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Verbal and Non-verbal Means of Communication in Teaching Foreign Language

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Abstract

Teaching foreign languages takes one of the most important places in educational process in Kazakhstan. Nowadays learning foreign language in higher educational institutions is connected with educational aims and wide range of business and cultural communication with foreign countries. Communication in foreign language using appropriate style in definite fields or various situations may vary according to the time and may be considered as an *object* in scientific project. It is necessary to mention that results of such research are extremely important for development of relations, effectiveness of communication, and achievement of communication goals in professional activity by modern learners. The *purpose* of study is the selection of educational materials and using them in teaching foreign language, taking into account verbal and non-verbal communicative means which have effect on communication process. *Methods* used in this study are studying psychological basis of the processes which take place in foreign language communication; eliciting methodically relevant similarities and differences in verbal and non-verbal means of native and foreign languages. Our study has found out that it is very important to create new behavioral ways and eliminate discrepancy of existing behavioral norms by using elicited methodically relevant similarities and differences in verbal and non-verbal means in native and foreign languages. We have been selecting verbal and non-verbal communication means. Then we contrasted them in different situations using various types of means in dialogues and monologues performed by students of our university. We have divided students into two groups: treatment and control. In the result of practical study, the researchers could found out that students who are less aware of using and expressing communication means, make more common mistakes in speech or can even offend other speaker unwillingly. This study could be used in development of communicative competences by using non-verbal means. It will help people to avoid the situations like culture clash or misunderstanding between specific cultural behaviour. Scientific outcomes are good practical examples for teaching foreign language in linguistic institutions.

Keywords: Development of communicative competence; ; Higher educational institutions; Teaching foreign language; Verbal and non-verbal communication mean

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1. Introduction

Foreign language teaching takes the most important place in the educational process of Kazakhstan. Nowadays, problem of foreign language teaching in tertiary education relates not only to solution of teaching objectives, but also with wide development of business and cultural relations of the country with foreign countries.

Communication in foreign language using appropriate style in definite fields or various situations may vary according to the time and may be considered as an *object* in scientific project. It is necessary to mention that results of such research are extremely important for development of relations, effectiveness of communication, and achievement of communication goals in professional activity by modern learners. **Topicality** of present issue is related to the results of similar research, which are very important for the development of relations, efficiency of contacts and for achievement of communication purposes during execution of future professional activity by present students.

Foreign preparation of students should be oriented on formation of communicative competence on studied language. To develop skill of correct usage and perception of linguistic styles and means, strengthening communication efficiency, is very important during formation of foreign language skills in these conditions together with issues, which are traditionally important in methods of foreign language training. **Subject** of the work of the researchers is verbal and non-verbal means during foreign language training in higher education institution. **Purpose** of present work is selection of educational material for usage on lessons taking into account verbal and non-verbal means, influencing on efficiency of communication process.

Tasks, leading to achievement of present purpose, according to our opinion, are: consideration of psychological basis of processes, taking place during foreign communication; detection of methodically relevant similarities and differences in non-verbal and verbal means of native and foreign languages.

Consideration of psychological basis of processes of perception, reproduction and understanding of oral foreign speech, which were completely researched in works of Leontyev (1975). It is necessary for the development of communicative competence and revealing of mechanisms of its formation. Multi-level system of organization of perception and implementation, and interaction and interrelation of these acts are indicated in psycholinguistics (Maslyko, Babinskaja & Bud'ko, 1996).

Taking into account data, presented in works of Leontyev (1975) about single psychological nature of semantic and associative characteristics of linguistic means, it is arguable that associative characteristics of linguistic means impact on efficiency of communication process. Usage of verbal and non-verbal means strength literal perception and reproduction of linguistic units of foreign language during foreign communication. Communication is possible in the presence of ability to percept, understand and reproduce foreign speech (Dem'janenko, Lazarenko & Mel'nik, 1984). Adequacy of perception and reproduction of sound units determines level of speech understanding and speaking on foreign language.

Creation of new behavioural methods and removal of non-conformity of existing behavioural methods by means of usage of detected methodically relevant similarities and differences in non-verbal means of native and foreign languages is important for optimisation of the process for foreign language training. Their detection can be implemented, attaching to the researchers' work four steps of dia-lingual analysis, which were emphasised by Karlinskiy (1990), stipulating execution of certain research procedures. In accordance with this, they should make two following research procedures among four in the work: to describe means of studies and native languages in similar terms from single theoretical positions. To execute overlapping of verbal and non-verbal means of studied and Kazakh languages for allocation of their usage by second step of dia-lingual analysis. It is necessary to detect within the frameworks of present issue what is necessary to consider as segment unit during

communication. According to our opinion, retort in dialogue and sentence in monologue in both considered languages – in studied and native languages can be considered within the framework of present work.

