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East University for the Degree of**

**Master of Arts**

**“Investigating the factors which influence the  
effectiveness of communication skills in teaching EFL- A  
study conducted in High Schools in Skopje”**

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I also want to thank my colleagues that were willing to take part and fill the questionnaires concerning communication process in ILT classroom.

## **Abstract**

Teaching English language nowadays in the school differs in many ways from how the previous generations were taught. This is also because the new generations are being brought up differently. They have different living conditions, absolutely other demands, almost everything in their lives is digitalized and this fact makes it very difficult to keep students interested in learning in classroom and sometimes, depending on the communication that takes place in and out of classroom, we may discourage their interest to take part and learn in school. Since schools are not only for conveying information, there students learn social skills, communications skills and the acquisition of these skills will pave the way in life for brighter future.

However, communication as a process is difficult to be understood and that's why here I will try to dissect this process into several most important components which, I believe, will help us understand communication and its effectiveness. We will elaborate verbal and nonverbal communication in teaching, factors that hamper it like physical, cultural, linguistic, and interpersonal. Students will have the chance to answer some survey questions concerning communications skills and how important are they in their school and the results will be elaborated and listed after the survey will have been done.

Concerning the methodology used in this research, the main method is going to be with questionnaires in three secondary schools, with students aged 15-17. Other tools I plan to use for deriving information concerning communication skills of teachers are teacher questionnaires and observation in classroom. Based on findings from these research techniques, it can be said that as factors that impede communication is considered mother tongue, nonverbal communication of the teacher/student (volume, pitch, gestures, facial expressions, eye contact...), other languages like German and Macedonian language also have an impact on communication in language production in ETL and another very strong aspect of communication in ELT is classroom management. By this study, I am deeply convinced that we will become more aware to what are the factors that hamper and the ones that enhance communication skills of students.

**Key words:** Education, skills, communication, factors, verbal, non-verbal.

### **Abstract in Albanian**

Mësimdhënia sot në shkollë ndryshon në shumë mënyra nga mësimdhënie në gjeneratat e më hershme. Kjo poashtu është për shkak se gjeneratat e reja janë rritur ndryshe. Ata kanë kushte të ndryshme të jetesës, kërkesa plotësisht tjera, pothuaj gjithçka në jetën e tyre është e digjitalizuar dhe ky fakt e bën të vështirë të mbajmë vëmendjen e studentit gjatë mësimdhënies në klasë dhe ndonjëherë, varësisht nga lloji i komunikimit që ndodh në dhe jashtë klasës, ne mund të shkurajojmë interesin e tyre që të marrin pjesë dhe të mësojnë në shkollë. Meqë shkollat nuk janë vetëm për bartjen e informacionit, këto student mësojnë edhe shkathtësi sociale, shkathtësi komunikative, dhe përvetësimi i këtyre shkathtësive do ta hap rrugën në jetë për një të ardhme më të ndritur.

Por, komunikimi si proces është i vështirë që të kultohet andaj këtu do të tentoj ta fragmentoj këtë process në disa komponenta të rëndësishme të cilat, unë besoj, do të na ndihmoj të kuptojmë komunikimin dhe efikasitetin e tij. Ne do të elaborojmë komunikimin verbal dhe jo verbal në mësimdhënie, faktorët të cilët pengojnë komunikimin si ato fizik, kulturor, linguistic dhe ndërpersonal. Studentët do të kenë mundësi t'ju përgjigjen disa pyetjeve të pyetsorit lidhur me shkathtësitë e komunikimit dhe sa të rëndësishme janë ato në shkollë dhe rezultatet do të përpunohen dhe radhiten pas mbarimit të anketimit. Lidhur me metodologjinë e përdorur në këtë hulumtim, metoda kryesore që do të përdoret do të jetë me pyetsor në tre shkolla të mesme, me student me moshë 15-17. Veglat tjera të cilat planifikoj t'i përdor për derivimin e të dhënave lidhur me shkathtësitë komunikuese të nxënësve janë pyetsorët për mësimdhënësit dhe vërtetimet në klasë. Bazuar mbi gjetjet nga këto teknika studimi, mund të thuhet se si faktorë të cilët pengojnë komunikim konsiderohen gjuha amëtare, komunikimi jo verbal i mësimdhënësit/nxënësit (vëllimi, lartësia e zërit, gjestet, shprehjet e fytyrës, kontakti me sy...), gjuhët tjera si gjuha gjermane dhe ajo maqedonase poashtu kanë një ndikim të madh në prodhimin e gjuhë gjatë orës së gjuhës angleze dhe një aspekt tjetër shumë i fuqishëm i komunikimit është edhe menaxhimi i klasës. Me këtë studim, unë jam shumë i bindur se do të jem më i vetëdijshëm për faktorët të cilët pengojnë dhe ata të cilët ndihmojnë shkathtësitë komunikuese të nxënësve.

**Fjalët kyçe:** Arsimim, shkathtësi, komunikim, faktorë, verbal, jo verbal.

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# Chapter 1

## 1. Introduction

This research is done in the field of English language teaching . It investigates the contemporary communication factors in language teaching and learning. Being skilful speaker or teacher is one of the best possible assets that one may have. Communication skill can help at large student in their life, they can levitate the learning and teaching process for both teachers and students. The first sign a teacher gets from a student, when something is not right, is lack of communication as a result of many factors. A good communicative teacher, a teacher who knows to listen, to understand and empathies is the best one that many students admire.

The reason why I decided to do this research is that in many cases I have seen conflicts stemming from not listening to each other. In many cases, people understand things as they receive them, or put differently, as they think they receive or understand them, not giving chance the other half to be understood. Mastering these skills has become essential requirement for our children's future. I have been teaching English Language to students from the first to the fourth year, secondary medical school for 11 years now. This experience has given me the opportunity to observe different learning methods that students utilize to learn a language. I have followed and practiced different teaching theories and methodologies. Hence, I have come to conclusion that the best approach is to provoke student-student interaction by building inside the classroom real life situations, which challenge students to solve actual problems through communicating to each other. To sum up, teachers should use as much as possible situations where students will be exposed to these social and communicative skills.

This research was conducted by using the following instruments: A questionnaire that was conducted in three secondary schools "Saraj" ,Saraj, "Zef Lush Marku", Skopje and "Dr. Pance Karagjozov" Skopje. These students were of different ages and gender. Consequently, they provided enough data related to their preferences and needs in learning the English Language.

Observations were done in three English classes in each school. All are the teachers working in the three above-mentioned schools in Skopje. I managed to gain information about communication factors.

In a nutshell, this research has been conducted to find out and see possible ways of correcting communication skills by identifying factors that hamper and those that instigate communication.



## **1.1 Structure of the thesis**

This study has been sectioned into nine main parts, four of them are theoretic description of verbal and non-verbal communication, factors that affect communication, and how to improve communication skills while the last five contain the study research and interpretation of its results.

The first section focuses upon the structure of the thesis including the relevance of study, research background, and the aim of the research, research questions and hypothesis.

The second section deals with theoretical parts, it has elaborated the definition of communication, its elements (sender-receiver, message), denotative and connotative meanings, and appropriate language and non-verbal communication, its characteristics, its types, paralanguage, body movements, eye messages, clothing, attractiveness, space and distance, while in the third part or section, we have focused on factors that hamper communication in classroom.

The fourth section deals with the possibilities how to improve our communication skills. Included here are some techniques that are considered very important if we want to improve our communication in our workplace.

The fifth component of this study has been focused on Research methodology. This section includes the aim, the methods, settings and ethics. Here have been included also the materials used and the participants who were part of this research.

Section six displays findings that were harvested from this research. Results have been turned into percentages from students' questionnaires from three different schools and different students and teachers and from observations in the classes. Observation data have also been presented in this section.

Section seven and eight have summarised the conclusions of this study and recommendation for further steps in this field. And section nine contains the bibliography.

All in all, this is what this study contains about communication in ELT and in general in teaching process.

## **1.2 The relevance of the study**

The significance of this research is easily seen in everyday interactions. The purpose of school is not giving or equipping the students with information only. Its equal important aim is to equip them with values, skills, real-life thinking, skills that will be precious after leaving school environments.

Another reason why attention should tend to better equip our offspring with communication skills is that these skills are considered crucial for successful life. People who are good at these skills are supposed to degust a brighter future, better employment and better human relationships in everyday life.

### **1.3 Research background**

Communication is an important part of language teaching methodology, since it trains students to use the language to convey, express, analyze, and describe meanings. It prepares them to focus on what is important when learning a language. Different educators have their own methodologies and strategies on how to incorporate communication principles into the teaching-learning process. Up till recently, teachers have been focused only on product, not on process. But these not always has been successful. It is very important that teacher plan exercises whose focus is to stimulate discussions in classroom, exercises that will create friendly non-threatening atmosphere where every student will say what he/she thinks without being criticized for doing so. Education should aim to encourage students to reflect on their learning choices, be responsible, and build up self-awareness about their own learning. In every English book, discussion has been incorporated to let students express what they thinks, and by being exposed to various group discussions, various interactions they form attitudes, values and identity, a feeling of self-realization.

