# Verbal & Non-Verbal Intercultural Communication Styles Influence on Learning

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## 1.1 INTRODUCTION

Over the last few years, firms worldwide or businesses precisely have been going through an important turning point where they strive to recruit only the best of the best workers who can elevate the organization's level into a more competitive mode; generally those workers and employees are to have not only experience, but also a high level of fluency and confidence to prove themselves as employees who can "walk the walk and talk the talk". Nowadays, a business man can never be a successful business man and a politician can never be an influential politician unless they have good communication skills and fluency in speaking that are enough to convince masses which is why schools, universities and seminars take on their shoulders the responsibility to teach conversational strategies and help build up a more fluent and confident generation that's capable of mastering speeches. These very strategies have been the concern of many researches over the last decade as well. For non-native speakers, enrolling a foreign labor force or trying to do business within a foreign culture might be wanted to postpone professional assessments till one becomes fluent enough to dodge stereotypical opinions on unskillfulness (Molinsky, 2005). This means that employees must inevitably become fluent speakers especially in foreign languages (like English) to have a successful job.

Thus, if one desires to become fluent in some language, they are to follow conversational strategies to attract the attention of an audience as Branham and Pearce suggest in their research which discussed the benefit of the conversational frame in public dealing is a complicated and diverse metaphorical project thru which orators search for enacting or suggesting the repositioning of speaker-audience relationships (Branham & Pearce, 1996).

## 1.2 Statement of the Problem

This research was carried out to address main communication problems that language learners nowadays are facing and also to come up with solutions that may serve as a helping hand for both students and faculty on strategies that could help them learn or teach the English language more efficiently and productively.

## 1.3 Objectives of the Study

**Primary Objective:**

To address the main communication problem faced by language learners and to come up with a suitable solution to enhance communication skills.

**Secondary Objectives:**

· To understand communication skills and explain different types of communication strategies.
· To assess and evaluate current pedagogical strategies in classroom discussion.
· To know how different students and faculty reflect upon conversational strategies.
·  To evaluate the impact of variables like age, gender, curriculum and nationality on students' level of language acquisition.
· To study how formal communication and exposure to untraditional teaching methods   can help students gain fluency speaking and succeed in life.

## 1.4 Significance

The significance of this research is that it offers strategies that have been applied in reality and were seen as a success by experts and oth-er researches. Moreover, this research tries to give a reader a glimpse of some effective conversational strategies applied in The English Conversation Club of Abu Dhabi University which is devoted to offering students with hands-on public speaking experiences at competitions and in front of other students. At last, the researcher wishes to pinpoint that this research is dedicated to all students who are striving to master the English language and become better at speaking spontaneously and fluently. Likewise, it is an equally significant aim of this research to assess and evaluate the current education methods followed in universities by researching intensively on previous and new language teaching methodology, not to mention the fact that this research also attempts to help language teachers in finding the best and most successful way to offer their students with effective strategies.

## 1.5 Limitations of the Study

➤ The result of the study is based on assumption that all the information provided by the respondents is correct.
➤ Due to lack of awareness, educational background, and environmental factors, the respondents were unable to share their views.
➤ Most of the aspects were kept confidential and were not revealed.

## LITERATURE REVIEW

### 2.1 Importance

The student and the teacher benefit from a conversation when the communication is effective enough. Communication among teachers and students makes learning simple, helps student attain their objectives, elevates opportunities for better learning, builds better student-teacher relationship, and generates constructive experience (McKinley, n.d).  Classrooms have become more diverse now and the teachers must ensure that the curriculum and strategies they use reflect English Language Proficiency Standards. Thus, it has become vital for schools and universities to use better understanding programs, theories, principles, strategies, etc. to educate students (Reed & Railsback, 2003).

Only recently, the language text has started to focus on the strategies that the students have to adopt for various speech activities. Thus, the institutions curriculum should focus more on the performance of speech by providing the students with speakers of different age, rank , social status, etc. and train them in selecting different language delivery with them (Richards, 1982).

