signals. Vocal nonverbal signals, known as paralanguage; they are the pitch, volume, tempo, nasality and speed of one's voice. This includes laughing, crying, sighing, swallowing and so forth. Nonverbal visual signals such as: gestures, body movements, eye contact...etc

David crystal claimed that some nonverbal vocal behavior "is held to be significant point of overlap between human and animal communicative systems"(Crystal.1976), he referred that the term paralanguage has been "more of hindrance than a help to progress in our understanding of nonverbal and vocal behavior" (Crystal,1976:13) ,moreover the work of Thrope where the term "paralanguage" and "paralinguistic" are used to refer to animal communication it can be regarded as 'indexicals' which is components that indirectly refer to the position and background of the speaker and that can be interpreted as such by talk participants of Gumperz Paralinguistic features can be also understood as vocal feature which are independent of traditionally defined segmental and supra segmental and whose presence is not obligatory. In addition there is close term which is 'non linguistic' which have been close to those of the term 'paralinguistic' it was used to refer to speech features that give little information about the linguistic content of the message includes the gender or identify of the speaker. Trager and Crystal indicate that both are concerned with the investigation of linguistic phenomenon which is outside the linguistic boundaries but it concerned with the voice qualities and the tone, in addition to the sex and the age of the speaker. It is assumed that any nonverbal components of an utterance is paralanguage

## 6. Types of Paralinguistic Features

Human body sends strong nonverbal cues, body communication or kinesics based on how to communicate through movement, gestures, and the face such as: the eye contact

### 6.1 Kinesics

A systematic study of the relationship between nonlinguistic body motions (such as blushes, shrugs, or eye movement) and communication (Merriam Webster, 2020), it means is the study of how to use body parts in communication. Kinesics includes various

#### 6.1.1 Body Movement

It includes even the way you stand or sit and walk, they are considered as body paralinguistic features and they called body language for example you communicate a sense of immediacy and involvement by facing people directly, in most types of nonverbal messages, researchers have identified gender differences in the use of body language (Wood,1997), men are using an open body posture by using both the arms and legs, to communicate power while women when they feel that they have less power and they tend to be less restrict amount the space their bodies take up (Cashdan,1998).

#### 6.1.2 Gestures

There are three main types of gestures: adaptors, emblems, and illustrators. Peter A. Andersen, *Nonverbal Communication: Forms and Functions* (Mountain View, CA: Mayfield, 1999), the three types are:

Adaptors: are touching behaviors that indicate internal states typically related to arousal or anxiety. In addition emblems: are gestures that have a specific agreed on meaning like the “ok”, the third type is illustrators: are the most common type of gesture and are used to illustrate the verbal message they accompany

Gestures are large and small movements of the hands and arms that communicate meaning which are used differently according to the culture which are used differently according to the culture where they used (Samovan and Mills, 1998) .gestures are effective

that public speakers such as politicians are now being trained in their use. Another scientific study proved that when blind children speak, they use gestures at precisely the same rate as those who can see (O Neil, 1998). Using gestures appropriately enhance the verbal message (Brittan, 1996) also limited gesturing on the part of the speaker may affect the presentation topic

And here are some suggestions for using gestures positively and competently:

- Gestures must match the verbal message
- Do not allow other persons' gestures divert your attention from the message



**Figure 05:** Greeting through the hand movement ( Morreal, Spizberg, Barge ,2007: 316)

### **6.1.3 Facial Expressions**

Facial expressions or called affect displays, which reflect the basic emotions that the human face: sadness, fear, surprise, anger (Ekman and Friesen, 1975). People blend two or more of the affect displays into one facial expression resulting in what is called an affect blend, typical affect blends are fear, anger. A study made about the kind of judgments based on facial expression people make about others, not only the judge but also person s interpersonal traits, they all based on facial expression (Knutson, 1996).

People perceive a person with a relaxed facial expression as more powerful than someone who has a nervous look (Aguinis, Simonsen, & Pierce, 1998). they even think that “baby faced” people, whose faces resemble those of children, are more truthful than other

people, accurately identifying emotions and other aspects of a person, based on facial expressions alone, is not always, also the way people use facial expression varies based on different factors such as gender and cultural background (Samovar and Mills, 1998; Wood, 1994), for example women in north America use their facial expression more than men even if they are not happy because men tend to display less emotion on the face and smile less

#### **6.1.4 Eye Contact**

Eye contact is a powerful source of nonverbal message, it is also called oculesics, which helps people to be seen as credible, dynamic, believable, likable, and persuasive (Aguinis, Simonsen & Pierce, 1998), people use eye contact for two purposes: to communicate interest or to express power and control, a person with the most power engages in less eye contact and looks away from the other person, while a person with less power maintain eye contact

The use of eye contact varies based on different factors such as gender and culture, women are generally more visually attentive than men and uses more eye contact (Bente, Donaghy & Suwelack, 1998) for example in north America direct eye contact indicates respect and that the channels of communication are open, and In Japan, people may look away from one another almost completely, and in China, Indonesia, and rural Mexico, the eyes are lowered to communicate deference (Samovar & Mills, 1998).

Consider the following suggestions for using eye contact competently:

- Use eye contact for the sack of communicating interest and attention but people are differ in using eye contact
- Eye contact can cause a misunderstand so, be sensitive
- Be attentive while using eye contact

### **6.1.5 Touch**

Touch is the physical contact between people and it is called haptics, and it communicates support, power and intimacy. Physical contact is one essential to human social development and encouraging communication (Jones&Brown, 1996; Mc Daniel& Anderson, 1998), in north America, if two people agree or are excited about something, they will hold a hand up in the air, palm forward, and clap it against the other person's upraised hand. This salutation originated with the African American use of "Gimme five!" and then permeated North American culture as the "high five." The high five is being replaced with the knuckle to-knuckle fist bump greeting shown in the photo here.

Touch that occurs among people varies culturally (Remland, Jones& Brinkman, 1995), Italians and Greeks involved in casual conversations touched far more than the English, French, and Dutch, and people with a Jewish cultural background touched a great deal, and knowing how much touch is appropriate in any culture it is also essential to be aware of culturally based touching taboos. Muslims in Arab cultures, for example, eat and engage in socially acceptable touching with the right hand, reserving the left hand for use in the toilet. To touch an Arab Muslim with the left hand is considered a social insult (Samovar& Mills, 1998).

### **6.2 Vocalic**

Vocalic is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers (Andersen, 1999).

All the nonverbal elements of the voice that contributes in the communication process

One research study compared the influence of intensity in the voice and touch on getting people to cooperate (Remland and Jones, 1995) two situation are made one the subject was touched and the second situation no touch but vocal intensity varied, the result was that the



vocal intensity was more effective than touch (Kimble and Seidel, 1991) and (Zuckerman and Driver, 1989)

### **6.2.1 Rate**

The speed at which a speaker delivers a speech is called rate (Morreal, Spizberg and Barge 2007), they stated that rate also can be affected by the mood. Many public speakers tend to talk fast because they are nervous which make it difficult for listener to absorb what they say and to avoid this problem they should use variety in rate and change the length of silent pauses between words, sentences or phrases, a fast speaker may be difficult to follow, and the fast delivery can actually distract from the message and speaking a little faster than the normal 120–150 words a minute, however, can be beneficial, as people tend to find speakers whose rate is above average more credible and intelligent (Buller and Burgoon, 1986) even while speaking fairly quickly, pause to emphasize a point and give listener the opportunity to think about it (Clair, 1998)

### **6.2.2 Pitch**

Defined as the highness or lowness of the speaking voice, all speakers have a natural pitch but competent speakers try to adjust it (Walff, 1998), and the change that occurs in pitch called inflection, there are some factors that affects vocal pitch like anxiety and by varying your pitch you get attention of your listeners

### **6.2.3 Volume**

It is the intensity, loudness or softness of speaker's voice. Variety in volume is good criteria of competent speaker and it may affected by some factors such as the size of audience and the size of the room and some of problems that may face the speaker is the lack of confidence in themselves for that reason new public speaker do not talk loudly enough ( Morreal, Spizberg, Barge 2007). Paralanguage provides important context for the verbal content of speech. For example, volume helps communicate intensity. A louder voice is

usually thought of as more intense, although a soft voice combined with a certain tone and facial expression can be just as intense

#### **6.2.4 Articulation**

Speakers frequently fail to correctly articulate speech sounds, most of people know that ‘awtuth’ should be ought to they know the right pronunciation according to Morreal, Spizberg, Barge (2007), clear and correct articulation depends on how the mouth of speaker forms words and sounds and poor articulation results from not saying attention to how you form sounds when you speak

- **Omission** means leaving out a part of word, the most common omission are word endings such as “working” becomes “workin”
- **Substitution** is to replace part of word by incorrect sound
- **Addition** is the addition of extra parts to the words

#### **6.2.5 Verbal fillers**

Verbal fillers are sounds that fill gaps in our speech as we think about what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive. As we learned earlier, the use of verbal fillers can help a person “keep the floor” during a conversation if they need to pause for a moment to think before continuing on with verbal communication. Verbal fillers in more formal settings, like a public speech, can hurt a speaker’s credibility.

### **6.3 Time and Space**

People use time, the clock, and distance to exchange meaningful messages with one another

#### **6.3.1 Chronemics**

It is the intentional and unintentional use of time, chronemics is complicated because it's use varies significantly from one culture to the next, every culture and individual has his own rhythm and way of valuing time (Levine, 1997). People from different cultures when they interacts some problems can arise (samovar and mills, 1998). For instance, people from the United States, Germany, give high value to time while people from Japan China and Mexico give fuller attention to the moment, as result people from clock bound societies may move quickly to solve problems

### **6.3.2 Distance**

How close you stand to others, proxemics is the study of how people move around in use space to communicate, it includes personal space which is the distance between one another people, and territoriality which is how people stake out space for themselves (Edward Hall, 1996) distinguishes between various types of distances based on how people feel about others and the situation they are in. The intimate space starts at the skin and it includes the intimate relationships it is personal, the second is the social space extends 4 feet to about 12 feet such as conversation at work and public space is within social space which extends 12 feet, public speakers maintain this distance from audience, also the cultural norms which affected by distances with others in United states people feel comfortable with more personal space.

## **7. Challenges to Nonverbal Communication**

According to Morreal, Spizberg and Barge (2007) nonverbal communication takes place constantly even when we try not to communicate and that may create misinterpretation. The nonverbal communication operates at low level of awareness, without awareness the potential will be viewed as less competent. Gender has an influential role in the way people interpret nonverbal cues and culture also acts as challenge because of the lack of knowledge of different cultures where the nonverbal messages can interpreted differently

**Conclusion**

To sum up, this chapter presented scholars' definitions about the key terms of the chapter 'communication', 'nonverbal communication', 'paralanguage' and it provided essential titles such as types of communication, types of paralinguistic features and different functions of nonverbal communication. By the end of the chapter the readers of the research will have a view about the aspects of the variable which is the paralinguistic features that will help in improving the students' conversational skill. All the point of views and information presented are based on scientific and credible sources and scholars saying to give argument to the reader.

# *Chapter three*

### **Introduction**

In this chapter we investigate both second year English students conversational skill in an oral expression session and their teachers' opinion about the role of paralinguistic features during conversation in improving the learners' conversational skill in an attempt to test the hypothesis, relatively this chapter includes a description, administration and analysis of both the teachers and students questionnaire.

### **3. The Students Questionnaire**

#### **3.1 Sampling**

The sample under study includes forty students from second year BA degree at the department of English in Mohamed Khider university of Biskra. The reason the researcher chose second year LMD students is that the researcher believes that they have information about the subject, also they already experienced English conversation in oral session not like first year students who are beginners in English language

#### **3.2 Description of the Questionnaire**

The present questionnaire contains a brief introduction, and forty statements varied between yes/no questions and multiple choice questions and others need some justification and some extent questions

The current questionnaire is arranged in 3 sections, first section contains general questions like statement (1) and (2) about the gender and the student's level in English and the second section includes questions about participation in oral class and their level and ability of making conversation and what kind of problems that they may face during making a conversation. The third section is about the use of paralinguistic features such as gestures and body language in an attempt to show the effect of paralinguistic features in solving student's problems during oral session and it's contribution in improving student's conversational skill.