#### **1.4 The aims of this research are:**

- To identify crucial issues that are considered critical for communication in ELT classroom based on students perspective and on analysis of the results that will have latter on;
- To clarify what are the factors that alleviate or impede communication while doing our job in class;

- To make aware ELT teachers to what is important of communication process and its phases;

### **1.5 Research questions**

There will be three questions that need to be answered:

- 1. What are the factors that help/hamper the communication in ELT classroom?**
- 2. How can students improve their communication skills while learning and communicating in ELT?**
- 3. Besides verbal communication, what are other factors that help or exacerbate communication process in every group, especially in ELT?**

### **1.6 Research Hypothesis**

- *There is a significant relationship between teachers' communication skills and effective communication in classroom.*
- *Some characteristics of body language enhance while others hamper communication.*
- *How we communicate and understand or attribute meaning to the words is contingent on various factors (linguistic, experiential, cultural, ethnic, religious, feelings, perceptions, etc.*

### **1.7 Conclusion**

In the above thesis structure we can see that this study aims at exploring communications factors that we should bear in mind when dealing with teaching. Learning is a life matter, meaning we have to be alert to what is being said and how that said utterance may be understood by others. By this research study we intend to offer an opportunity to teachers about communication as a process that all teachers use before, during and after class that is why it is very important that we understand some of the key aspects of what are the most influential factors that help or hamper our communication, no matter in what context or conditions it is being used. By being mindful to the key aspects of the communication as a process will increase teachers' and students' awareness of their social skills and will be more aware of what areas need intervention in the future.

## **Chapter 2**

### **2 Literature review**

This chapter reviews the literature about communication as a process in and out of the classroom. Various researchers define communication in their own terms but this chapter gives an all-agreed-upon definition about communication, its components. It will also be seen that a word may have connotative and denotative meaning, that communication may be verbal or nonverbal and that verbal communication has several characteristics that make up the meaning of a word or gesture.

#### **2.1 Effective communication**

Communication has long been recognized as an important facility that society needs for comprehension and understanding of each other. This is a very important tool in our modern multicultural society where understanding is a must in order to co-live and overcome and understand differences among various peoples of various races, ethnicities, religions, professions, etc. Communication is of paramount importance in many areas of our life: to persuade; to influence relationships; to inform; to share; to uncover information. Though we have been communicating since our birth, still we are not always effective communicators. Many people believe that effective communication is the key to success in our work and in our relationships. In a survey sent to 1000 personnel managers, managers listed oral communication and listening as the most important skills for gaining employment.<sup>1</sup>

What is in fact communication and what is it that composes it? Communication process has been described with various definitions, words, from different perspectives. But there is one definition which I have found the most complete. According to MTD Training Effective Communication Skill<sup>2</sup>, “communication goes beyond talking and listening. It involves getting information from one person to another. But yet this definition is not complete as communicating effectively involves having this information relayed while retaining the same in content and context”.

According to the research training in communication in the workplace helps participants improve their skills, particularly in presentations, and those students who undertake communication classes perceive their communications skills as improving.<sup>3</sup>

This is very important feature (context) that plays an immeasurable role in the communication process as according to some researchers, words do not have meaning, it's the people who decide the meaning. "Effective listeners remember that "words do not have meaning- people have meanings" The assignment of meaning to a term is an internal process: meaning comes from inside us-Larry Barker.

Another definition of the communication process, according to how I understand it from my experience with students, is that communication is a process of exchanging ideas, information. But this process does not encompass only the written word and the language, but anything that adds to the meaning, like perceptions, perspectives, experiences, prejudices, feelings, environment (context), body language, knowledge, etc.

Communication process is composed of the various elements like: sender, receiver, message, channel, noise, feedback and setting.

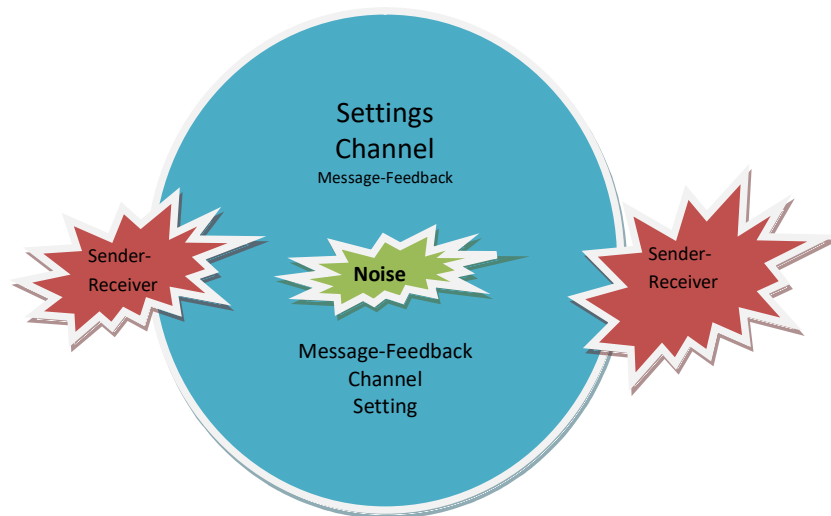


Figure 1. Elements of communication (Saundra Hybels and Richard L.Weaver II, 1986)

People start communicating with others as they have ideas, information and feelings to share. And this process of sharing is not a one-way process, where one person sends information then receives back information. Most often this process is two-way process- **sender-receiver** at the same time. Example, if we have a student in our classroom who is listening to you (teacher), he is a receiver, but at the same time is a sender as he pays attention, he may lean forward or backward, may tap the desk etc, -all these symbols are signals that the teacher reads and communicates with the student.

Messages are made up of ideas and information/feelings that one wants to share. But these ideas and information/feelings may be communicated only if they are represented by a symbol. A **symbol** is something that stands for something else. All our communications messages are made up of two kinds of symbols; **verbal and non-verbal symbols**. Verbal symbols are words that stand for a concrete thing (like chair) and abstract concepts (hungry) while non-verbal symbols is the body language (facial expressions, gestures, posture,, vocal tone, appearance, and so on).

Channel is the medium, means the message is conveyed with to reach its sender-receiver. In face-to-face communications, primary channels are sound and sight. Feedback is considered the response to sender-receiver. Feedback is considered vital to communication as it lets participants in communication see whether their ideas and feelings have been shared in the way they desired. Sometimes this feedback is easy to see, like when we work in classroom we can easily see if our students understand us, but at times feedback is more difficult to reach, like when we lecture in a large hall and the audience has a very limited space to react.

Noise is the interference that keeps the message from being understood or accurately interpreted. This may be *external* (coming from the outside world), *internal* (when our ideas and feelings are focused on something else), and *semantic noise* (emotional reactions to words). Setting is where the communication takes place. Settings have an influential role on communication. Formal settings are intended for formal communication, while smaller spaces are more formal intimate, deeper communications sitting face to face to each other. Setting often influences power relationships. When a couple meets up for divorce, they usually meet in their lawyer's office, a more neutral place for both. The arrangement of furniture in a setting can also affect communication that takes place.

## 2.2 Verbal Communication

People learn language, especially the verbal one, for survival in society. Our success in our life, career, and school very much depends on how good we are at communication. Once we have learned how to use language, words help us to achieve understanding and communication with others. The way we use language-words, sentences, phrases, figures-creates an impression on others: our language lets other know our class and education. Communication to be successful, it needs a completed transaction, meaning how we convey thoughts and emotions in the environment we work, study, grow up.

Verbal communication mainly uses its main tool, *the word*, which vocally represents something- whether the thing is a physical thing, *such as a book*, or a abstract concept, *such as love*. The word is a symbol: it stands for an object or concept that it names. Communication is more effective when we use words that stand for concrete and emotionally neutral thing- such as the word *book*- because all the respondents will respond primarily to its **denotative meaning**- its dictionary definition.

Unfortunately, there are words that stand for abstract concepts that evoke strong feelings. Some of these words may be *freedom* and *love*. These words stand for abstract concepts and can very easily be misunderstood as they carry a lot of **connotative meaning**, feelings or associations the sender-receiver has about a word. Example: When we speak about *love*, we do not speak about the word, but we associate it with the person or experience we have had. The idea of an object is never exactly the same as another person's, because each individual has had different experiences.

Although we need abstract connotative meaning to express our ideas, feelings, denotative words work better when we want to relay information or want things done.

According to the theory of Edward Sapir and Benjamin L. Whorf (1956) language helps us determine how we see and think about the world. They believe that language restricts the thoughts of people who use it and that limits of one's language become limits of one's world.<sup>4</sup>If we agree with the abovementioned theory that language defines our world and our perception of it, we see that language learning is not just a matter of learning a sign system: it is also learning a different way of looking at the world.

In the effective communication, understanding is the core meaning and it is a two-way process; that is the speaker is responsible for presenting the ideas clearly and the listener is responsible for trying to understand it accurately. So it is the person who determines the meaning, not the word (language) itself. As we grow, travel, learn, read, and experience life, our ideas, thoughts, concepts, our way of thinking and understanding changes.

Verbal communication takes place in a particular environment that is an environment requires a particular language. What we refer to by environment is: *people, the purpose, the rules of communication by which they achieve their purpose, and the actual talk being used in a situation.*

In every society and culture, people have a sense of what words are inappropriate in particular situations. As children grow up, they learn new words they hear but from the reactions of the adults around them, they learn which words should not be used. These words usually have to do with races and ethnicities, blasphemous and obscene (body function words) ones. At times to evade the words considered inappropriate we resort to euphemism so instead of saying that someone died, the same message is substituted by “passed away”.