The significance of formal strategies in classrooms exposes students to situations they may face in their future jobs. Thus, the basic aim of communication interaction is to create a valued and approved conversation between the two parties and let students gain communicative competence over one another (Richards, 1982).

### 2.2 FUNCTIONS OF FORMAL STRATEGIES

Formal communication involves technical methods. Classrooms today are being developed in a way that helps students in learning the route of English language. Stephen Krashen (1982) developed a chain of hypothesis that focused on the effect of formal and informal environment on students learning English as second language and had discovered that students new to a foreign language require a monitor to watch the learning steps they take. Students are trained to integrate language according to the level of proficiency required in day-to-day life (Peregoy & Boyle).

## Teachers' role

The teacher's role is quite significant when it comes to second language teaching because the student learns most of his/her non-native linguistic skills in schools. Discussing that very matter, an article was conducted in the Indian VIT University where Chinese students were taught English language inside Indian classrooms, and their teacher had pinpointed a few strategies to help the foreign students learn the language:

Students shun theory-based learning and identify handy ways of gaining linguistic abilities. These methods could be put in action merely by an orientation of teacher-student learning. The combination presented a plan known as the "teaching-learning process". In conclusion, English is acknowledged globally as universal language and not a single formal event takes place without English. For that reason, developing new modern teaching methods and updating English language teaching systems is very important for language trainers and trainees (Devimeenakshi & Maheswari, 2012).

### 2.3 FUNCTIONS OF INFORMAL STARTEGIES

Informal strategies are unorganized, unsystematic, and sometimes even unintentional. According to Light Bown and Spada (2011), informal communication gets the students involved in learning the language through newspaper, radio, movies, personal communication with friends, etc. (Bahrani & SIM, 2012) . For Dewey (1938), informal communication was a key element in his theory of learning and experience. Dewey believed that adults tend to learn better with experience as this enhances their learning process (Lai, Wu, & Li, 2011).

### 3. METHODOLOGY

The survey instrument was developed by the researcher after an extensive review of literature and scales used in different educational backgrounds guided by the theoretical base of the study. This instrument was sent to experts and was improved in the light of the feedback from these experts. A pilot study was conducted to establish its internal consistency and reliability.

This chapter contains analysis of the survey used to obtain information regarding linguistics interaction among ADU students in Al Ain branch as well as the results and conclusions derived from it. The study was conducted as an exploratory sampling survey method to collect primary data.

### 3.1.1 PRIMARY DATA

It is original source from which all the researchers directly collect data that have not been previously collected. Primary data have been collected by informal interview with female students using questionnaire.

### 3.1.2 SECONDARY DATA

The secondary data has been obtained from magazines, research books and internet.

### 3.2 SAMPLING TECHNIQUES

Simple Random Sampling was used to choose the sample.

### 3.3 SAMPLE SIZE

124 Female students were chosen as sample to collect the primary data.

### 3.4 TOOLS FOR ANALYSIS

The data were analyzed via SPSS 20.0 for Windows. Descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents.

Parametric statistics like ANOVA and t-test pair-wise comparison were conducted to analyze any differences between demographic variables.

### 4. DATA ANALYSIS

**Table 4.1: Characteristics of participants participated in the survey**

| Age | Frequency | Per cent |
|---|---|---|
| Below 20 | 41 | 33.1 |
| 20-30 | 75 | 60.5 |
| 31-40 | 5 | 4.0 |
| Above 40 | 3 | 2.4 |
| Gender | Frequency | Per cent |
| Female | 124 | 100.0 |
| Curriculum | Frequency | Per cent |
| Foreign | 71 | 57.3 |
| Arabic | 53 | 42.7 |

**Table 4.2: Reliability variables considered**

| Variables | Cronbach's Alpha | No. of Items |
|---|---|---|
| Formal and informal strategies | 0.615 | 7 |
| Traditional and untraditional strategies | 0.627 | 7 |
| Learning objectives | 0.802 | 3 |