#### **3.3 Analysis of the Questionnaire**

**Q01: Gender**

### Chapter three

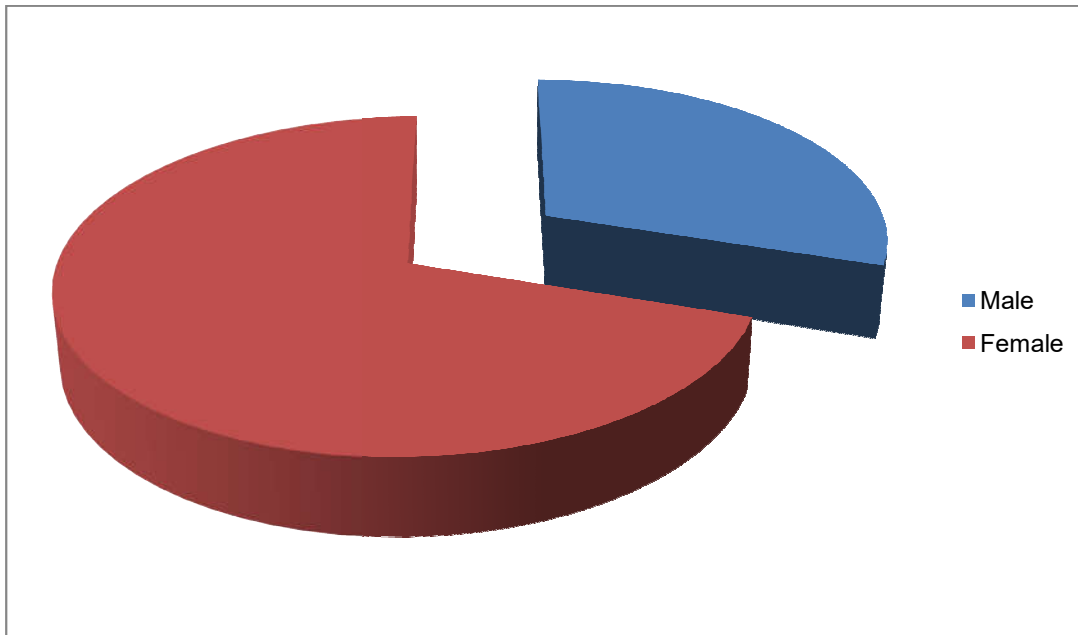
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A / Male

B / Female

Options	Responses	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

**Table01:** Student's gender



**Figure06:** students' gender

As shown in table 70% of the students are females while only 30% of them are males

**Q 02:** Do you consider your level in English?

A / very good

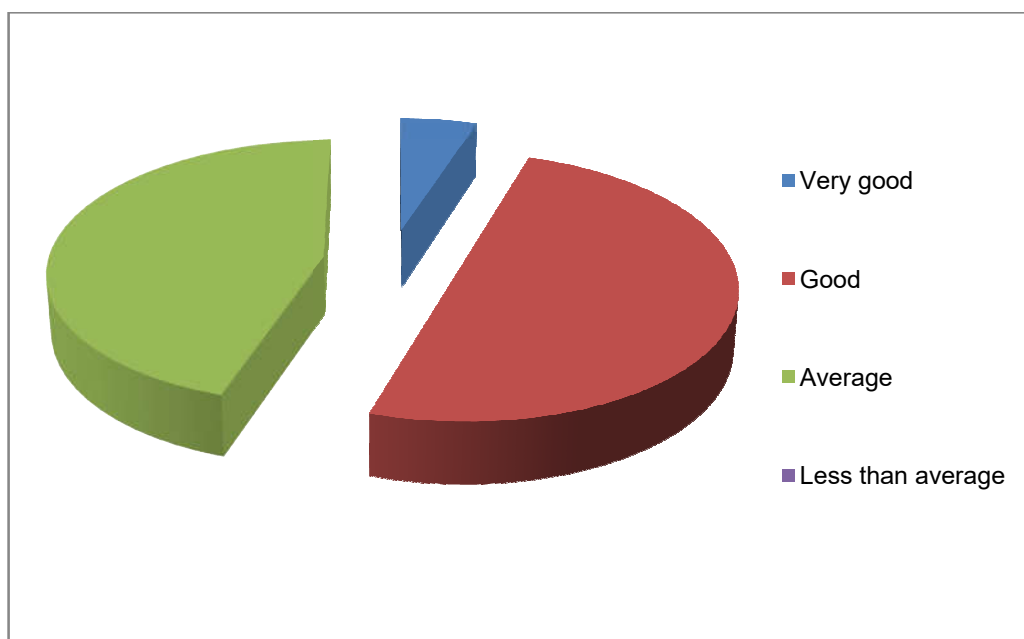
B / Good

C / Average

D / less than average

<b>Options</b>	<b>Responses</b>	<b>Percentage</b>
<b>Very good</b>	2	5%
<b>Good</b>	20	50%
<b>Average</b>	18	45%
<b>Less than average</b>	0	0%
<b>Total</b>	40	100%

**Table 02** Student’s level in English



**Figure07:** students’ level in English

As the results indicate in the table, half of the students have claimed that they consider that they are good at English this might be due to the fact that they are second year and they are familiar with English, while 45% of them stated that they have average level, whereas only 5% consider their level as very good at English and no one (0%) sees his level as “less than the average”



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**Q 03:** How do you find making conversation in English?

A / Very easy

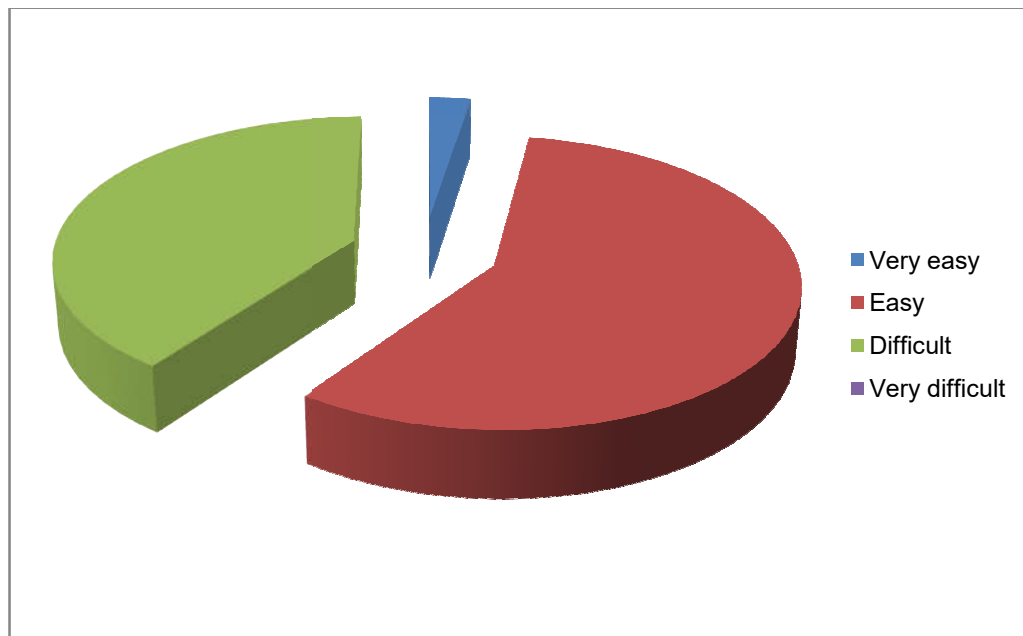
B / Easy

C / Difficult

D / Very difficult

Options	Responses	Percentages
Very easy	1	2,5 %
Easy	23	57,5 %
Difficult	16	40%
Very difficult	0	0%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 03:** Opinions about English conversation



**Figure 08:** Opinions about English conversation

### ***Chapter three***

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The results obtained from table three show that 57,5% from the students find that making conversation in English is an easy task while 40% of them claim that they find English conversation difficult and only 2,5% of them who consider making conversation in English very easy

**Q 04:**How often do you participate in oral expression session?

A / Always

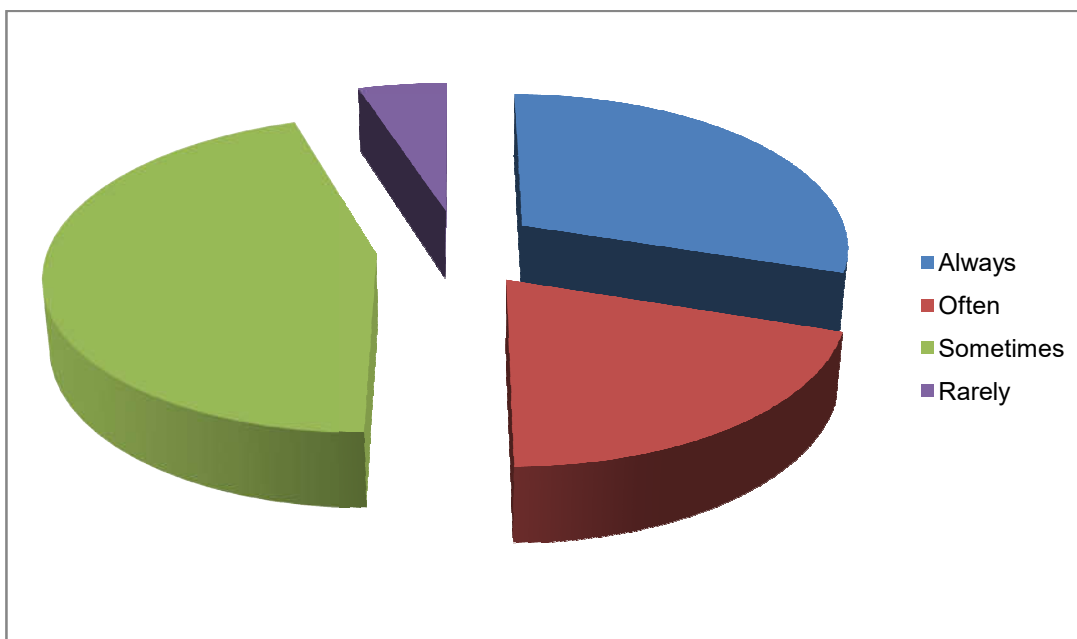
B /Often

C / Sometimes

D / Rarely

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Always</b>	12	30%
<b>Often</b>	8	20%
<b>Sometimes</b>	18	45%
<b>Rarely</b>	2	5%
<b>Total</b>	40	100%

**Table 04:** participation in oral expression session



**Figure 09:** participation in oral expression session

The results stated in the table show that that students do not participate in the classroom as much as it is needed, 45% of students sometimes participate in the oral expression course and 30% of them are always participate in oral class, also 20% of them claimed that they often participate oral expression course and only 5% who said that they are rarely participate in oral course