Of paramount importance to be remembered is that verbal language or words are picked up as we grow up and their meaning is decided by our experiences. So different people have different experiences consequently they will never understand the meaning of words exactly in the same way as the speaker intends to.

### 2.3. Non-verbal Communication

“Communication as a process is a complex phenomenon and besides words, there are other elements that come into play during the process of communication. Another element, of high importance for human interaction, is considered non-verbal language”(<https://courses.lumenlearning.com/atd-hostos-interpersonalrelations-1/chapter/nonverbal-communication-chapter-4/>) . According to a research on communication<sup>5</sup> 93 % of the communication is non-verbal, with 55% sent through facial expressions, posture, and gestures, and 38 % through tone of voice.<sup>6</sup> We communicate to people without saying a word, we could be communicating by our choice of clothing, your facial expressions, your postures, or any number of nonverbal signals.



When you attend a class for the first time, you make judgments about your instructor based on his/her nonverbal behaviour. Even just walking in the corridors of the school make students makes some prejudgments about the teacher.

### 2.3.1 Functions

Non-verbal communication clues *complement* a verbal message by adding to its meaning. When we talk to somebody with a problem, we usually say, “ I am really sorry” and we complement this message by a hug or pat on the shoulder.

Non-verbal communication also *regulates* verbal communication. How we end or signal our speaker that the conversation should end is by getting out of the chair, or by arranging papers on the desk in order to communicate that the conversation is over.

Non-verbal communication can also *substitute* for verbal message. Sometimes, we as teacher give our students a reprimanding look that means they had better be quiet. We wave to somebody on our way to work.

Another function that non-verbal communication plays is *accent (emphasis)* what we are saying. When we relay something that is very important, we usually say it with strong and high-pitched voice. Instructors’ voice is strong and firm when he tells his students that he won’t accept late papers.

### 2.3.2. Characteristics

Non-verbal communication has four characteristics in common. The first is that much non- verbal communication is unique to culture and subculture to which we belong. Second, verbal and non-verbal messages may collide with each other. Third, much nonverbal communication operates at subconscious level- we often are not aware of it.

Much of nonverbal communication is learned in childhood, passed on to us by our parents and other with whom we associate. Through the process of growing up in a particular environment, we adopt the traits and mannerisms of our cultural group. For example, in Albanian culture, when two people meet, they shake hands, if you don’t it may be considered an offence.

Besides belonging to a particular culture, we are also part of a subculture, cultural subgroups. In Macedonia, especially in Skopje, Albanian mainly and some Macedonian children, besides their nation culture, they are also exposed to the other culture (subculture) as the ethnic constellation is such where their behaviour is influenced by the other ethnic group.

At times our nonverbal language may collide with our messages as our nonverbal language is so deeply rooted, subconscious that we can't control it all the time. At my school, we are encouraged to stimulate our students to be more active, to take part in class discussion and to turn to us for any questions they may have. But we at times are unaware that our voice, our posture, eye contact, facial expressions, tone of voice may relay the opposite.

What we feel inside is reflected on our body and people see it or feel it. Very often we do not recognize our own nonverbal language. We unconsciously stay away from people we don't like than from people we like. If there is something that we don't agree with, our body posture like crossed legs or crossed arms tell that to the speaker that we are reluctant. To illustrate the level of unconsciousness about nonverbal language, I used an image which relates how our body subconsciously behaves depending what we want to say.

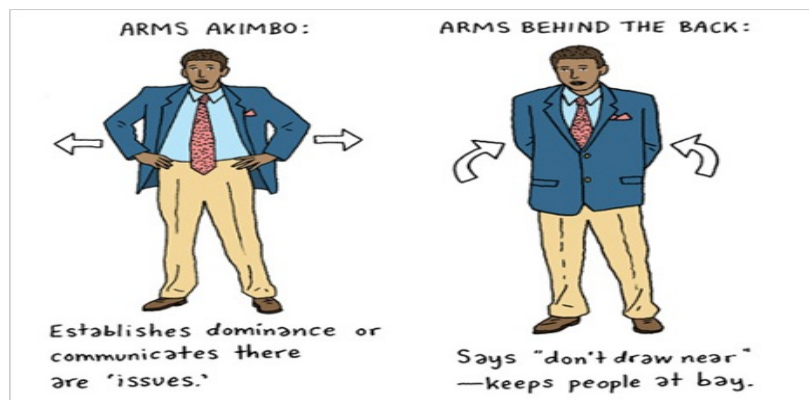


Figure 2. Two different body postures convey two different messages to listeners/co-communicators. ([https://www.google.com/search?rlz=1C1CHBD\\_enMK769MK769&biw=1366&bih=618&tbm=isch&sa=1&ei=ejc7XllexNvCMrgSmzKGQCA&q=unconscious+nonverbal+communication++iamges&oq=unconscious+nonverbal+communication++iamges&gs\\_l=img.3...74056.74854..75107...0.0..0.213.974.0j5j1.....0....1..gws-wiz img.cvgrTXBEdZc#imgsrc=sy0qjEleT9-VYM](https://www.google.com/search?rlz=1C1CHBD_enMK769MK769&biw=1366&bih=618&tbm=isch&sa=1&ei=ejc7XllexNvCMrgSmzKGQCA&q=unconscious+nonverbal+communication++iamges&oq=unconscious+nonverbal+communication++iamges&gs_l=img.3...74056.74854..75107...0.0..0.213.974.0j5j1.....0....1..gws-wiz img.cvgrTXBEdZc#imgsrc=sy0qjEleT9-VYM))

Facial expression, gestures, body movements, eyes movement, all communicates our feelings and emotions to other. The feelings that can be detected in our face are happiness, sadness, surprise, fear, anger, and interest.<sup>7</sup>

Nonverbal language is composed of several elements: *paralanguage (rate, pitch, volume, vocal fillers, and quality), body language, eye messages, attractiveness, and clothing, proxemics (time and space)*. Paralanguage consists of vocal clues that accompany spoken language. Meanings come from the way we say words as well as from what the words mean. For example, a parent tells a child in a mild voice to clean up his room. When the room is still in the same position two hours later, then the parent says, “*I thought I told you to clean the room*”. This time the meaning of the order becomes more serious, meaning “If you don’t do it soon, you are in big trouble”.

Voice is so distinctive that a researcher found that wore blindfolds and listened to speakers counting to 20; the speaker could detect the speakers’ ethnic background, education level, gender and age within a margin of five years.<sup>8</sup> Paralanguage include such vocal characteristics as rate (speed of speaking), pitch (highness or loudness of tone), volume (loudness) and quality (pleasant or unpleasant sound). When all these factors are added to words, they can modify their meaning. According to Albert Mehrabian (cited in Sandra Hybels and Richard L. Weaver II, 1986, p.125), 39 % of the meaning in communication is affected by vocal clues- not the words themselves but the way in which they are said.

Rate (speed) with which one speaks can have an effect on how the message is perceived. It has been discovered that when a speaker uses a faster rate, he/she is seen as more competent. Pitch has to do with highness or lowness of the voice. It is believed that high-pitch voices are not as pleasant as low-pitched voices. The same researcher who studies the rate of speaking found out that speakers were judged more competent if they used a higher and varied pitch. Usually those with low pitch may be considered as insecure and shy. Pitch can be changed but this requires working with someone who has had professional training in voice modification.

The meaning of a message can also be affected by the volume- how loudly we speak. It has happened in my classroom to ask from some low-volume students to speak up because other students can’t hear what they say and start to make noise.

The overall quality of a voice is made up of all other vocal characteristics- tempo, resonance, rhythm, and articulation. Voice quality is important because researchers have found that people with attractive voices are seen as more powerful, more competent and more honest. Body language, also known as **kinesics**, is responsible for a lot of our non-verbal language. Body movements that are considered the most important in classroom context are listed below:

An erect posture considered to be a symptom of attentiveness and engagement, whereas a slumped or slouched posture indicates boredom or discouraged mindset. Generally, students bend forward with emergent interest whereas they tend to bend backwards in the mood of defiance.

Straight head position is considered as neutral head position, and its tilt, usually, but not always, on the right side indicates that interest has taken place. Tilting the head backwards is a symbol that the student disagrees, whereas slight bow towards the front side indicates agreement and involvement. Nods show agreement with the idea.

A relaxed/smiling face expression indicates the level of comfort and satisfaction with the content of discussion and class. Frown or wrinkled brows may be taken as confusion or annoyance. Yawning reflects boredom.

Oculesics deals with eye movement. Making and maintaining eye contact indicates confidence, plainliness, and interest. On the contrary, avoiding eye contact indicates avoidance and dishonesty. Knapp and Hall believe that avoidance of eye contact in the classroom means they don't know the answer to the question. Another reason behind this avoidance is low self-esteem or confidence. The most popular hand gesture to be witnessed in class is closed arm gesture. According to the research, it is gender of defence that simply means that the idea is not going across.

**Eye messages** are seen everywhere. We use our eyes to convey a large variety of messages, be it consciously or unconsciously. In American culture, meeting another's eyes is a sign of honesty and credibility. Sometimes, during teaching, we are "war of eyes" with those students who are troublesome, trying to make them understand that they should be listening in class while somebody else speaks.