Reception of new contents of linguistic sign is possible during the whole life of people (Potapova, Lindner, 1991). The older man, the more efficient can be used knowledge. Student's communication competence is acquired during its individual development, during which communication is necessary, and depends on its individual skills to perception and reproduction of foreign speech, on level of social importance of studied language. So, communication competence is acquired by means of communication and during communication. In spite of this, present long-term communication on foreign language, even in natural terms of mastering, does not lead to language acquisition without accent (Grotjahn, 1998). It means, that during acquisition of foreign language, not by means of classroom training, it can be dominant language relative to native language only in that period, when socialization on native language was not completed, and only without special training you can reckon on correct perception and reproduction on level of native speakers during speaking on foreign language (Grotjahn, 1998). Consequently, during development of communicative competence it is necessary to add information, resulting from distinguishing functional characteristics of verbal and non-verbal means of foreign language, enlarging declarative knowledge of student, to existing knowledge in the area of foreign language. Analysis of textbooks and guidance manuals for non-language specialties in higher education institutions had shown that they do not contain enough material for usage of non-verbal means during speaking training.

In Ozhegov dictionary meaning of word "verbal" is explained by means of concept of verbal note – diplomatic note without signature, in the nature of oral statement (Grotjahn, 1998).

For consideration of verbal and non-verbal means we present them in contradiction.

There are following sub-divisions in modern explanation of present means:

Verbal means: any social active activity of people: writing of letter or creation of poster, telephoning, discussion, for example, on lesson, chat. Examples: reports, face-to-face discussions, voice message, television, radio, books, recorded on dictaphone, seminars and video. And it is considered that speakers, using body language, also use form of verbal communication. In restricted meaning verbal communication also includes written speech: letters, faxes, emails, books, newspapers, magazines, articles, notes, announcements. There is sufficient difference between oral and written communication in certain areas, for example, laws. Additional means for strengthened expression of verbal communication are strain, pronouncing, pauses, volume, stress, words selection.

Non-verbal communication: gestures, noise, body language, actions without usage of speech. For example: smile, blink. Categories of non-verbal communication: 1) aesthetic, 2) physical, 3) signs, 4) symbols.

1. Creative expressions (art) are typical for aesthetic non-verbal communication: music, theatre, pictures, sculpture, and ballet. Even in opera there are words, and also facial expressions, costumes, gestures, poise.
2. Physical: personalised communication – smile, blink, touch, smell, gesture, body movements. They can be used together with oral speech.
3. Signs: more mechanical type of communication: code flags or light, headlights, fireworks, sound the horn, buzzer, airport information desk.
4. Symbols of communication: are used because of religious or personal status, and also for determination of self-respect. For example: jewellery, cars, cloths, social status, financial means, influence or religion.

Characteristics of cultural nature for non-verbal means: “crossing of arms”, “crossing of foots”, handgrip, pat of back and so on, for example, “to stand side by side” means cooperation, “to stand face to face” means competition.

During development of tasks it is necessary to get acquainted with information about verbal and non-verbal means, their peculiarities and differences in native and studied foreign language.

Examples of tasks for checking the authenticity of received results:

Dialogue 1: between students with usage of small quantity of non-verbal means (fixed quantity of pair of students, using present kind).

Dialogue 2: between students with usage if large quantity of non-verbal means (fixed quantity of pair of students, using present kind).

Monologue 1: of student with usage of non-verbal communication of aesthetic nature (fixed quantity of pair of students, using present kind).

Monologue 2: of student with usage of non-verbal communication of sign category (fixed quantity of pair of students, using present kind).

Suggested development on development of communicative competence with usage of non-verbal means and received scientific and practical results can be used in linguistic higher education institutions during foreign language training.

The researchers have selected two groups of 30 students. Half of them were determined as a treatment group. The group in which students knew what and how to use communication means. The second half was supposed to work without any given material. They were called control group. The topics of discussions were chosen by students randomly. They were mentioned above. The results are given in proportion.

Table 1. The usage of non-verbal communication means by students in dialogues

Categories of non-verbal communication	Treatment group %	Control group %
Creative expressions	95	80
Physical	98	90
Signs	95	75
Symbols of communication	98	80

Table 2. The usage of non-verbal communication means by students in monologues

Categories of non-verbal communication	Treatment group %	Control group %
Creative expressions	86	75
Physical	80	80
Signs	95	70
Symbols of communication	92	73

The proportion shows that students in the treatment group, having been aware what and how to use communicative means, succeed more than those who were not given any information about the

means. While presenting monologues students became shy and less confident; that is why the proportion of expressing the means went down.

It can be concluded that the usage of communicative means by students is important when they study and travel abroad because art of communication demands being not only friendly, communicative and careful; but also competent, smart and confident in their actions while communication.

Fulfillment of the research does not pretend on comprehensive solving of problem of formation of communicative competence with usage of non-verbal means. In theoretical plan research perspectives are stipulated by the variety of ways and approaches in consideration of problem of formation of communicative competence. Perspectives on practical level are seen in creation of development of model for formation of communicative competence with usage of non-verbal means.

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