**Q 05:** How often do your classmates participate in classroom conversation?

A / Usually

B / Sometimes

C / Rarely

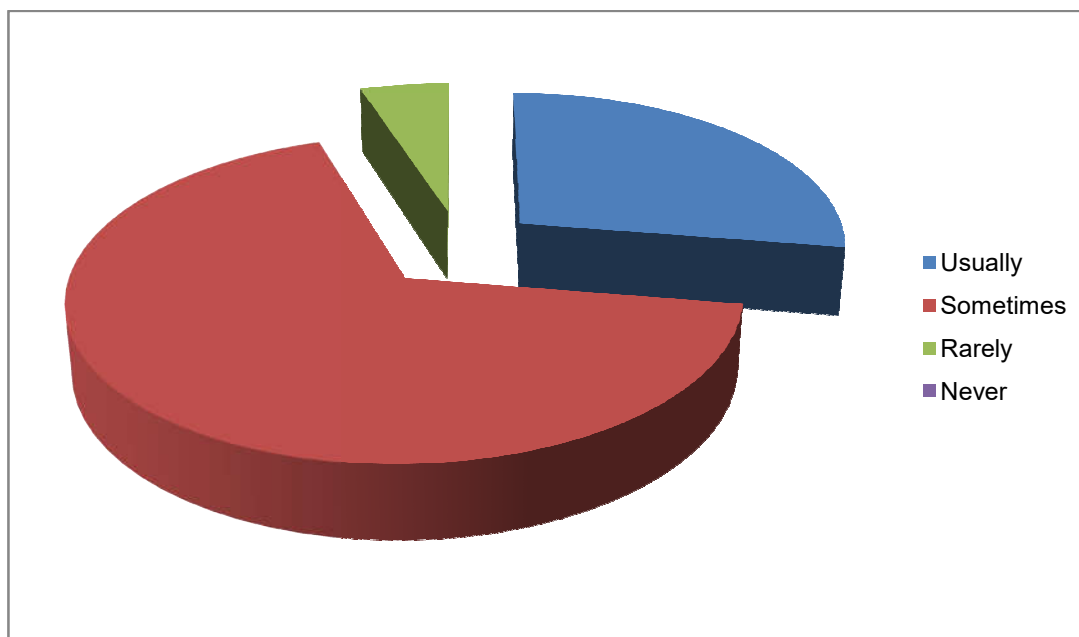
D / Never

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Usually</b>	11	27,5%
<b>Sometimes</b>	27	67,5%
<b>Rarely</b>	2	5%
<b>Never</b>	0	0%

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<b>Total</b>	40	100%
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**Table 05:** Classmates participation in classrooms conversation



**Figure 10:**classmates’ participation in oral expression session

The table shows students’ responses about their classmates’ participation in classroom conversation, 67,5% of them said that their classmates sometimes participate and 27% claimed that their classmates usually participate in classroom conversation, while only 5% who said that their classmates rarely participate in classroom conversation. From the response the researcher observe that the students do not usually participate in classroom conversation

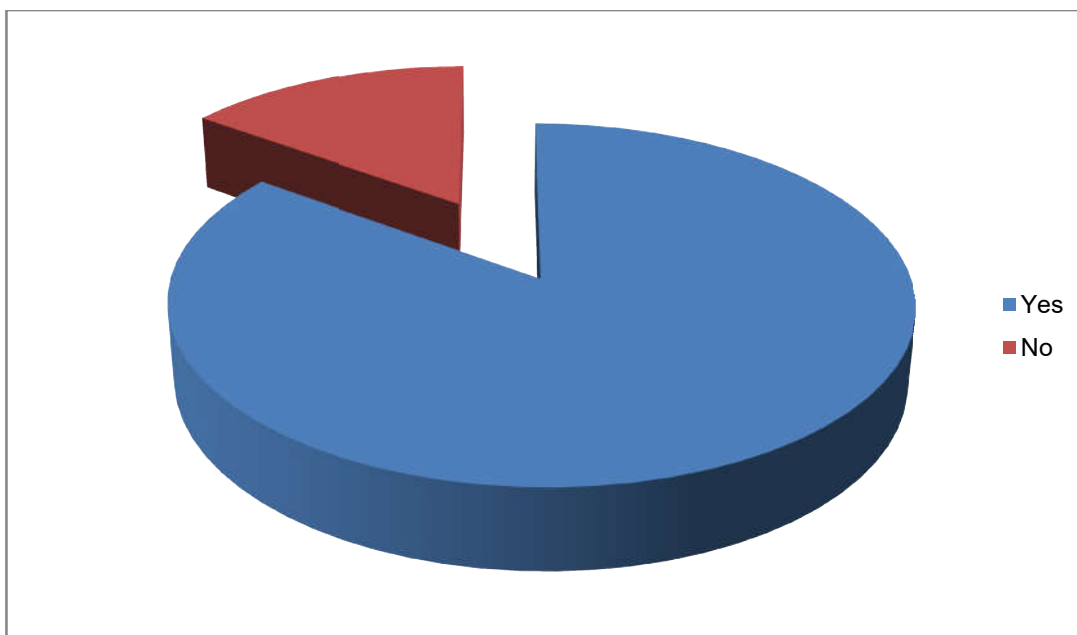
**Q 06:** do your classmates use body language when participating in classroom?

Yes

No

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Yes</b>	34	85%
<b>No</b>	6	15%
<b>Total</b>	40	100%

**Table 06:** classmates' use of body language while participating in classroom



**Figure11:** classmates' use of body language while participating in classroom

The results of the table indicate that 85% of the students claimed that their classmates use their body language while participating in classrooms, and only 15% of students said that their classmates did not use their body language, this means that most students are aware of the importance of the use of body language in classroom

**Q 07:** As an English student, how often do you use your gestures/body language while talking inside the classroom?

A / usually

B / sometimes

C / rarely

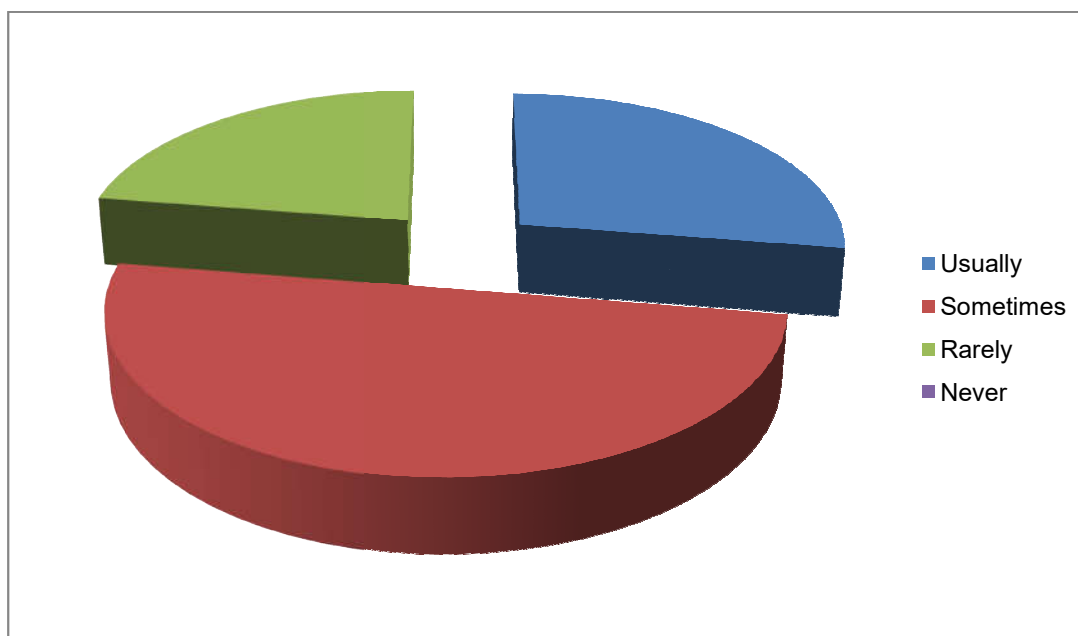
D / never

Options	Responses	Percentages
Usually	11	27,5%
Sometimes	20	50%

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<b>Rarely</b>	9	22,5%
<b>Never</b>	0	0%
<b>Total</b>	40	100%

**Table 07:** The use of gestures/ body language while talking inside the classroom



**Figure12:** The use of gestures/ body language while talking inside the classroom

In the table above we notice that 50% of students sometimes use their gestures and body language also 27,5% claimed that they are usually use their body language while talking inside the classroom and only 22,5% who said that they rarely use their body language while talking inside the classroom

**Q 08:** what kind of paralinguistic features do you use more during a conversation?

A / Facial expression ( head nods, winks, smiles, etc.)

B / Body gestures ( hands, shoulders, etc.)

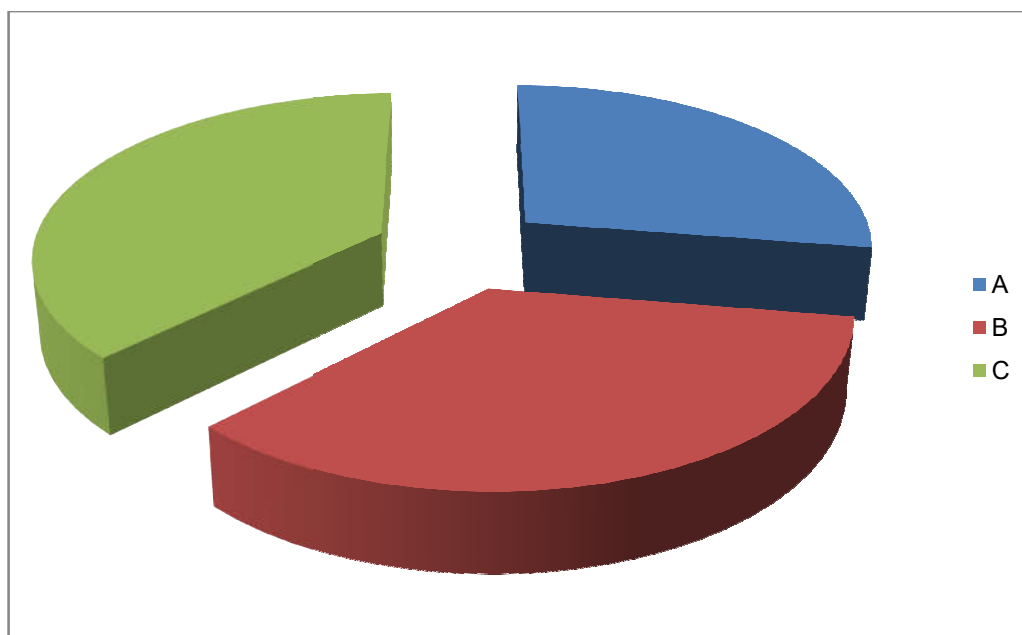
C / Fillers (umm, EUUH, well,..., I mean..., You know...,etc.)

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
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### Chapter three

<b>A</b>	11	27,5%
<b>B</b>	14	35%
<b>C</b>	15	37,5%
<b>Total</b>	40	100%

**Table 08:** The paralinguistic features used during conversation



**Figure13:** The paralinguistic features used during conversation

As table 8 shows, the results indicates that 37,5% of students tends to use fillers more while conversing others, also 35% of students said that they use their body language during conversation and 27,5% use facial expressions more during conversation, the responses are

**Q 09:** Do you have difficulties while being conversed in English?

A / Yes

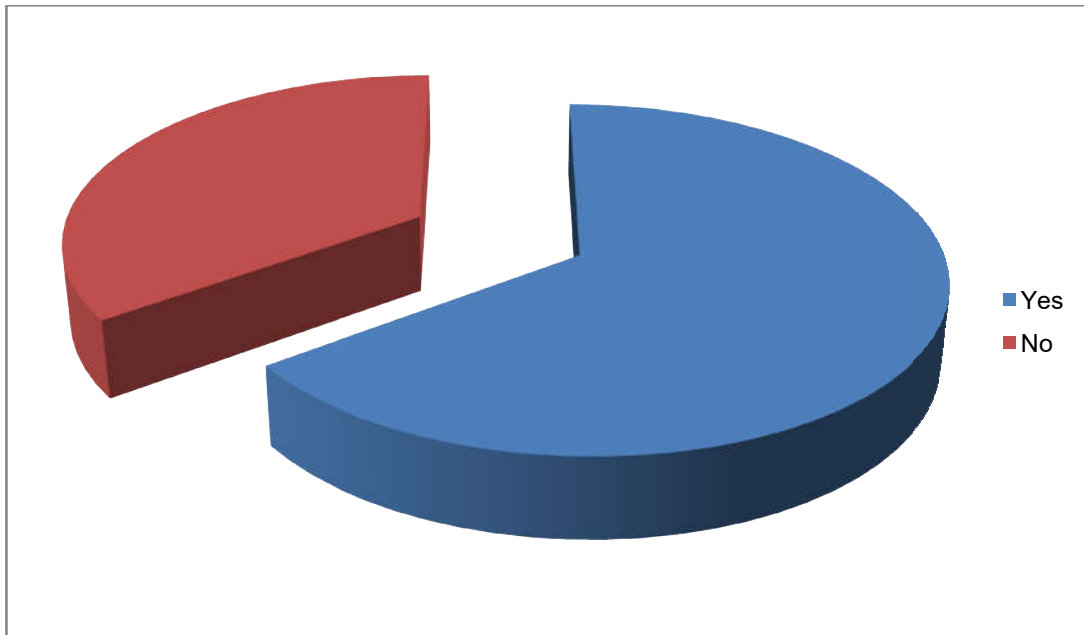
B / No

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Yes</b>	26	65%

### Chapter three

No	14	35%
Total	40	100%

**Table 09:** do you have difficulties while being conversed in English



**Figure14:** do you have difficulties while being conversed in English

The table above shows the percentages of students' responses about having difficulties during the conversation, 65% said yes they have difficulties while being conversed and 35% said no they do not have difficulties during conversation. It is observed that most of the students face difficulties during the conversation