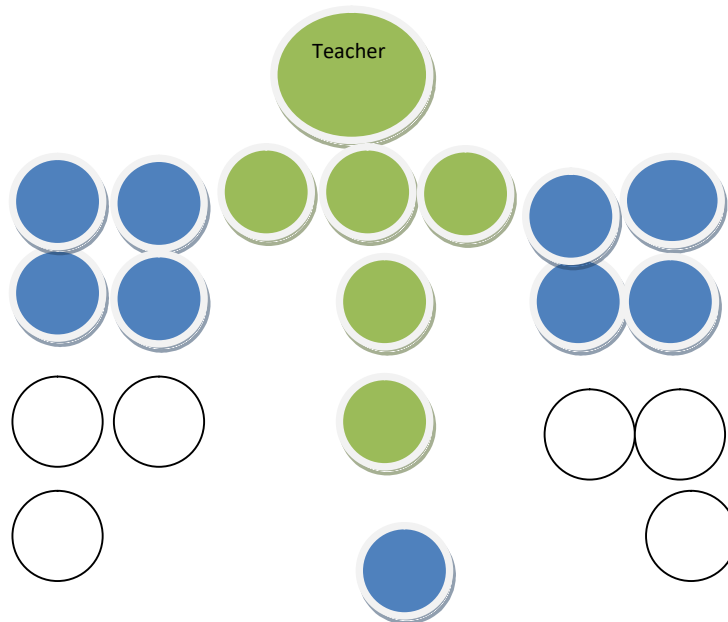
**Attractiveness** is also considered as an important factor that has an effect on communication. Recent studies have found that people who are taken as attractive get a more positive response from others and have an easier time in life than people who are not perceived as attractive. Researchers have unearthed that attractive women have more dates, receive higher marks in collage, persuade males with greater ease and receive lighter court sentences.<sup>10</sup> Men and women rates as attractive are also perceived as being more sensitive, kind, strong, sociable, and interesting.

Having in mind that clothing gives a strong and immediate impression of the wearer, it is enormously important to nonverbal communication. Clothing projects a message, and by choosing a particular cloth agree to project that message. By wearing the proper clothing we

may manage to get the attention of our students, or even we can serve as a model for them. Clothing speaks for us, it tells our status, affiliation, norms, and conformity. Clothing has been divided into four categories: *uniforms* (identifies with a particular organisation), *occupational dress* (clothing that employees are expected to wear. In studies done in collage about clothing, it was found out that those teachers who dressed more informally where considered more positively by students. Informal dress was jeans, T-shirt, flannel shirts), *leisure clothing* (clothing after the work is over), and *costumes* (A highly individualised dress).

The study and research of space and distance, called **proxemics**, concerns the way we use space around us as well as distance we sit and stand from others. The moment a student or a teacher enters the classroom he/she is faced with the decision how to use space and distance. A teacher has to decide whether to sit and where. But his decision will greatly depend on how much interaction you will have with the students. If a student is in the “action zone”, he may be indicating that he wants to participate in the class. But those who sit in the back or in the corner seats may be communicating to the instructor that they don’t want to be involved.

Fixed seats in the classroom lead to fixed mindset whose inclination towards discussions remains inadequate. To encourage interactive environment of the class, seats should not be fixed and frequent change of the seating leads to novelty of ideas and openness of mind during discussion resulting into better attentiveness and academic performance.



**Figure 3: A traditional classroom arrangement**

In Figure 3, in traditional classroom arrangement students occupying the green seats will account for a large portion of the total interaction that occurs between teachers and students. Those in blue seats will interact some: those in white seats will interact very infrequently. The area enclosed in line has been called “action zone”.

Students also map certain spaces as their own **territory**. Every student would have felt upset if he finds that his permanent or temporary space (your “chair”) has been occupied in the classroom. Speaking from teacher’s point of view, I have personally felt uncomfortable when see students sitting in the teachers chair. Most of us have territories that we consider our own and other people can enter only with our permission. This is why people who are victims of burglars muggers commonly report that not only they feel distress at losing their personal possessions, they also feel anger at having their personal space violated by strangers.

According to Edward T. Hall, author of *The Silent Language* and *The Hidden Dimension* (1959) two books on non-verbal communication, coined the term proxemics for the study of time and space. According to Hall, people use four distance zones they communicate with others: *intimate distance*, *personal distance*, *social distance* and *public distance*.<sup>11</sup>

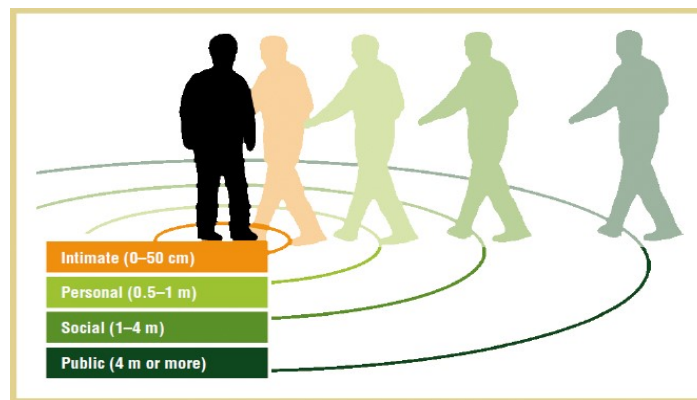


Figure 4. The Four Distance Zones (Saundra Hybels and Richard L. Weaver II, 1986)

In intimate zone, people are in direct contact with each other, or put differently, not further than 18 inches (45 cm). This intimate distance is spotted in close relationships, close friendships. Intimate distance is present whenever we feel free to touch the person.

If this intimate distance is jeopardised by people who have no right to be there, we feel apprehensive. There are cases when this intimate distance is violated, like in the crowded bus, train, but normal human behaviour is to ignore it by avoiding eye contact- in this way we protect our intimate distance- at least psychologically.

In the range of personal distance, people stay anywhere from 18 inches (45 cm) to 4 feet (1.20 m) from each other. This distance we keep most often when we are in casual conversations. It is close enough to see the other person's reactions, but far enough to encroach their personal distance. The more we encroach their intimate distance, the more they will back away. (Ex. Just to illustrate this, in a case at my school where I teach, I consciously have e violated a students' intimate distance during a discussion in front of other students and he backed away around 2 m for fifteen minutes.)

When we do not know people very well, we are willing to keep a *social distance* from them- that is distance from 4- 12 feet. Examples of social distance are interviews, social gatherings. Whenever we use social distance, interaction becomes more formal. To keep this social space, teacher's desks are usually larger than those of students to keep this social distance among teachers and students. People move back and forth from social distance to personal distance depending on what they want to discuss.

Public distance- further than 12 feet (3.65 m)-typically is used for public speaking. Language here is more formal and we use more exaggerated gestures. There are fewer opportunities for the public to be involved in the discussion.

But it is worth saying that the distance people keep from each other is determined culturally. Space/distance can be an indicator of intimacy. When we observe the distances that people maintain between themselves, we can tell which people have close relationships and which people have formal relationships. As we get to know people better, we are permitted to enter the personal space. But all this happens gradually as trust needs to be built first.

Distance can also be an indicator of status. Status is communicated through the use of space. Presidents of colleges, government officials all have large offices with expansive windows and elaborate furnishings, whereas their secretaries and support staff are in smaller spaces. In the household, children have smaller rooms and they are controlled by their parents.

Even in school, teachers have larger desks, at times different chairs and better ones, with different design from those of children.

The closer we stand, the higher is the likelihood to touch each other while talking. Besides intimacy, where touching happens frequently, touching is also important for interpersonal relationship. According to a research, when two people who did not know each other earlier began to interact, if one person touched the other, he/she was seen affectionate, relaxed or informal.<sup>12</sup> But the various categories of touch are determined according to a set of societal rules.

There are two categories of people- those who are on time and those who are always late. When I enter the class, there are students in their seats waiting for the teacher or the class to begin, but some seats are empty as there is another category of students who usually come late. From my teacher viewpoint, those who come late, are resisting my subject, my authority, though they may be doing it unconsciously. So time is very important for our non-verbal communication.

Time often is connected with status: the higher our status, the more control we have on time. Professionals in our society frequently make others wait for them. If you want to know who has the most status in society, watch who waits for whom.

### 2.3.3 Conclusion

As can be seen above, communication is quite a complex process composed of verbal and nonverbal communication, so if we are to understand human beings fully, we have to make sense of non-verbal clues, besides verbal ones. Since it is a process where two entities cooperate, it is worth saying that here come into play several factors such as experience, knowledge, social skills, and those non-verbal ones like pitch, volume, posture, clothes, distance. All these elements are used during our conversation subconsciously. The more conscious we become of these communicative factors, the better communicators we are.



## Chapter 3

### Factors that affect communication in classroom

Problems with communication occur when the way in which we express ourselves is not understood and appreciated fully by those we want to communicate with. Understanding how to minimize such difficulties will have a direct impact on how effective our communications are. Based on what we said above, it is important to point out that there are several factors that influence communication: *physical, cultural, linguistic and interpersonal, past experiences, prejudice, feelings and environment.*

*Physical barriers* have to do with layout of the classroom, its arrangement. We saw earlier that classroom arrangement is very important for the motivation of classroom communication. U-shape classroom are considered the best for better communication, where everyone has eye contact with everyone else and every one's voice can be heard.