**Table 4.3: The Summary Measures**

| Statistics | Formal and informal strategies | Traditional and untraditional strategies | Learning objectives |
|---|---|---|---|
| Mean | 24.67 | 25.75 | 12.91 |
| Mode | 25.00 | 26.00 | 15.00 |
| Median | 25.00 | 26.00 | 13.00 |
| Variance | 13.43 | 16.06 | 5.06 |
| Std. Deviation | 3.66 | 4.01 | 2.25 |
| Minimum | 14.00 | 9.00 | 3.00 |
| Maximum | 35.00 | 32.00 | 15.00 |
| Range | 21.00 | 23.00 | 12.00 |
| Skewness | -.309 | -.847 | -1.444 |
| Kurtosis | .503 | 1.589 | 2.756 |

One of the objectives of the study was to determine the level of Formal and informal strategies among the students.

**Table 4.4: Mean, SD, Mean % Score and Z value for Challenges associated with Formal and informal strategies**

| Variable | Mean | SD | Max Score | Mean % Score | Z | P |
|---|---|---|---|---|---|---|
| Formal and informal strategies | 24.67 | 3.66 | 35 | 70.48% | -4.804 | 0.999 |

From Table 4.4 the mean % score of level of Formal and informal strategies among the students are 70.48% which shows that the Challenges associated with level of Formal and an informal strategy among the students is medium. To test whether the sample information that we observe in the above tables holds for the population or level of Formal and informal strategies among the students are high or medium, we formulate the following hypothesis.

$H_0$: Mean score of level of Formal and informal strategies among the students are 26.25 (75% of the maximum score of 35) is put to test against the alternative hypothesis

$H_1$: Mean score of level of Formal and informal strategies among the students are greater than 26.25.

**Table 4.5: Mean, SD, Mean % Score and Z value for Traditional and untraditional strategies**

| Variable | Mean | SD | Max Score | Mean % Score | Z | P |
|---|---|---|---|---|---|---|
| Traditional and untraditional strategies | 25.75 | 4.01 | 35 | 73.57% | -1.389 | 0.916 |

From Table 4.5, the mean % score of level of Traditional and untraditional strategies among the students is 73.57% which shows that the level of Traditional and untraditional strategies among the students is medium. To test whether the sample information that we observe in the above tables holds for the population or level of Traditional and untraditional strategies among the students among the students are high or medium, we formulate the following hypothesis.

$H_0$: Mean score of level of Traditional and untraditional strategies among the students is 26.25 (75% of the maximum score of 35) is put to test against the alternative hypothesis

$H_1$: Mean score of level of Traditional and untraditional strategies among the students is greater than 26.25.

From the table the calculated value of 'Z' is -1.389 which is found to be less than the tabulated value of 1.645 so the test is not significant. Since the test is found to be not significant we can conclude that Traditional and untraditional strategies among the students is medium.

**Table 4.6: Mean, SD, Mean % Score and Z value for Learning objectives of students**

| Variable | Mean | SD | Max Score | Mean % Score | Z | P |
|---|---|---|---|---|---|---|
| Learning objectives | 12.91 | 2.25 | 15 | 86.08% | 8.226 | <0.001 |

From the Table 4.6, the mean % score of level of learning objectives of students is 86.08% which shows that the level of learning objectives of students is high. To test whether the Learning objectives of students is high or not, we formulate the following hypothesis.

$H_0$: The mean level of Learning objectives of students is 11.25 (75% of the maximum score of 15) is put to test against the alternative hypothesis

$H_1$: The mean learning objectives of students is greater than 11.25.

The result of the Z test exhibited in Table 4.6 gives that the test is significant. So we conclude that learning objectives of students is high.