**Q 10:** which of the following problems do you usually encounter when you make a conversation?

A / Fear of making mistakes

B / Lack of self confidence

C / The misunderstanding between participants

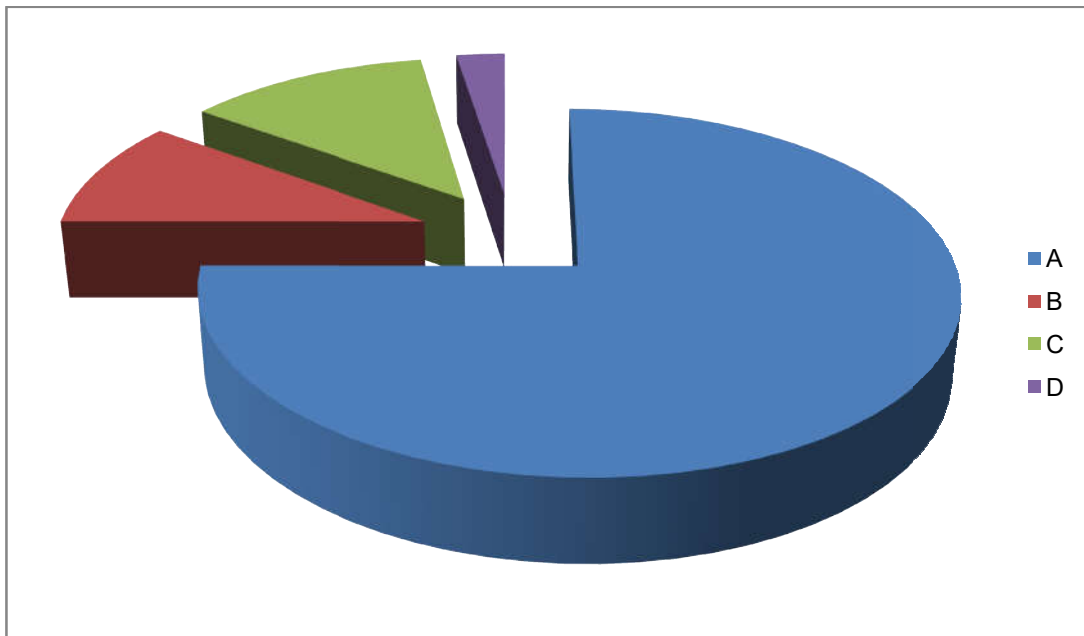
D / Difficulties in transmitting what you really mean to say



**Chapter three**

Options	Responses	Percentages
A	30	75%
B	4	10%
C	5	12,5%
D	1	2,5%

**Table 10:** problems that students face during conversation



**Figure15:** problems that students face during conversation

The results of the table indicates that the main problem is the fear of making mistakes 75% while 12,5% of them face the problem of misunderstanding between participants, also 10% of them have the lack of self confidence and only 2,5% said that they have difficulties in transmitting what they really mean to say

**Q11:** do you try to converse people in English outside the classroom?

Yes

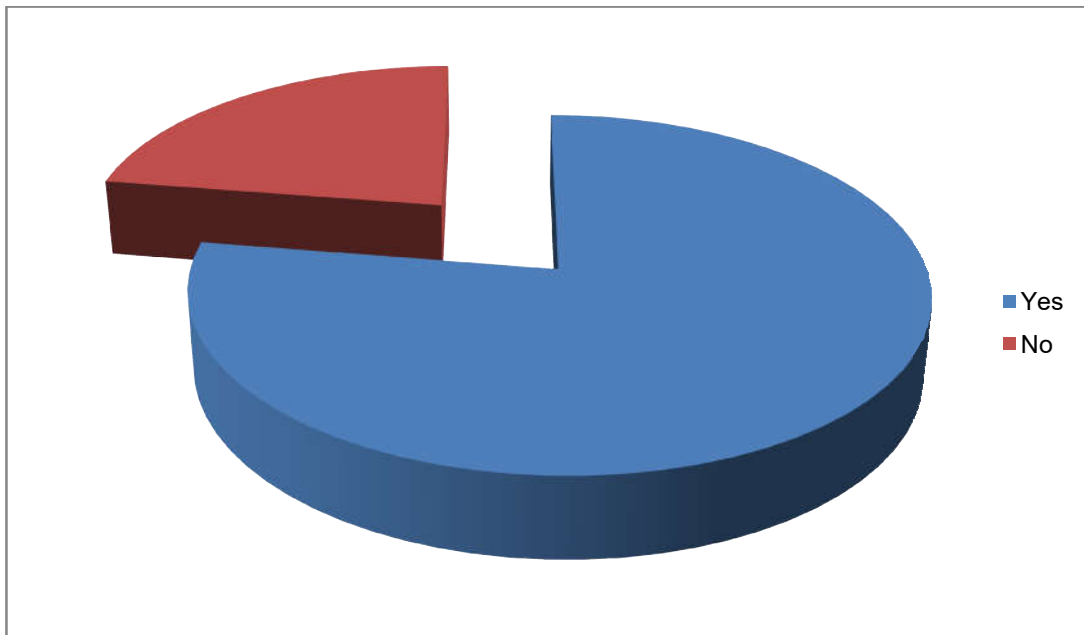
No

Options	Responses	Percentages
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### Chapter three

<b>Yes</b>	31	77,5%
<b>No</b>	9	22,5%
<b>Total</b>	40	100%

**Table 11:** conversing people in English outside the classroom



**Figure 16:** conversing people in English outside the classroom

The results of table 11 indicates that most of the students try to create outside classroom conversation 77,5% of them try to converse people in English outside the classroom while only 22,5% of them do not converse people in English outside the classroom.

**Q12:** if yes, did you find that there is a difference in making a conversation inside the classroom and outside it?

Yes

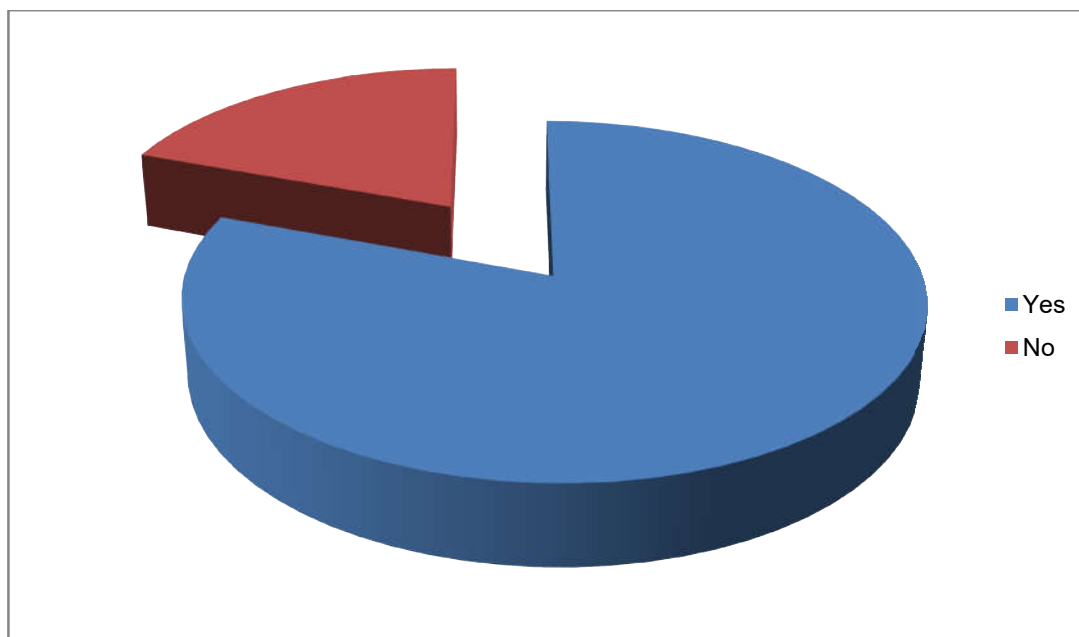
No

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Yes</b>	25	80,645%

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<b>No</b>	6	19,3548%
<b>Total</b>	31	100%

**Table 12:** differences between conversation inside and outside the classroom



**Figure17:** differences between conversation inside and outside the classroom

Concerning the differences between inside and outside classroom conversation, the results of the table below indicate that 80,64% of the students said that they notice that there is difference between conversation inside/outside the classroom, and 19,35 of them said no there is no difference between it

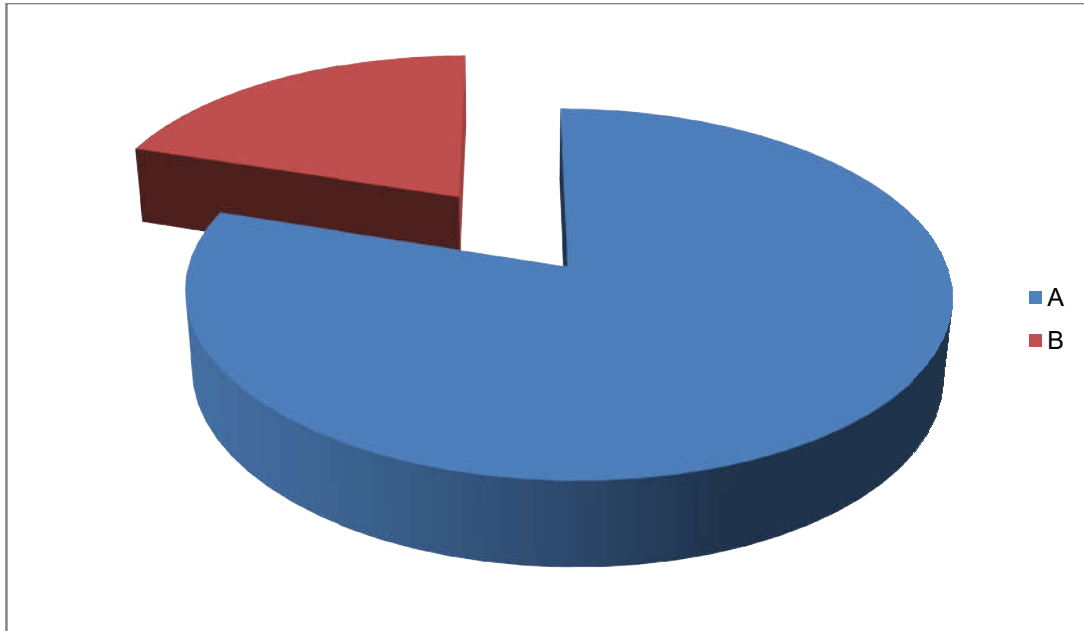
**Q13:** if yes, differences at which level?