Besides physical barriers (classroom, echo, noise), there is another obstacle which, if not treated properly, may demotivate students *culturally* different. Students coming from different backgrounds need more time to fit in with the rest of the classroom. Teachers should be very careful and concise with their language as not every concept is the same in every culture.

- *Linguistics* or words also contribute to these difficulties of communication. With the increase in specialist language and jargon within the workplace, we have to insure that what we say is interpreted as we want and expect. We should never assume that our meaning is the same for all those you are interacting with. How fast and how well a student will manage to acquire a language also depends on mother tongue interference. In some cases, especially at the beginning and elementary level, mother tongue interference may pose difficulties for language acquisition. Very frequently, especially in the ETL Test, we see mistakes when students, having no other resources to resort to, they use native language.

One example that I have spotted more frequently, especially in the first graders, is: "I am reading a Roman" meaning, I am reading a novel. There is also sentence construction transfer. For example, it very difficult with students at the elementary level to make them understand that though in Albanian Language sentences may begin without It, in English it is impossible to start with a verb. But it's worth saying that sometimes this transfer helps the language learning.

One example of this positive interference is *adjective order*, which in Macedonian language is the same as in English Language: *small car-мала кола*, while in Albanian language there should be an inversion: *small car- veturë e vogël*. So for Macedonian learners this would not pose a problem, while for Albanians, it will take a little time till they acquire this inversion.

Some barriers to communication result from *interpersonal* skills of the individuals involved. Each person's level of self-esteem and confidence will be portrayed to others by the communication signals they display. We all come to each communication with our own "fillers" through which we see the world. These fillers may be visual like Figure 4. Different people may see this figure differently. We have to keep in mind that there is more than one way to perceive and understand a picture (reality).



**Figure 5** Language Ambiguity (Saundra Hybels and Richard L.Weaver II, 1986)

Another filler through which we understand and perceive reality is language. The meaning of a word depends on the person's experience, knowledge, feelings.

The sentence, "Why, thank you, Sir"

When some said this sentence to me, I felt offended because I understood it as, "Why should I thank you" because I didn't have the right knowledge about this sentence.

"Effective listeners remember that "words have no meaning-people have meaning" Meaning is an internal process- from inside us. And although our experiences, knowledge and attitudes differ, we often misinterpret each others' messages." Barker (cited in Effective Communication Skills, 2010, p. 20).

In every discussion in classroom, those who have more experience are the ones bring more information to the classroom. Experiences can shape your communication style; it may help or hamper understanding of what other people say. Negative experiences stifle our communication and we need to be aware of this. Figure 4 illustrates how past experiences has negative effect on communication in classroom.

**Past Experience**

- Nervous during presentation
- The criticism from the teacher was rude
- Peer laugh because you mispronounced wrongly a word
- The teacher opposed bluntly your opinion during a discussion
- You feel even more nervous in the next one.

**Result effect on communication**

- You get demotivated so your performance lowers
  - You won't dare to speak again
  - You won't safe to express your opinion anymore
- 

Our experiences taken from an individual or an individual case and assuming that the same experience will happen with all the people who are similar to the first. It is thought that prejudices are partly a result of culture and partly due to our experience. Prejudices may not be all negative. We may consider one particular group of students as smart. Prejudices start to become a problem when they start to influence how or to whom we communicate. Making generalised opinions of people based on individual experiences eliminates their individuality. An effective communication process aims at seeing someone as an individual separated from that generalised notion of prejudice.

Generally, it is considered that there are two ways in which feelings influence our communication with others. The first way refers to how you feel on a given day: if you feel well you will communicate in one way, if you feel bad, you will communicate in another way. If you are having difficulty communicating with others because of a given sickness or due to other stressors, acknowledging and recognizing it, will help other to understand you.

The second way feelings influence the way we communicate is how you feel about a specific person. When we genuinely like someone, the way you communicate is going to show it. The

opposite might happen. But, as you continue learn about effective communication skills, in the following chapter, you may find ways that will help you to be as effective as possible even when the person you are communicating with a person you are not fond of.

The last area of influence on your communication is your environment. All of us communicate with difficulty in difficult environments. Do you speak to your colleagues the same way you speak to you best friend? Of course you don't. Classroom size (small, congested ones), classroom shape (traditional classroom arrangements, bad lightening, of the space) increases the level of discomfort in class.

Recognizing how the environment may influence the communication with someone is a skill that can come in handy for you, particularly when you perceive that the environment is having a negative impact on your ability to communicate effectively.

### 3.1 Conclusion

Experience with a particular word or phrase can shape its meaning. Many factors dictate how are going to interact, if we are going to interact, how frequently, how secure we feel, what distance we keep, what tone we use est. As mentioned above, physical barriers may make communication difficult to happen, alluding here to physical disabilities, external circumstances, est. Sometimes cultural circumstances have a negative impact on communication. Likewise, experience is one very important determinant of how we understand things. Generalisation of experience results into prejudice which brings nothing positive into classroom. So we should work on all these and other factors so that we mitigate communication amidst students and teachers. Of high importance is the emotional aspect of communication, which greatly influences communication. The more positive we behave towards people, the bigger are chances to trigger positive attitude towards you, towards commencing interaction.

## Chapter 4

### 4. The improvement of the communication skills

To be an effective communication you must also be conscious of your own bias, which can influence how you respond in an exchange. If you don't open your mind to listen carefully to what is being said and objectively assess what you hear your bias will persist and could become a barrier to the communication process.

Effective communication is contingent on your ability to read the attitude of the other person or group you are communicating with. This can be achieved by doing observations and by actively listening to understand their attitude and reactions to your message.

According to some research on body language, most listeners retain less than 50 % of what they hear. So you have talked for ten minutes in classroom, chances are that they have retained only half of it (5 minutes of what you have said). So we can infer that misunderstandings happen very frequently! Listening skill is considered as the most vital skill that you need if you want to feel effectively. Listening allows "decoding" the messages of others but it also allows you to help others to communicate better. By improving listening skills it helps us to be more productive at school, more connected in our relationship and more efficient than we do. It helps avoid misunderstanding and can make life more conflict-free in general.

The first step towards improving your listening skills is becoming aware about your own behaviour, feelings, and habits when you listen. Take time to be more aware of your own listening behaviour in different scenarios. Notice your:

- Body language- how are standing, sitting, walking through the classroom? Are you tense or relaxed?
- Do you make eye contact? Do you keep it, or do you take away, down or turn your eyes to other people or environment?
- Are you following every word? Could you repeat what was just said?

All these things make it difficult to be a good listener. You may say a message to the speaker that your message is not important- or worse, that they are not important. Being self-aware will let you

self-correct and get better and better at listening. Our listening should play close attention to the words that are being said, but in addition, to the whole message that the other person is attempting to relay to you. Active listening requires concentration and practice. There five key aspects to becoming an active listener and consequently we improve our communications skills:

You learn to give the speaker undivided attention. You let the speaker know that you are listening by using acknowledgments- types of verbal and non-verbal tools that help add proof that you are truly listening.

- *Look the speaker in the eyes*
- *Stop any mental chatter*
- *Don't start preparing your response or rebuttal while the person is speaking*
- *Make sure your environment doesn't distract you*
- *Notice the speaker's body language and tone of voice- what are the nonverbal messages telling you?*
- *If you are in group, avoid side conversations*

Use non-verbal and verbal signals that you are listening to the speaker attentively.

- Nod, from time to time, when appropriate
- Use appropriate facial expressions
- Monitor your own body language. Be open and relaxed.
- Use small comments, like uh-huh, yes, right, I see.

As we learned earlier that our personal experiences, perceptions, and our feelings, all influence the way that we hear. So to evade mistranslation/misinterpretation of the message, before we respond it advisable to check if we have understood the speaker properly using these tools:

- Use reflection and paraphrasing using: *"What I hear you saying is...."or" If I'm hearing you correctly, you are saying..."* or *"I think you are talking about..."*.
- As questions that help clarify speaker's intent. Suggestions include thinks like: *"Can you tell me more about...?"* or *"What did you mean when you said...?"* or *"I think you are saying..... is that right?"*.
- *A teacher should have a precise impression of pupils' vocabulary*

- *A teacher should ensure that they include an appropriate amount of redundancy in their instructions.*
- Summarize what you heard.

No think good comes from interruption. Bu interruption you miss the chance to get the message as you won't hear it all- and the speaker will get frustrated.

By listening actively we show respect to the speaker and at the same time gain information that you need to form your response. When you express your response:

- Be honest and open
- Be respectful
- Be thorough

We should keep in mind that we are modelling excellent behaviour for others (students) when you use active listening.

Several studies have been done in the field of ELT, especially in Communication in Classroom. One review paper is *An Analysis of Factors Influencing English Learner's Speaking Skills* ([www.ijreeonline.com](http://www.ijreeonline.com) Online Published: March 20, 2017) which has looked at the possible factors that influence English Learning, especially Speaking. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990). This paper emphasises that Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. This paper has identified several factors that hamper speaking in ELT. There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

According to this review paper, there are several factors that influence speaking in ELT:

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. That is to say, speaking is very closely related to listening. Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The fifth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

In conclusion, the mentioned factors in this paper have an important role in developing learners' speaking skill. The factors make learners less self-confident and less comfortable in their speaking classes. The findings of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills.



The paper showed that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity. Teachers should praise their students to speak English.