**Table 4.7: Means and Standard Deviations and Z –value Comparing to Curriculum**

| Variable | Curriculum | Mean | SD | Z | P |
|---|---|---|---|---|---|
| Formal and informal strategies | Foreign | 24.7746 | 3.97563 | 0.369 | 0.713 |
| | Arabic | 24.5283 | 3.23207 | | |
| Traditional and untraditional strategies | Foreign | 25.5070 | 3.88724 | -0.780 | 0.437 |
| | Arabic | 26.0755 | 4.17801 | | |
| Learning objectives | Foreign | 12.7887 | 2.19685 | -0.701 | 0.485 |
| | Arabic | 13.0755 | 2.32750 | | |

As seen in Table 4.7, there were no significant differences between students having their formal education in English medium and Arabic medium of Formal and informal strategies, Traditional and untraditional strategies and Learning objectives for the students.

A one-way between-groups analysis of variance was conducted to explore the impact of age on of Formal and informal strategies, Traditional and untraditional strategies and Learning objectives of the students. The results are exhibited in Table 8. From Table 8 we can observe that no variables are significant.

**Table 4.8: Means and Standard Deviations and F–value Comparing to Age**

| Variable | Age | Mean | SD | F | P |
|---|---|---|---|---|---|
| Formal and informal strategies | Less than 20 years | 24.07 | 3.92 | 1.151 | .331 |
| | 20-30 years | 25.01 | 3.38 | | |
| | 31-40 years | 23.20 | 3.27 | | |
| | 40 years and above | 26.67 | 7.23 | | |
| Traditional and untraditional strategies | Less than 20 years | 26.00 | 3.87 | .497 | .685 |
| | 20-30 years | 25.59 | 4.19 | | |
| | 31-40 years | 24.80 | 3.03 | | |
| | 40 years and above | 28.00 | 2.65 | | |
| Learning objectives | Less than 20 years | 13.05 | 2.13 | .185 | .906 |
| | 20-30 years | 12.85 | 2.33 | | |
| | 31-40 years | 12.40 | 2.70 | | |
| | 40 years and above | 13.33 | 1.53 | | |

In the following table we give the no and percentage of respondents who opt the 5 choices

**Table 4.9: Frequency and its percentage (in bracket) of the respondents**

| Statements | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **Formal and informal strategies** | | | | | |
| 1. I often try to communicate with myself before I speak to a teacher | 34(27.4) | 55(44.4) | 16(12.9) | 14(11.3) | 5(4.0) |
| 2. I rarely speak to my teacher or the staff in my university as I lack enough vocabulary | 6(4.8) | 38(30.6) | 23(18.5) | 29(23.4) | 28(22.6) |
| 3. I do not talk to my teachers the same way I talk to my friends. | 49(39.5) | 45(36.3) | 12(9.7) | 10(8.1) | 8(6.5) |
| 4. I use slangs such as 'yeah' with whoever I talk to as it comes to me naturally | 30(24.2) | 45(36.3) | 25(20.2) | 17(13.7) | 7(5.6) |
| 5. I participate freely in class discussions. | 27(21.8) | 51(41.1) | 35(28.2) | 8(6.5) | 3(2.4) |
| 6. There are not many pair and group activities in my English classes | 9(7.3) | 43(34.7) | 31(25.0) | 32(25.8) | 9(7.3) |
| 7. I like being shown video clips in my English classes | 32(25.8) | 52(41.9) | 26(21.0) | 10(8.1) | 4(3.2) |
| **Traditional and untraditional strategies** | | | | | |
| 8. I interact face to face with my non-Arab friends so as to develop my fluency in English prefer traditional ways when it comes to studying a languageprefer traditional ways when it comes to studying a languageprefer traditional ways when it comes to studying a languageprefer traditional ways when it comes to studying a languageprefer traditional ways when it comes to studying a langua. I interact face to face with non-arab friends | 19(15.3) | 49(39.5) | 34(27.4) | 15(12.1) | 7(5.6) |