A / Linguistic level (such as the use of grammar and vocabulary)

B / paralinguistic level (such as the use of body language)

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>A</b>	20	80%
<b>B</b>	5	20%
<b>Total</b>	25	100%

**Table 13** Types of differences between conversations inside/outside the classroom



**Figure18:** Types of differences between conversations inside/outside the classroom

The majority of students from their responses claimed that 80% of students found that the differences between inside /outside the classroom conversation are in terms of linguistic level, while 20,5% of them said that the differences are in terms of paralinguistic level

**Q14:** do you think that good conversation requires the use of body language?

A / strongly agree

B / agree

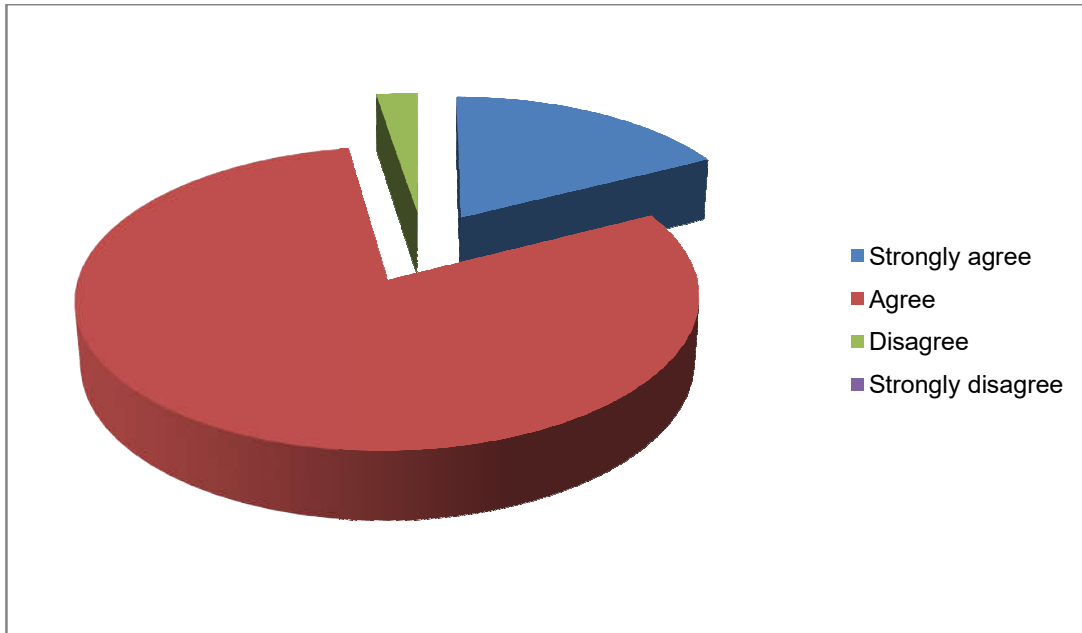
C / disagree

D / strongly disagree

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Options	Responses	Percentages
Strongly agree	7	17,5%
Agree	32	80%
Disagree	1	2,5%
Strongly disagree	0	0%
Total	40	100%

**Table 14**The use of body language in conversation



**Figure 19**The use of body language in conversation

The table above shows the extent to which students agree that good conversation requires the use of body language. 80% of student agree that a good conversation requires the use of body language and 17,5% are strongly agree. 2,5% disagree that good conversation should contain the use of body language

#### 3.4 Interpretation of The Questionnaire

### *Chapter three*

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The analysis of the second question shows that most of the students between good and average level. It is may be due to the fact that they are only second year BA degree and their contact with English is primitive. They are not very good nor less than average

Along with, statement (03) indicates that more than half of students find that making conversation is an easy task. This result could be due to several reasons; such as their good level in English from the results of statement (02). However, 40% of them found that conversation is difficult because. This is may be due to the problems that they face during conversation such as: the lack of self confidence and the fear of making mistakes. The researcher attempted to find an explanation to such results by asking a related question in statement (10). The responses indicate that the main problem that students face is the fear of making mistakes. This problem may be related to the limited stock of vocabulary, psychological factors; such as anxiety and stress. Moreover, the responses of statement (4) results indicates that the majority of students responded that they sometimes participate in oral expression class owing to some factors that prevent them to participate like anxiety of being conversed, the lack of self confidence, fear of making grammatical and linguistic mistakes, the fear of talking in front of people,...etc. In the other hand, 30% of them responded that they always participate in oral expression courses. This is may be due to their good level in English according to statement (02), whereas only 5% of them rarely participate could be because of their lack of self confidence and stress.

On the basis of question (5) results show that the majority of students saw that their classmates sometimes participate in classroom conversation this is may be because of classroom anxiety and other problems which are mentioned in statement (10) in the questionnaire above and 27,5% saw that they are usually participate it could be because of their good level in English and their use of body language. Interestingly, in question (6) results indicate that most students use their body language while participating such as hand movement, facial expression, they may use it as a tool to facilitate transmitting the message

### *Chapter three*

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appropriately, while 15% do not use their body language may be they are not aware of its importance during the conversation. In statement (7) results demonstrate that half of students use gestures and body language inside the classroom, it could be because of its importance in transmitting the message correctly by body postures

There are various types of paralinguistic features that are used to convey the message. According to the analysis of statement (8) students use all types of paralinguistic features each student chose what he prefer to use , 27,5% uses their facial expressions and head nods, smiles which are the suitable type to reflect their emotions ( anger, or happiness). Some students tend to use their gestures, it can be a technique to eliminate stress while speaking and it is a way to attract the listener's attention. Also 37,5% of students uses fillers during conversation to fill the gaps of any missing word in their speech or to clarify what they exactly mean. Next, statement (9) and (10) shows that more than half of students have difficulties while being conversed in English, results of statement(10) indicate that the most frequent problem is the fear of making mistakes, this results may be due to the fact that they are primitive with English language and the limited range of vocabulary they use, while 12,5% have the problem of misunderstand between participants which can be due to the source and receiver background differences or problems in the channel of communication of the conversation . 10% of students face the problem of lack of self confidence, it may be because of the lack of classroom participation.

Furthermore, statement (11) demonstrates that most of the students 77,5% converse each other in English outside the classroom which may related to their good relation with English and their desire to practice it. While only 22,5% do not use English conversation outside the classroom that is may be due to social cultural factors or problems that students face for example: in Biskra university English students may find themselves.

Statement (12) indicates that those who use English conversation outside the classroom find that there is a big difference between conversing inside and outside the

### *Chapter three*

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classroom. Therefore statement (13) results shows that most of differences 80% are in terms of grammar and vocabulary, may be because of differences between vocabulary used in classroom and outside the classroom while 20% of them found that the differences are in paralinguistic level which is the use of body language which is more useable outside the classroom. The analysis of the last statement indicates that majority of students 80% agree that good conversation requires the use of body language, their responses may be based on body language importance in transmitting the message correctly and it is a way to attract people attention, and it is away for saving time, explanation, and efforts and prevent the misunderstand between participants and get the right meaning. 17,5% of students strongly agree with the use of body language in conversation. The results of the questionnaire analysis also showed the importance of paralinguistic features (body language)in improving conversation .This confirms the hypothesis stated at the beginning of the present study. Expectedly, the majority of learners have shown their positive outlook for paralinguistic features / body language and it's role that plays in making a good conversation. While, a small portion of the students expressed their disfavor for using their body language 2,5%, it may be due to the their own tendencies such as: their desire to communicate verbally rather than using body language may be because it is more useful for them

To conclude the present analysis of student's responses about their use of body language and other paralinguistic feature and how can affects positively their conversational skill have shown that student's use of paralinguistic features and body language can contribute in improving their conversational skill.



## **2. The Teachers' Questionnaire**

### **2.1 Sampling**

The chosen sample for this study includes ten oral teachers at the department of English in Mohamed Khider university of Biskra. Reason why the researcher chose oral teachers is that the study related to conversing during oral expression sessions. Oral expression is more related to making conversation and interaction between students than any other course.

### **2.2 Description of the Questionnaire**

This questionnaire includes a brief introduction, and twelve statements which are divided into three sections. The first section is about general information about the teacher such as gender, level, and length of experience. The second section from statement (4) to (8) contains questions about English conversation. The third section from statement (9) to (12) is about the use of paralinguistic features during oral expression session

### **2.3 Analyzing the Questionnaire**

**Q01:** Gender

A / Male

B / female

<b>Options</b>	<b>Responses</b>	<b>Percentages</b>
<b>Male</b>	9	90%
<b>Female</b>	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 15:** teacher's gender

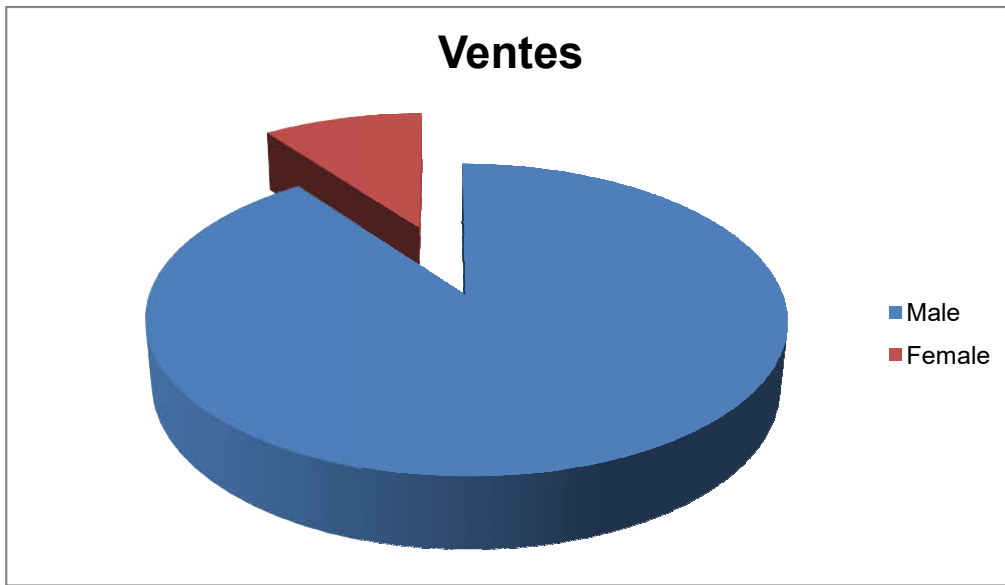


Figure20:teacher's gender

As shown in the table above 90% of teachers are males while only 10% of them are females

Q02: Degree

a/ BA (license)

b/ MA (magister/master)

c/ PHD (doctorate)

Options	Responses	Percentages
BA (license)	0	0%
MA (magister/master)	7	70%
PHD (doctorate)	3	30%
<b>Total</b>	<b>10</b>	<b>100%</b>

Table 16: teachers' degree

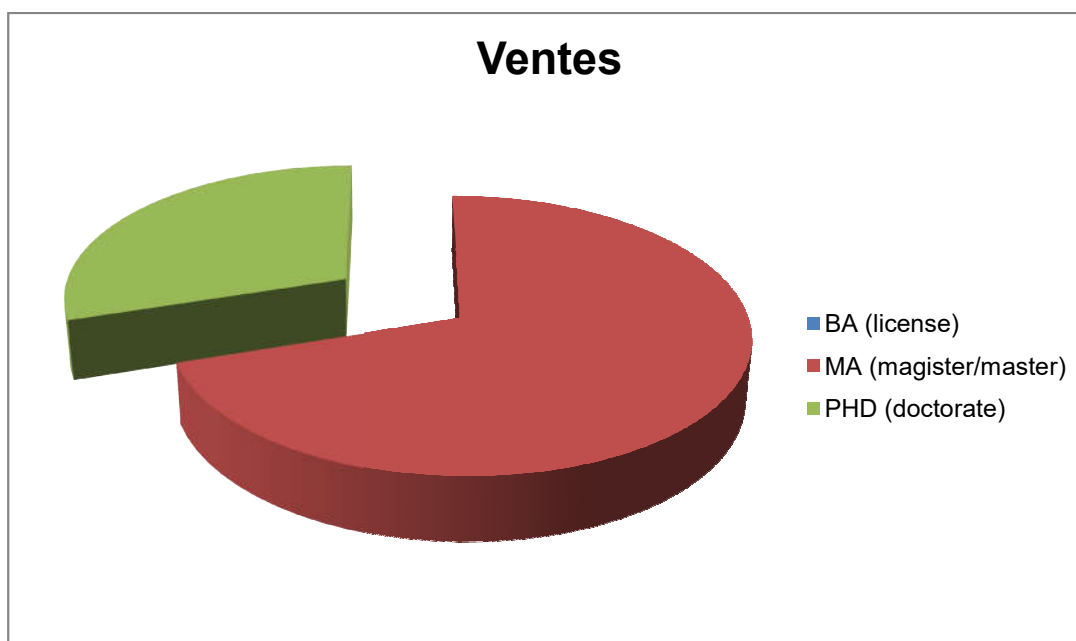


Figure21: teachers' degree

According to table 16 the majority of teachers have MA level 70% of them, in the other hand 30% of them have PHD (doctorate) level, this is might be due to the greet number of master students and the lack of doctorate exam and the few number of position.