Another research paper of this field is What Are the Factors Affecting the Use of English Language in English-only Classrooms: Student's Perspectives in Pakistan (<http://doi.org/10.5539/elt.v11n6p67> Online Published: May 12, 2018) which elaborates factors that affect English Language use. This research has been carried out using qualitative research methods to find the factors affecting the use of English in English-only classrooms. A total of 130 participants were included in this study. Among them, 68 participants were engaged in student questionnaires. The participants were students of four native languages (Urdu, Punjabi, Siraiki and Pushto) with different level of English language proficiency. These study results demonstrated that most of the students like to communicate in English and be a part of the English-only environment, however they acknowledged some key factors that prevented them from speaking English in the classrooms. Fundamental factors included linguistics, individual, social, psychological and institutional, which were largely based upon their beliefs, assumptions, needs and desires.

According to its results, most of the students like to communicate in English and be a part of the English-only environment; however they acknowledged some key factors that prevented them from speaking English in the classrooms. Fundamental factors they spoke about were personal, linguistic and social. There were also various psychological and institutional hindrances and all these factors were largely based upon their beliefs, assumptions, needs and desires. They mentioned several social barriers including shyness while speaking in English language.

#### 4.1 Conclusion

As it can be seen from the above, communication is a complex and multiple-part process which encompasses both verbal and non-verbal language. Both of these aspects of communication should be mastered if we want to be skilful at communicating. Some techniques given above may be helpful for those teacher or students who feel there is a need for change. To increase the level of understanding, we have to respect and constantly work on these techniques for further improvement of our communication skills.

## Chapter 5

### 5. Research Methodology

This chapter introduces the objectives of this research as well as it presents the methods and materials that were used to gather data. The research questions and hypotheses which led this research along with the procedure that was undertaken to realize it shall be explained in details in the following paragraphs.

#### 5.1 Research aims

The aim of the research is to identify what are the factors that help or hamper the communication in the ELT classroom, how do students see the process of communication from their own perspective. Being in a classroom with students that want to learn a language from you implies that these co-participants in this space have to communicate so that they reach or fulfil the aim of why they have gone there. But this understanding between each other requires a medium through which they will communicate. Here is where language plays a part but not only. This process of communication is rather complex that is why I will try to dissect it into understandable chunks and analyze them separately.

The questionnaire question has been selected based on Literature Review. The student questionnaire contains 15 questions. The questions are structured, namely students have had to circle with one possible answer. Another questionnaire has been used for ELT teachers, whose questions differentiate from those of students' and have been in English language.

The last source of information which serves as a basis for our study is classroom observation.

#### 5.2 Research questions

There will be three questions that need to be answered:

1. What are the factors that help/hamper the communication in ELT classroom?
2. How can students improve their communication skills while learning and communicating in ELT?

3. Besides verbal communication, what are other factors that help or exacerbate communication process in every group, especially in ELT?

### 5.3 Research hypothesis

- There is a significant relationship between teachers' communication skills and effective communication in classroom.
- Some characteristics of body language enhance while others hamper communication.
- How we communicate and understand or attribute meaning to the words is contingent on various factors (linguistic, experiential, cultural, ethnic, religious, feelings, perceptions, etc).

### 5.4 Research methods

The research has been conducted by using quantitative and qualitative methods. Because of the conditions and for the sake of not taking the time from students in secondary school, the research has been conducted with questionnaires. Another source of information that will be relied upon is teacher questionnaires and classroom observations. After the research will be done, results will be analyzed and expressed according to the questions posed in the questionnaires.

Another technique that I have applied in collecting information about ELT classroom communication is observations. I have visited six classes of my ELT colleagues focusing on three fields: classroom arrangement, body language and verbal communication. Each class lasted 45 minutes. Notes taken from these observations will be presented under "Results from observations".

### 5.5 Research Ethics

This study is done assuring all the requirements, ethical principles accordingly. It will guarantee anonymity as well as confidentiality on the students' participation.

### 5.6 Materials

Concerning the materials that have been needed to carry out this research is almost 500 research questionnaires that were delivered to three different secondary schools, all located in Skopje, to collect information about their attitudes and thoughts about communication. All students who underwent this research were Albanian and between the age of 13-17. Six observation forms

have also been used in gathering information in observation process. Observational visits intended to collect information about many aspects including class management, class discussions, use of native language, paying attention to rapport and class arrangement. Three Albanian schools have been included in observational plan and several English teacher classes. The observation form is attached at the end of the research.

## 5.7 Participants

Concerning the participants, we have to say that this study aims at students in secondary schools in Skopje. The first school where this study took place is Dr. Pance Karagjov - a secondary medical school. Students of second and third year have been questioned. The other two schools were Secondary school "Sefi Lush Marku" and "Saraj", both located in Skopje. The number of participants who took part in this research amounts to nearly 500 (470-790), although 500 hundred students have been questioned, some of the questions were unanswered. The age group of the participants varies between 15-17 years old. The questions in the questionnaires have been in Albanian language, and all the questions have been structured ones. The number of questions in the questionnaire was 15. All the students were Albanian, so most of them learn Macedonian language as a second language abreast with English. But elaborated and discussed will be only those that have important implications for our schools and society. Besides student participation, we have also involved in this study teachers of English Language in all these three secondary schools. The questionnaire questions for the ELT teachers have been in English and contained 30 questions.

Concerning the observations, I have participated or visited three colleagues in three different schools, ELT classes to collect information about communication process.

## 5.8 Conclusion

In this section have been explored the aim, questions and hypothesis for which this research was done. A solid number of students have been incorporated in the study to get more accurate information about what factors impede or help communication process. As seen above, the methods used here are of various natures. To be more comprehensive, we have made use of surveys with students and teachers and observations during ELT classes in different school with different teachers and students (age 15-17). All the information gained will remain confidential that is why we asked no names and no other personal information.

## Chapter 6

### 6. Data Analysis

The quantitative and qualitative data obtained from this research are analyzed in this part of the thesis. An objective and efficient interpretation of the gathered data is intended. Data analysis has been done after finishing the questionnaires and observations in various classrooms. All the questionnaires have been collected and their answers classified. All five possible answers have been collected for every answer of every question. From these sums we can see what students see as most important and what is considered as least important. And these numbers (information) then has been mathematically turned into percentage.

The same procedure has been applied for the teacher questionnaire questions. The answers have been summed and turned into percentage so that we can see what and how many teachers agree or disagree with questions about communication in an ELT classroom.

#### 6.1 Results from the student questionnaire

The aim of the questionnaire was to find out what are the factors that students consider as important in communication in ELT. Out of 15 questions, I have singled out some questions that help to explore our aim and research questions. The results that have been derived from the questionnaires have been presented in the following Table.

Table 1. Results from questionnaires from three secondary schools-432-450 students questioned.

Qu. Nr.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	I have to translate ideas into Albanian because I think in Albanian.	39 %	17%	24%	10%	10%	100%
2	I find it difficult to express my ideas in English language	17%	24%	10%	13%	36%	100%
3	I change my tone, volume when I speak	26%	47%	16%	9%	2%	100%
4	I feel comfortable when speaking	20%	33%	30%	15%	2%	100%

	with various people						
5	Sentence construction in ELT is influenced by my mother tongue	9%	26%	40%	18%	7%	100%
6	When I speak English, I confuse my words with other languages	13%	17%	18%	22%	30%	100%
7	I think I should work more on my vocabulary	29%	33%	16%	14%	8%	100%
8	When I communicate with others, I pay attention to nonverbal clues- facial expressions and gestures	17%	36%	33%	8%	6%	100%
9	I keep eye contact when I speak to others	27%	45%	23%	3%	2%	100%
10	I use my body language to complement what I say	19%	40%	26%	10%	5%	100%
11	I pay attention to my body posture while in class	36%	44%	11%	7%	2%	100%
12	I believe that non-verbal language can help effective communication	19%	36%	29%	13%	3%	100%
13	Students pay attention more to: words of the teacher, his/her nonverbal language, or his voice	54%	21%	12%	5%	8%	100%
14	Classroom arrangement is important for better communication in classroom	33%	24%	17%	20%	6%	100%
15	I think teacher plays an important role in helping communication in ETL classroom.	21%	58%	18%	3%	0%	100%

- As possible factors that are considered important in ELT communication, based on the data we collected from these two sources (questionnaires and observations), we can figure out that one of the barriers that students cope with is *mother language*. As you can see from the Table above, 39 % of the students agree that mother tongue does make it more difficult to speak English because its intervention during the process of communication. While the number of students that disagree with this, is 10 %.
- Another important element that students consider as being very important during communication is pitch and volume. Out of 450 students' questions, 47 % expressed positive

opinion on using the right pitch and volume when they speak, which means that teachers should bear in mind that *intonation, volume and pitch* may interest students into what they are saying.