| | | | | | |
|---|---|---|---|---|---|
| 9. I find my teacher's lectures to be the most convenient environment for studying English.Studying in a class environment is the most convenient for acquiring languagesI find my teacher lectures is most convenient environment for studying English | 25(20.2) | 49(39.5) | 31(25.0) | 14(11.3) | 5(4.0) |
| 10. Getting a tutor is the most efficient way to learning English. | 12(9.7) | 41(33.1) | 37(29.8) | 21(16.9) | 13(10.5) |
| 11. believe that studying on my own is most productive and can help me acquire more linguistic abilities than other traditional waysI'd rather study on my own | 36(29.0) | 55(44.4) | 21(16.9) | 7(5.6) | 5(4.0) |
| 12. I believe that online study environments are the most helpful of all. | 27(21.8) | 38(30.6) | 34(27.4) | 20(16.1) | 5(4.0) |
| 13. If I befriend a native speaker I am sure to learn English much faster. | 36(29.0) | 62(50.0) | 18(14.5) | 5(4.0) | 3(2.4) |
| 14. I like going to the English Conversation Club or participate in such extracurricular activities. | 48(38.7) | 54(43.5) | 17(13.7) | 3(2.4) | 2(1.6) |
| Learning objectives | | | | | |
| 15. I am sure of a job with good fluency in English. | 61(49.2) | 50(40.3) | 8(6.5) | 4(3.2) | 1(.8) |
| 16. I can easily express my thoughts and ideas if I am fluent in English | 59(47.6) | 44(35.5) | 13(10.5) | 5(4.0) | 3(2.4) |
| 17. To be in international market, it is necessary to be able to speak in English. | 69(55.6) | 38(30.6) | 10(8.1) | 6(4.8) | 1(.8) |

## FINDINGS AND DISCUSSION

As solutions to having more effective conversations, we suggest that teachers should emphasize on encouraging students to engage in class discussions while working on enhancing communication skills by offering the students' chances to speak out in public or in front of other fellow students and give presentations about class related issues or just assessing days for them to deliver a lecture instead of the teacher. And so given that students are found to learn best when engaged in group activities, it is most helpful if students were placed in groups where they can co-operate and help each other cover material given in class together since it could help elevate the students' speaking and conversing skills to higher levels.

Thus, students are to be given chances to voice themselves and just speak out their minds. which is why we suggest that lecturers are to be friendly and encouraging to students to speak in class and express their opinions on class material which would be quite the best way for them to both grasp the essence of lessons provided at class and build up their personality in speaking. Moreover, it would be of great help to students if they were given extracurricular activities that encourage them to prepare for public speeches where they can practice their speaking skills and body language out in public to boost their confidence as public speakers and help them learn critical strategies and techniques for enforcing their conversational strategies. A very good example here is "The English Conversation Club" hosted by Abu Dhabi University at Al Ain campus which applies those above mentioned techniques by arranging various competitions and events where students could do their own presentations deliver speeches or even go through fierce one-on-one or group-to-group debates with their fellow students.

## CONCLUSION

We recommend schools and universities to indulge communication more into the curriculum; matter of fact, it would be absolutely helpful if they would make it into a mandatory subject itself, for it is completely important to stress on that very subject.

We encourage students to seize every single chance they get to speak out in front of a crowd, be it a small friendly one or a big intimidating one; everything and anything could represent the perfect practice they need to have an amazing speaking and presenting confidence. Many people are affected by the fear of speaking in public; "gluing them to their chairs and hog-tying them to the status quo", regardless of how unsatisfactory their employment status or current situation would be. performer George Jessel has stated, "The human brain starts working the moment you're born and never stops until you stand up to speak in public." Even though you may believe that you can never do what those intelligent, inspiring speakers do, you can learn enough about public speaking to un tether the ropes that tied you down. Nevertheless, due to dread, we regularly escape learning chances, selecting to flee instead of facing the challenge (McCabe, 2006).

Finally, we plead that students should be given more chances to express their individuality and speak up their hearts by engaging them in competitions that requires them to deliver speeches as well as providing them with equally significant rewards as a motivation. We also suggest that proper training on public speaking should be offered in educational institutes as well as work environment.

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