**Q03:** Length of experience in teaching English at university

Teache r 1	Teache r 2	Teache r 3	Teache r 4	Teache r 5	Teache r 6	Teache r 7	Teache r 8	Teache r 9	Teache r 10
2 years	2 years	4 years	5 years	6 years	8 years	10 years	12 years	18 years	38 years

Table 17: teachers' length of experience

From table 17 results show that the length of experience of teachers is from (2 to 38 years)

**Q04:** As an English teacher do you think that conversing in English is a difficult task for students?

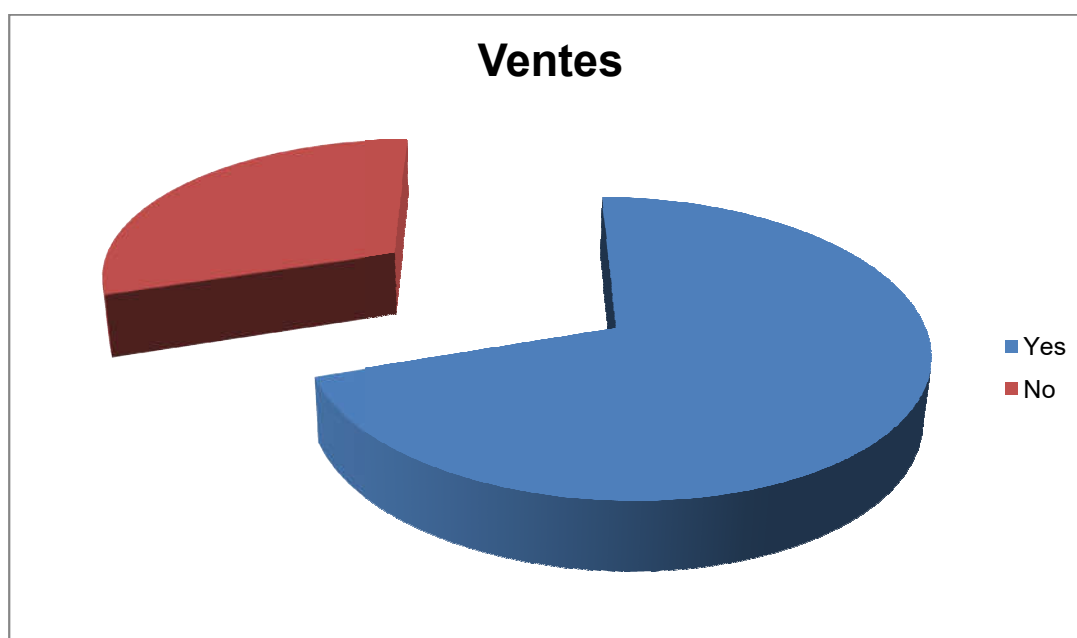
### Chapter three

Yes

No

Options	Responses	Percentages
Yes	7	70%
No	3	30%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 18:** the difficulty of English conversation for students



**Figure 22:** the difficulty of English conversation for students

Results of table (18) indicate that the majority of teachers (70%) find that conversing in English is a difficult task they may support their answer by the lack of participation among students inside oral class session as indicated in table (4) of students questionnaire while only 30% of them said that no it is not difficult task, this may because of their good level in English

**Q05:** Do your students make conversations during your session?

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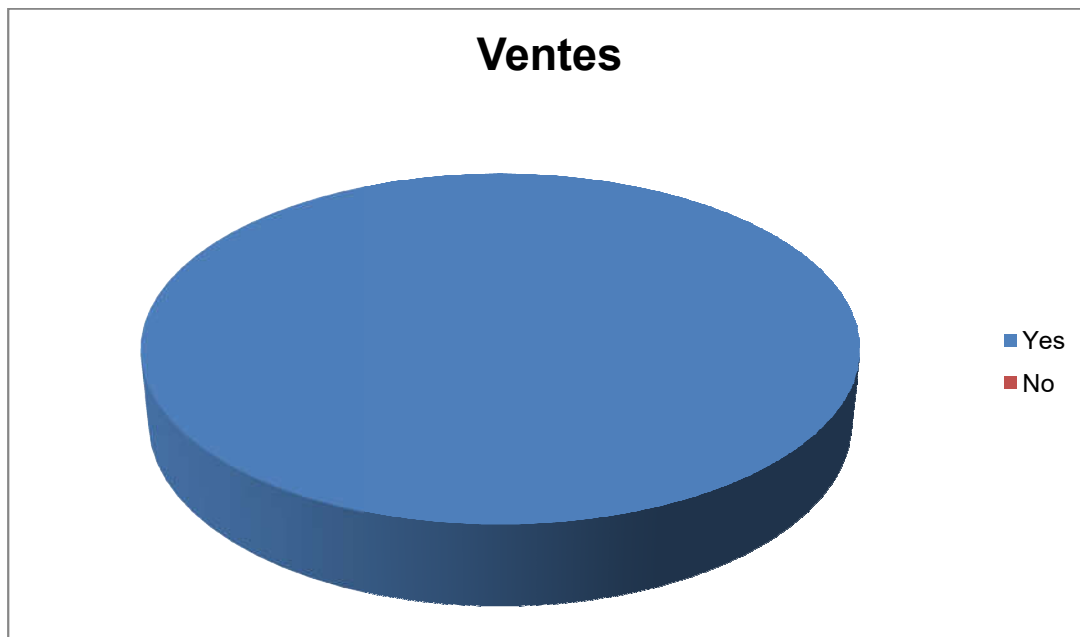
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a/ Yes

b/No

Options	Responses	Percentages
Yes	10	100%
No	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 19:** making conversation by students during oral session



**Figure 23:** making conversation by students during oral session

Responses obtained from table (19) show that all teachers argued that their students make conversations during the session. Their responses may be based on the fact that students' discussions, interaction, have questions, asking teacher for more clarification, requesting, are all sorts of conversation.

**Q06:** If yes how often?

a/ Always

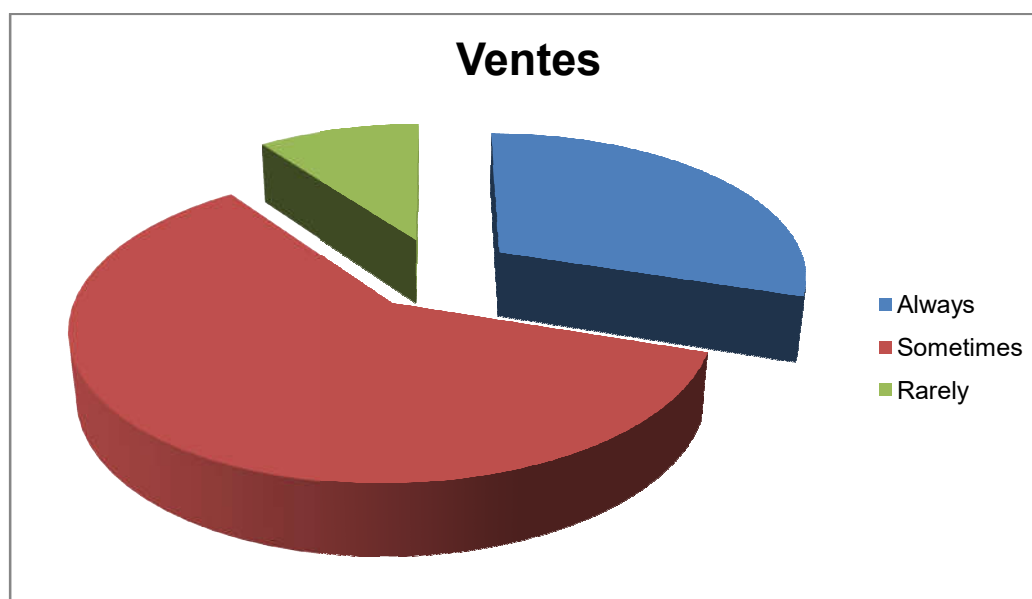
b/ Sometimes

### Chapter three

c/ Rarely

Options	Responses	Percentages
Always	3	30%
Sometimes	6	60%
Rarely	1	10
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 20:** The frequency of making conversation



**Figure 24:** The frequency of making conversation

Results of table (20) show the extents of students' making conversation inside the classroom. It indicates that more than half of the students 60% sometimes participate in classroom conversation, it is may be through their interactions with both students themselves or with their teachers that as it was already explained in the previous table. 30% of them always participate. May be they are from good level, and only 10% rarely participate

**Q07:** As an English teacher do you see that your students have problems during the conversation?

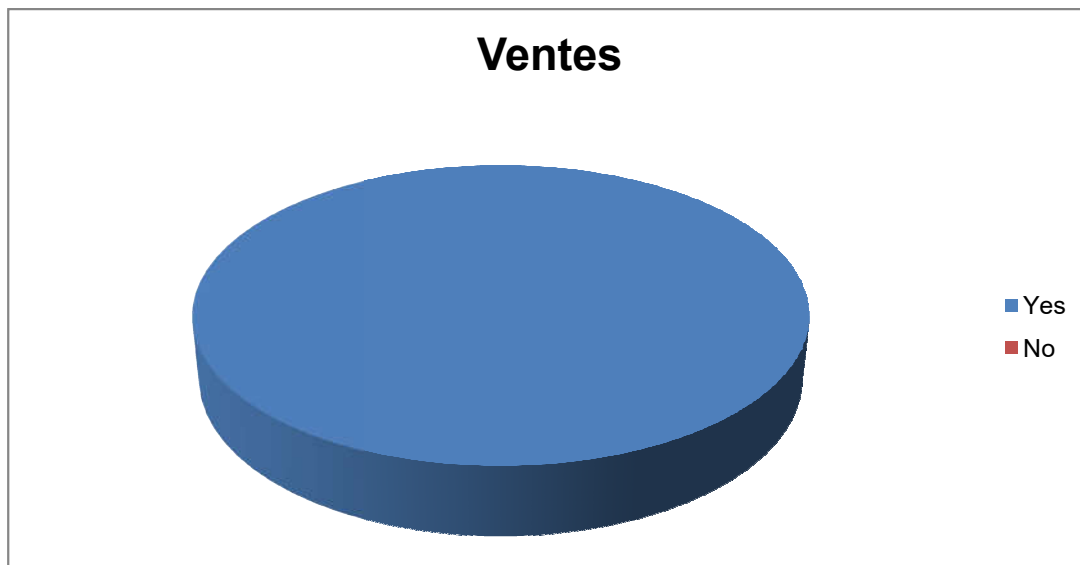
a/ Yes

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b/ No

Options	Responses	Percentages
Yes	10	100%
No	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 21:** Having problems during the conversation



**Figure 25:** Having problems during the conversation

The results stated in table (21) show that all the teachers 100% see that students have problems during conversation, the results may be based on some problems that students face and the teacher observe,for example fear of being conversed for some students. As it was observed in table(19) that students participating classroom conversation, and to compare this two results the researcher can conclude that although most students face difficulties and problems while being conversed still they participate and practice speaking by conversation.