- The third question which I posed on purpose is how much other languages impact, if they do so, communication in ELT. The reason why I posed this question is that I have frequently seen cases where students, unintentionally, have responded to me in German or Macedonian language during a conversation. According to the responses of students, *30 % of students think that when they speak they don't confuse words with other languages, but 40 % think that sentence construction is heavily depending on mother tongue.*
- *Vocabulary* has also been mentioned as a field where they should focus more so that they overcome or enhance their communication in ELT. Out of 100 %, 29 % strongly agree and 33 % agree that they should work more on vocabulary so that their communication gets better.
- Besides verbal communication, students have been asked some question about *non-verbal communication* since non-verbal communication is also taken as an important part of every formal and informal communication. To my question if students pay attention to *nonverbal cues* during a conversation, 17% strongly agreed and 36 % agreed that they pay attention to non-verbal clues, which makes non-verbal cues (facial expression and gestures) very important.
- Concerning *eye contact*, 45 % agreed and 25 % strongly agreed that during the conversation, they keep eye contact with their receiver. While 36 % strongly agreed and 44 % agreed that keeping a proper body posture while in class is very important. Probably they know that body posture shows how much interested to listen to some one.
- Concerning *body language*, 19% of students questioned strongly agreed and 36 % agreed that body language can make communication more effective, meaning if we improve body language, we can improve the communication in ELT classroom.
- Their response to my question *what do they pay attention to more: words of the teacher, non-verbal language or his voice*, 54 % answered that they pay attention to words first, 21 % to his non-verbal language.
- *Classroom arrangement* is considered important according to how they answered to the question if classroom arrangement can improve classroom communication. Out of 450 students, 33% strongly agreed and 24% agreed that classroom arrangement is important for ILT communication.

- The last question is about the *role of the teacher* in the classroom. 21% strongly agree and 58 agree that the role of the teacher is very important in enhancing communication in classroom.

## 6.2 Results from teacher questionnaire

Teacher questionnaires have had similar questions just to see if both parties have the same thoughts and attitudes, with slight differences. The aim was to see what teachers see as important and what they pay attention to more during the classroom communication process.

Table 2 Results from questionnaires from 15 ELT teachers questioned (The number of teachers questioned was 15).

Nr.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	I use body language when I teach	40%	40%	20%	///	///	100%
2	Body language is linked to communication	46%	20%	20%	8%	6%	100%
3	I can improve my body language by working on it	60 %	20%	20%	///	///	100%
4	Body language has to do with your students' achievement or motivation	///	60%	40%	///	///	100%
5	Non-verbal communication is important in recognizing people's emotions	20%	60%	7%	7%	6%	100%
6	I use gestures to emphasize what I am saying	20%	40%	14%	13%	13%	100%
7	I am careful about my postures while in formal conversation	60%	20%	13%	7 %	///	100%
8	I choose what to wear at school to project a special message	20%	30%	20%	20%	10%	100%
9	Classroom arrangement may help or hamper class communication	20%	60%	20%	///	///	100%
10	I believe a person can improve his/her oral communication skills and body language by proper training	60%	40%	///	///	///	100%



11	My sentence construction in English is influenced by my mother tongue	20%	80%	///	///	///	100%
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Based on the Table 2 results, it is worth saying that there are some answers derived from teachers that are considered important for communication in ELT. In the following, We have elaborated the results from Table 2, and they are expressed in percentage:

- 40 % agree and 40 % strongly agree that they use body language during teaching and on the other hand, 46 % strongly agree and 20 % agree that body language is linked (or is important ) to communication in ELT. That's why 20 strongly agree and 40 % agree that they use body language to emphasize what they say.
- To my question, if nonverbal communication can be improved, 60 % strongly agree and 20 % agree that body language can improve with proper training.
- As many as 60 % of teachers think that body language has to do with students' achievement and motivation. Maybe this explains why some teachers are "the favourites" among students.
- Teachers consciously use body posture to convey e message or to communicate with students so 60 % strongly agree and 20% agree that body posture should be used carefully depending what you want to impart to the listeners.
- 30 % strongly agree and 20 % agree that clothing is very important in ILT Classrooms. Different clothes impart different messages in different situations.
- Another classroom element that teachers believe may hamper or enhance communication is classroom arrangement. 20% strongly agree and 60 % agree that classroom arrangement is very important for communication to enhance in the classroom. Half circle is preferred for more discussion.
- What is considered as a common problem for both teachers and students is mother tongue. 20 % strongly agree and 80 % agree that sentence structure is influenced by the mother tongue.

All in all we can say that nonverbal communication, though subconscious, may be improved and is very important for the communication process in ILT classrooms, besides other factors like cultural, linguistic, organizational, est.

### 6.3 Results from the observations

For the purpose of finding out more information, I have participated in six ELT classes as an observer where my attention has been placed on three elements in each classroom: *classroom arrangement, body language, verbal communication process.*

**Table 3** Observation form

School names in Skopje	“Zef Lush Marku”	“Saraj”	“Dr. Pance Karagjozov”
Organisation	-Teachers prepared, states objectives clearly, emphasizes main points	-Teachers prepared, states objectives clearly, emphasizes main points	-Teachers prepared, states objectives clearly, emphasizes main points
Rapport	-Teachers manage to hold students’ attention, encourages participation by posing questions, interacts with students	-Interactions with students is good.  -The teachers speak most of the time.	-Due to the lack of aids, teachers do not enough exercises on Grammar.  -Discussions are very lively, where 80% of the students take part.
Teaching methods	-Teachers use various methods, but most of the time the communicative method.  -There is lack of aids, no technology used, and no group work besides working on books.	-Teachers use various methods, most of the time the communicative method. There is enough aids whiteboard, projectors.  -Since it is a new school it has computers which are used by students.	-Teachers use various methods, but most of the time the communicative method. - There is lack of aids, no technology used, no group work besides working on books.
Presentation	-Teachers maintain frequent eye contact, good pitch of voice, good standard English.  -At times native tongue is used for extra explanation.	-Teachers keep eye contact with students; control their behaviour by raising and lowering their voice while speaking.  -Walking in the classroom takes place only in the front part of	-Teachers keep eye contact with students; control their behaviour by raising and lowering their voice while speaking.  -Walking in the classroom takes place only in the front part of

		the class.  -Most of the time native language is used.	the class.  -Almost no native language is used.
Management	-Big number of students (25) and the classroom arrangement is in a classic way.  -Classroom environment is poorly decorated with English signs.  -During discussion teachers try to keep a balance of participation of whole students in the classroom.	-Big number of students (25) and the classroom arrangement is in a classic way.  - Classroom environment is poorly decorated with English signs.  -During discussion teacher try to keep a balance of participation of whole students in the classroom.	-Big number of students (35) and the classroom arrangement is in a classic way.  - Classroom environment is poorly decorated with English signs  -During discussion teacher try to keep a balance of participation of whole students in the classroom.

¶

The first and furthestmost thing that captured my eye in every classroom was its arrangement and the huge number of students that every classroom had. Each classroom in each three schools was in the traditional arrangement, namely there are three rows of desks, and the teacher desk is at the front. I did not see any other, more stimulating classroom arrangements.

Another important aspect of what I paid attention on in the classrooms was their body language. I could say that all the teachers whose classes I have been to use a lot of eye contact with students, though at times, due to their age, teachers had to raise their voice just to attract their attention, which in a way implied that she/he is the boss and should be listened to. One interesting thing I spotted in the classrooms was that teachers, when walking in the classroom; they just did it in the front part of the class. The back part of the classroom, where students who are not very willing to take part in discussion sit, was abandoned, maybe subconsciously.

Of paramount importance is also verbal communication in ELT. During discussions in ELT, there were only a small number of students who were more actively involved in discussions, usually those at front and in the middle of the classroom. But the teachers facilitated this process very smoothly taking care of participation time, giving space to everyone who wanted to participate, not overseeing those quiet students who do not rush to say but wait for their turn. Usually the mistakes

that they did when speaking in English, some teachers did correct them by stopping them and telling how the correct word is, while some other teachers, the more experienced ones, did this by recapitulating their sentences but with correct words underlining the corrected one so students can see that they said it wrongly but also see how the correct word is.

When we compare the findings from questionnaires and observation forms, we can infer several similar results from all three research instruments. In both questionnaires and in the observation form one element that I spotted is the use of L1. Students, at times, teachers too use L1 to help explanation of more complex issues so that students/ teachers understand better each other. In the questionnaire it was agreed by 80% that L1 influences sentence production in English language. Another similar finding is class arrangement. In the majority of schools in Macedonia, classrooms are in a classical way, with two-student desks, almost impossible to move. This discourages group work and consequently reduces interaction among students in school. In the questionnaire, out of 450 students, 33% strongly agreed and 24% agreed that classroom arrangement is important for ILT communication.

A differential finding that I managed to see during observation was class management. Due to laziness, teachers almost did not walk around the rear part of the class, so this was a kind of blind alley. And students were louder, noisier at the back. Observations revealed that interaction was more intensive at the front of the class. The back and the side parts were more refrained.

## Chapter 7

### 7. Conclusions

Our role as a teacher is not only to teach our students the contents required in the curriculum grade accordingly, but we also should pay attention to whether what we teach is understood as we suppose it should. We also should bear in mind that teaching has as an integral part communication process which does happen to be very important so we be clear, be reliable, trustworthy and able to create relationships with our students. This to be achieved, we have to become aware about this communicative process, factors what hamper it, those that stimulate and enhance it, in other words we will have to learn how to read the ways we communicate. This study is intended to reinforce the teaching and learning process and consequently the education system in general.

- From the literature and the research we did in few schools in Skopje, there appear to be some factors that students and teachers see as hampering communication in ELT. Like it or not, our native tongue sometimes interfere with the target language.
- - *Physical barriers* have to do with layout of the classroom, its arrangement. We saw earlier that classroom arrangement is very important for the motivation of classroom communication. U-shape classroom are considered the best for better communication, where everyone has eye contact with everyone else and every one's voice can be heard.
- - Besides physical barriers (classroom, echo, noise), there is another obstacle which, if not treated properly, may demotivate students *culturally* different. Students coming from different backgrounds need more time to fit in with the rest of the classroom. Teachers should be very careful and concise with their language as not every concept is the same in every culture.
- What meaning we will attribute to a word or a situation very much depends on our experiences in the past. If a student has encountered with a lot of negative criticism in the past during the ETL, the probability is higher than that student will occupy those seats in the classroom where inactive students sit to signal that he is not willing to participate, or, in psychological terms "not ready to be exposed to other" because of his vulnerability from the past.

- Teacher should also be conscious that the feelings students have towards their teacher are important. They very much shape the concept that students will have for the subject, the teacher and the school where they learn. When we genuinely like someone, the way we communicate is going to show it. The opposite might happen. So trying to leave a nice impression, being helpful to students, being a nice model for them all these help to increase their attention and interest in ILT learning.
- *Nonverbal communication has been a lot talked about lately. Every teach from his/her experience knows that people talk, besides with their language, with their body. The same word may have a different meaning if said with different pitch, volume, quality. Kinesics is responsible for a lot of our non-verbal language. Body movements that are considered the most important in classroom such as posture, head position, facial expressions, hand movement, eye messages convey a message to the person on the other side. So while in class, teacher should very consciously to pay attention to all these communication aids.*
- And the last thing to be mentioned, communication skills may improve if attended proper training. Majority of students and teachers agree that these skills may enhance if we work on them, which as a result will improve communication in life.

## 7.1. Recommendations and limitations

In cooperation with students and teachers, this research has been successfully conducted. Also, it has reached the goals that were set before it began. However, there were a few limitations, which will be discussed in the following paragraph. Moreover, this chapter will also provide some recommendations for further research.

### 7.1.1 Recommendations

Based on what we have understood and found out about communication in classroom, it is very important to say that there some fields that need further research. One field that I find interesting to be investigated is prejudice and stereotypes in the future, to see if these generalized perceptions exercise any influence on communication in ELT, though it is preferred that no one should have an judgmental approach to others, especially not in teaching.

To mark improvement in these communication fields, I think that our society, namely educational and professional institutions, ministry of education and universities, both domestic and foreign ones, should design and offer more communication skills trainings which will aim at developing social skills (listening, speaking, facilitation, prejudices and stereotypes, interactions, est.) of secondary school teachers. I opine that this will make communication process happen more easily and teachers will be better facilitators in the classroom as promoter of discussions.

### **7.1.2 Limitations**

As a main drawback of this study I consider constructed questionnaires, as these direct and give no space for teachers to divert from the question posed in it. It had been with open-ended questions, maybe we would have gotten more interesting answers.

Another drawback is the lack of interviews with teachers. I consider interviews may uncover more of what happens and how communications develops in classroom.

Since all three secondary schools where research was done were with Albanian students, I did not have the opportunity to involve Macedonian students in my research, which is another drawback of this study.

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## Appendix 1

### Pyetësor për nxënës (Questionnaire for students)

Ky studim synon të zbërthej faktorët të cilët ndikojnë procesin e komunikimit në orën e Mësimdhënies së Gjuhës Angleze dhe në përgjithësi. Pjesëmarrja juaj me përgjigje të sinqerta dhe të thella do të ndihmojë këtë studim dhe do të ofroj mundësi për të përmirësuar komunikimin gjatë procesit të mësimdhënies.

Emri i Shkollës \_\_\_\_\_ Viti \_\_\_\_\_ Gjinia \_\_\_\_\_

Mosha \_\_\_\_\_ Vendbanimi \_\_\_\_\_

Rretho përgjigjen e saktë:

1. **E kam të vështirë t'i shpreh mendimet me fjalë kur flas në gjuhën Angleze.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
1.
2. **Unë flas rrjedhshëm në gjuhën Angleze.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem
3. **Unë e ndryshoj tonin, vëllimin dhe lartësinë e zërit siç duhet gjatë bisedës.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
2.
4. **Njerëzit e kuptojnë atë që e them në gjuhën Angleze.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
3.
5. **Theksi dhe intonacioni në gjuhën Angleze është i saktë.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
4.
6. **Unë ndjehem rehat kur flas me njerëz të ndryshëm.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
5.
7. **Nëdrtimi i fjalive në gjuhën Angleze ndikohet nga gjuha amëtare.**  
1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem
8. **Unë flas me një shpejtësi mesatare dmth., as shumë ngadal por as shumë shpejtë.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem  
6.

**9. Kur flas unë bëj shumë pauza që të kuptohem më mirë.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**10. Kur flas në gjuhën Angleze, i përzijej fjalët me gjuhët tjera.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**11. Unë i kushtoj shumë vëmendje të folurit gramatikisht të saktë në gjuhën Angleze.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**12. Unë duhet t'i përsëris fjalitë sepse njerëzit nuk më kuptojnë çka dua të them.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**13. Unë ndjehem më rehat kur flas në gjuhën amëtare se sa kur flas në gjuhën Angleze.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**14. Mendoj se duhet të punoj për përmirësimin e vokabularit tim në gjuhën Angleze.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**15. Kur flas me të tjerët, Unë ju kushtoj vëmendje shenjave jo-verbale – gjuhës trupore, shprehjeve faciale dhe gjesteve.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**16. Unë mbaj kontakt me sy(shikoj në sy) kur flas me të tjerët.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**17. Kur flas bëj lëvizje të paqëllimshme si përplasja e këmbëve, prekja e hundës/flokëve.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**18. Unë përdor gjeste për të theksuar atë që e them.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

**19. E ruaj kontaktin me sy me dëgjuesin/it.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

20. **I kushtoj kujdes pozitës së trupit gjatë bidesës formale (gjatë mësimimit në klasë).**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

21. **Përdor shumë gjeshte të duarve kur flas me të tjerët.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

22. **Kur flas me njerëz, i kushtoj vëmendje gjuhës së trupit.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

23. **Porositë e mia verbale (me fjalë) dhe jo verbale (me trup) plotësojnë mjëra tjetrën.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

24. **Më pëlqen të mbaj distancë të mjaftueshme fizike me njerëzit më situata formale.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

25. **Besoj se gjuha trupore mund ta ndihmoj/dëmtoj komunikimin gjatë procesit edukativo-arsimor.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

26. **Jam i vetëdijshëm për komunikimin jo-verbal në klasë.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

27. **Studentët vërejnë më shumë: fjalët që i flet mësuesi, gjuhën trupore të arsimtarit, ose tonin e zërit që përdoret nga arsimtari.**

1=fjalët                      2= gjuhën trupore                      3=tonin e zërit

28. **Duhet t'i përkthej idetë në gjuhën Angleze sepse procesin e të menduarit e kam në gjuhën amëtare.**

1= Plotësisht pajtohem    2 = Pajtohem    3 = Neutral    4 = Nuk pajtohem    5 = Plotësisht nuk pajtohem

## Appendix 2

### Questioner for teachers

This study aims at exploring factors that are considered to be influencing communication process in ELT classroom and in general. Your participation with honest and as deep as possible answers will help us to study and to offer ways of to improve communication in classroom.

School Name\_\_\_\_\_ Experience\_\_\_\_\_ Gender\_\_\_\_\_

Age\_\_\_\_\_ City\_\_\_\_\_

**1. I use body language when I teach.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**2. Body language is linked to communication.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**3. I am conscious of your body language when working with children.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**4. I can improve my body language by working on it.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**5. Body language is important when we express positive/negative emotions.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**6. My body language matches the words I use.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**7. I believe body language could help/harm any given situation.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**8. Body language has to do with your students' achievement and motivation.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**9. Non-verbal communication is important in recognizing people's emotions.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**10. When talking to people I pay attention to their body language.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**11. My verbal and non-verbal messages complement each other.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**12. I prefer to maintain sufficient physical space with people in formal situation.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**13. I make eye contact with others while talking to others.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**14. While speaking I make involuntary movements like tapping feet, touching hair/nose.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**15. I use gestures to emphasize what I am saying.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**16. I maintain eye contact with the listener/s.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**17. I am careful about my postures while in formal conversation.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**18. I use a lot of hand gestures while talking to others.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**19. I choose what to wear at school to project a special message.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**20. I don't read nonverbal clues students send while in class.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**21. Classroom arrangement may help or hamper class communication.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**22. Communicating (conversing) in English is helpful for you to achieve success in teaching English.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**23. I believe a person can improve his/her oral communication skills and body language by proper training.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**24. People understand what I say.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**25. My accent and intonation varies depending what I want to say in English.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**26. My sentence construction in English is influenced by my mother tongue.**  
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**27. I speak at an average rate i.e. neither too slow nor too fast.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**28. While speaking I give a lot of audible pauses.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

**29. I have to repeat my sentence as people don't understand what I want to say.**

1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree

### Appendix 3 Classroom Observation Form

Instructor: \_\_\_\_\_

Course \_\_\_\_\_

Peer/Observer: \_\_\_\_\_

Date and Time \_\_\_\_\_

Classroom issues to be observed	Description/Comments
1. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
2. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
3. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
4. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
5. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	