**Q08:** Which of the following problems they may face

a/ Fear of making mistakes

b/ Lack of self confidence

c/The misunderstanding between participants

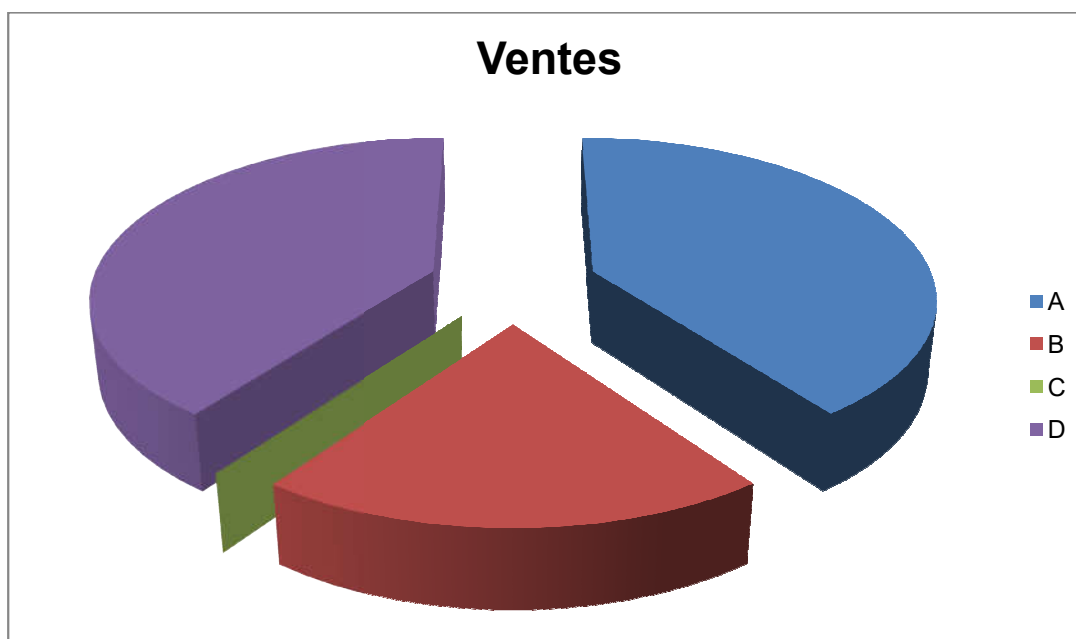
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d/ Difficulties in transmitting what they really mean to say

Others

Options	Responses	Percentages
A	4	40%
B	2	20%
C	0	0%
D	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 22:** types of difficulties that students have during conversation



**Figure 26:** Types of difficulties that students have during conversation

Table (22) classifies different problems that students suffer from during the conversation.

Results show that the most frequent problems are fear of making mistakes 40% that may be resulted from psychological factors such as the environment where the students grow up and how their parents receive their mistakes which is mostly rejected. Difficulties in



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transmitting what they are really wants to say is also frequent problem among students.

Moreover only 20% said that they think that students have the lack of self confidence

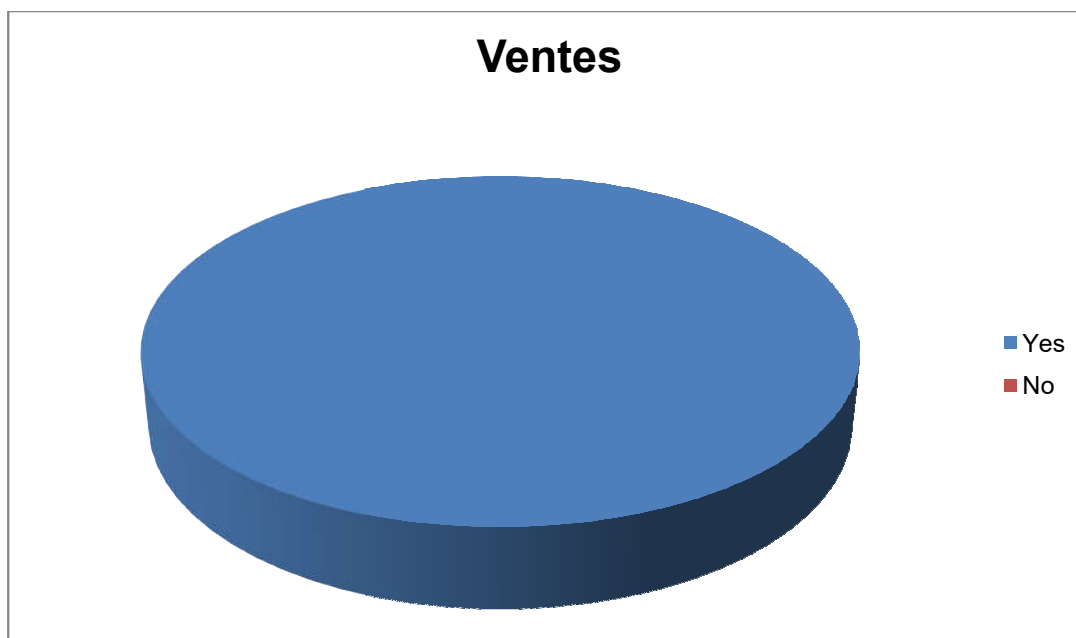
**09:** As a teacher do you use the paralinguistic features during the teaching process?

a/ Yes

b/ No

Options	Responses	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

**Table 23:** teachers' use of paralinguistic features



**Figure 27:** teachers' use of paralinguistic features

From results of table (23) all teachers argued that they use their paralinguistic features inside the classroom, this is may be due to facilitate explanation through the body gestures that the teacher uses.

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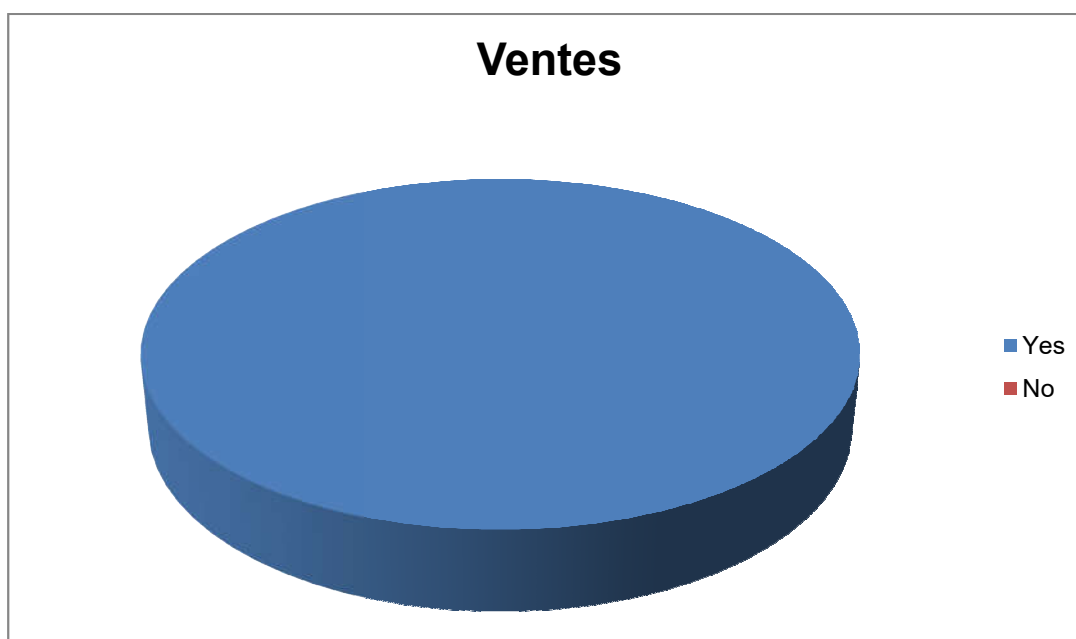
**Q10:** Do your students use paralinguistic features when they are involved in classroom conversation?

a/ Yes

b/ No

Options	Responses	Percentages
Yes	10	100%
No	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 24:** students' use of paralinguistic features



**Figure 28:** students' use of paralinguistic features

Teachers' responses in table(24) show that students use their paralinguistic features in classroom conversation. They may think that they use it to fill the gap of their problems, for example using fillers from students who have a limit range of vocabulary. They are also aware of the importance of using paralinguistic features to transmit a certain message

**Q11:** If yes which kind of paralinguistic features they use?

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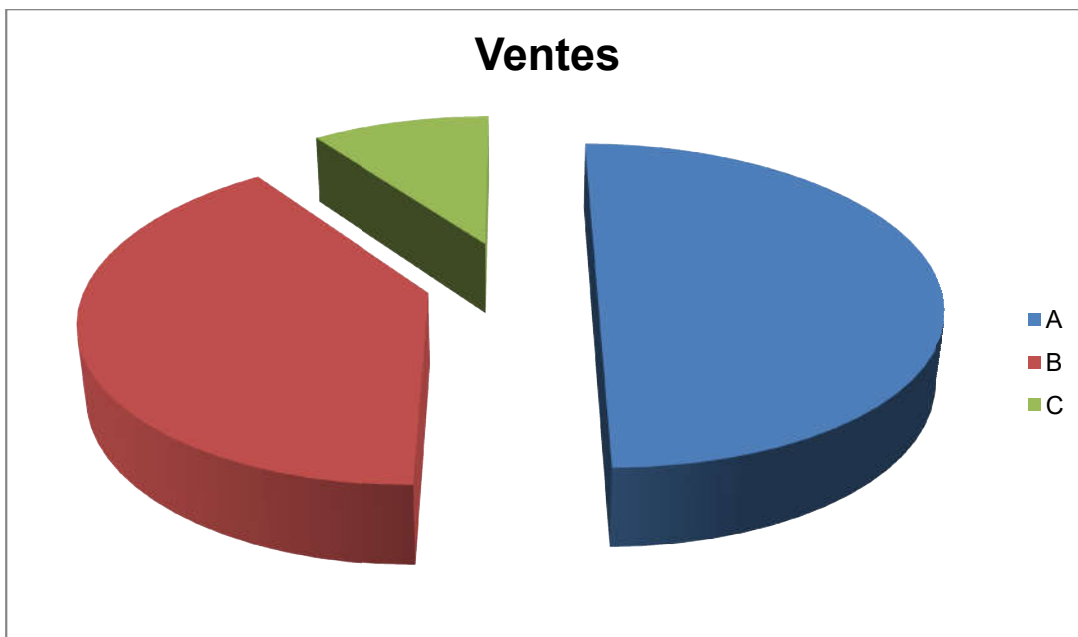
a/ Facial expressions (head nods, winks, smile, etc. )

b/ Body gestures (hands, shoulders, etc. )

c/ Fillers (such as Ummm, Euuh, Well..., I mean..., You know..., etc. )

Options	Responses	Percentages
A	5	50%
B	4	40%
C	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 25:** types of paralinguistic features that students use



**Figure 29:** types of paralinguistic features that students use

Table(25) indicates that 50% of students use their facial expressions and 40% of them use body gestures. Facial expression and body gestures are the most frequent paralinguistic features.

**Q12:** Do you think that good conversation requires the use of body language?

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a/ Yes

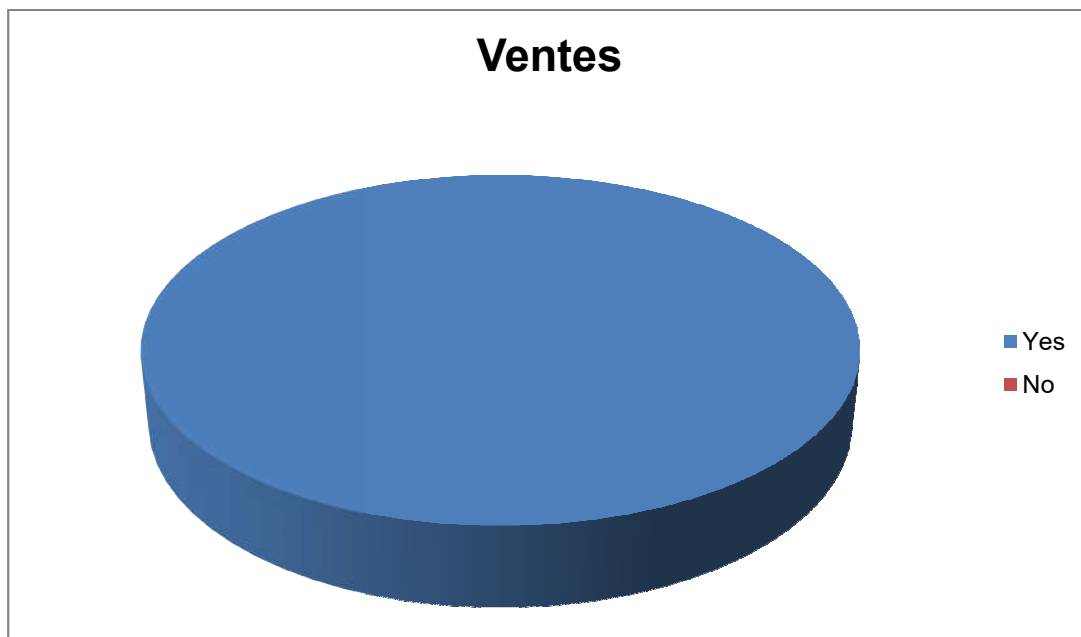
b/ No

Why?

.....

Options	Responses	Percentages
Yes	10	100%
No	0	00%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 26:** the role of body language in making conversation



**Figure 30:** the role of body language in making conversation

From the results obtained from table (26) all teachers 100% argued to the importance of paralinguistic features and body language to make a good conversation and their responses based on some clarifications such as: body language expresses feelings and attitudes and it helps the interlocutors to interact...etc

## **2. 4 Interpretation of the Questionnaire**

The sample is group of teachers made of 9 males and 1 females. The analysis of the second statement indicates that the majority of teachers have MA level (70% of them), in the other hand only 30% of them have PHD (doctorate) level. This is might be due to the greet number of master students and the lack of doctorate exam and the few number of position.

Along with, responses of statement (4) show that the majority of teachers find that conversing in English is a difficult task they may support their answer by the lack of participation among students inside oral class session as indicated in table (4) of students questionnaire which proved that 45% of students sometimes participate, which may be resulted from the problems that students may face during making conversation such as psychological factors such as: fear of making mistakes, stress, and the fear of being criticized. And other factors such as students' English level and the range of vocabulary they have. Moreover responses of statement (5) show that all teachers argue that their students make conversation during the session. Their responses may be based on the fact that students make discussions, interaction, have questions, asking teacher for more clarification, requesting, and even take permission for answering or going out. All of those kinds of actions can be viewed as conversation.

Interestingly, in statement (6) teachers argued that there is conversation inside their classroom. And from table (20) results give us the extents of students' making conversation inside the classroom. Results of table (20) show that more than half of the students participate in classroom conversation it is may be through their interactions with both students' themselves or with their teachers that it was already explained in the previous table. Furthermore, statement (7) shows that the teachers see that students have problems during conversation, their responses may be based on some problems that students face and the teacher observe, for example fear of being conversed for some students, being stressed and not comfortable while making conversation, the overuse of fillers like: Ummm, ehh, I mean

### *Chapter three*

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..., the lack of vocabulary used in conversation. According to statement (8) the most frequent problems are fear of making mistakes that may be resulted to psychological factors such as the environment where the students grow up and how their parents receive their mistakes which is mostly rejected ( parents sometimes do not accept that the child have to make mistakes to learn. They consider the mistake as failure rather than first step to success). Difficulties in transmitting what they are really wants to say, may be resulted from the differences in students' backgrounds, or the conditions where and when the discourse takes place, the level of students.

Statements (9) and (10) indicate that teachers and students argued that they use their paralinguistic features inside the classroom. Paralinguistic features provide better explanation from teachers to the students and facilitate students' understanding. Students also use their paralinguistic features, they may use it to fill the gaps of their problems, for example: students who like to use fillers are students who have a limit range of vocabulary and to fill their lack of spoken words they tend to use fillers as solution to continue the conversation. Indeed according to the analysis of statement (11) results indicate that facial expression and body gestures are the most frequent paralinguistic features used by the students. It may be due to give further explanation when it is needed. To conclude with statement (12), the results obtained from table (26) the teachers argued to the importance of paralinguistic features and body language to make a good conversation and they justified their responses by some clarifications.

They think that: body language expresses feelings and attitudes and it help the interlocutors to interact. Moreover they consider body language as a means through which we make good reflection of our needs and to convey the message in full way.

To conclude the present analysis of teacher's responses about their use of body language and paralinguistic features, it is proved that the use of paralinguistic features can contribute positively in improving students' conversational skill

**Conclusion**

By the end of chapter three, the reader can get the result that the use of paralinguistic features can contribute positively in improving EFL learners' conversational skill. The results obtained from analyzing and interpreting two different questionnaires, students' questionnaire to forty students of second year, and teachers' questionnaire distributed to ten oral teachers at the department of English in Mohamed khider University of Biskra

# *General Conclusion*



## ***General Conclusion***

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### **General conclusion**

To conclude, the present study aims to examine the impact of paralinguistic features and body language on English foreign language students' conversational skill in the case of second year LMD students in the English division in the department of foreign language at Biskra University

The study is revealed that the majority of foreign language students face problems during conversation. Students claim that they have problems while being conversed and this is due to different problems such as: the fear making mistakes, the lack of self confidence, misunderstanding between interlocutors,... etc. The present study divided into three chapters

The first chapter was theoretical part about the concept of conversation and it contains different definitions according to scholars. It also contains types of conversation and participant. Problems that students face were mentioned also in this chapter.

The second chapter was also theoretical. It is about the second variable which is the use of paralinguistic features. It started by different scholars' definitions to the concept of nonverbal communication and paralinguistic features. The chapter provides types of paralanguage: facial expression, vocalic, fillers, body language... etc

The third chapter was the field work ( practical part) of the study in which the investigation of both second year English students conversational skill and their teachers' opinion about the role of paralinguistic features during conversation in improving learners' conversational skill in an attempt to test the hypothesis, relatively this chapter includes description, administration, and analysis of both teachers and students questionnaire, which is divided to two parts, the first part is students' questionnaire. It contains fourteen statement arranged in three sections distributed to forty second year English students at the department of English in Biskra university. Statements was about students' gender, level in English, participation inside and outside the classroom, conversation problems that they face,...etc. The chapter also contains the analysis and interpretation of the students' responses, illustrated

## ***General Conclusion***

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by tables, numbers, graphs, and figures. By the end of this part interpretation of results indicated that students' use of paralinguistic features can minimize students' conversational problems and improve the students' conversational skill.

The second part of chapter three was also a questionnaire which distributed to ten oral teachers at the department of English in Mohamed Khider University of Biskra. The questionnaire was made of twelve statements divided into three sections. The statements were about teachers' gender, length of experience, level, use of paralinguistic features, use of body language, their students participation in class, their students' use of paralinguistic features. The responses was analyzed in form of tables and graphs and interpreted. Moreover by the end of questionnaire' interpretation the results proved that the teachers are aware and conscious of the importance of paralinguistic features and body language in improving students' conversational skill.

In this study we hypothesized that if English learners have a good use of paralinguistic features ,their conversational skill will be promoted and it is confirmed by results obtained from the analysis of data gathered from both students' and teachers'questionnaire.

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# Appendices



4. How often do your classmates participate in classroom conversation?

a / Usually

b / Sometimes

c / Rarely

d / Never

5. Do your classmates use body language when participating in classroom?

Yes

No

**3.** As an English student, how often do you use your gestures/body language while talking inside the classroom?

5. What kind of paralinguistic features do you use more during a conversation?

a / Facial expressions (head nods, winks, smile, etc. )

b / Body gestures (hands, shoulders, etc. )

c / Fillers (such as Ummm, Euhh, Well..., I mean..., You know..., etc. )

6. Do you have difficulties while being conversed in English?

Yes

No

9. Which of the following problems do you usually encounter when you make a conversation?

a / Fear of making mistakes

b / Lack of self confidence

c / The misunderstanding between participants

d/ difficulties in transmitting what you really mean to

say d / Other problems . Mention it

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

10. Do you try to converse people in English outside the classroom?

Yes

No

11. If yes, did you find that there is a difference in making a conversation inside the classroom and outside it?

Yes

No

12. If yes, differences at which level?

13. Do you think that good conversation requires the use of body

language? a / Strongly agree

b / Agree

c / Disagree

d / Strongly disagree

why?.....  
.....  
.....  
.....

## Appendix Two:

### Teachers' Questionnaire

Dear teachers'

We would be so grateful if you could answer this questionnaire through which, the research aims at gathering data from second year EFL teachers at Biskra University. Your responses will be of great help for the accomplishment of a study which is about "**The Contribution of Paralinguistic Features in Improving EFL Learners' Conversational Skills during Oral Expression Sessions**". Thank you in advance for your time and collaboration

#### Section one: General questions

1. Gender :

a/ Male

b/ Female

2. Degree:

a/ BA (license)

b/ MA (magister/master)

c/ PHD (doctorate)

3. Length of experience in teaching English at university .....

#### Section two: English Conversation

4. As an English teacher do you think that conversing in English is a difficult task for students?

Yes

No

5. Do your students make conversations during your session?

a/ Yes

b/ No

6. How often?

a/ Always

b/ Sometimes

c/ Rarely

7. As an English teacher do you see that your students have problems during the conversation?

a/ Yes  b/ No

8. Which of the following problems they may face?

- a/ Fear of making mistakes
- b/ Lack of self confidence
- c/ The misunderstanding between participants
- d/ Difficulties in transmitting what they really mean to say

Others

.....  
.....

**Section three: The Use of Paralinguistic Features**

9. As a teacher do you use the paralinguistic features during the teaching process?

a/ Yes  b/ No

10. Do your students use paralinguistic features when they are involved in classroom conversation?

a/ Yes  b/ No

11. If yes which kind of paralinguistic features they use?

- a/ Facial expressions (head nods, winks, smile, etc. )
- b/ Body gestures (hands, shoulders, etc. )
- c/ Fillers (such as Ummm, Euuh, Well..., I mean..., You know..., etc. )

12. Do you think that good conversation requires the use of body language?

a/ Yes  b/ No

Why?

.....  
.....

## المخلص

تعتبر المحادثة عنصر مهم في الحياة اليومية للفرد خاصة في مجال التدريس، حيث يقوم طلبة اللغات الأجنبية بمحادثات داخل و خارج الجامعة و بسبب المشاكل و المعوقات التي يتعرضون لها عمل الأساتذة على إيجاد حل عملي لتحسين مهارات المحادثة لدى طلبة اللغة الإنجليزية. لهذا بهدف هذا العمل لإيجاد حل لمشاكل طلبة اللغة الإنجليزية خلال المحادثة من خلال إستعمال الميزات فوق اللغوية و لغة الجسد و لهذا وضعت فرضية أن إذا كان لطالب اللغة الإنجليزية إستعمال جيد للميزات فوق اللغوية و لغة الجسد، فإن هذا سوف يطور و يحسن من مهاراتهم في المحادثة ، و هاته الدراسة تهدف لإيجاد دور الميزات فوق اللغوية لتحسين مهارات الطالب خلال المحادثة و المساهمة أيضا في تحسين طريقة تدريس الإنجليزية من خلال تمكين الطالب من التعمق اكثر في عملية التدريس و هذا بالتركيز على إستعمال لغة الجسد، لغة العين، نبرة الصوت... الخ. لإثبات الفرضية المطروحة، إعتد نوعين من الدراسة الإستقصائية بجامعة محمد خيضر بسكرة لجمع اكبر عدد من المعلومات حول رأي و ردة فعل الطلبة و الأساتذة حول الموضوع، نوعين من الإستبيان قد أعتدما و العينة كانت أربعين طالب سنة ثانية و عشر أساتذة بقسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة .

النتيجة النهائية من هذا العمل أظهرت أن إستعمال الميزات فوق اللغوية و لغة الجسد يساهم في تحسين و تطوير مهارات

المحادثة لدى طالب اللغة الإنجليزية