

## Significance of PLEA for Positive Academic Results Amongst ESOL Students in Northern Border University, Arar, Saudi Arabia

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### ABSTRACT

The ESOL pedagogy professionals are always attentive in finding new and successful ways to answer the question- how to teach the English language successfully to students, especially EFL/ESL students. Wright and Bolitho (1993) differentiate Language Awareness from 'knowledge about language,' which involves the knowledge about phonology, grammar, and lexis, but it involves Instructors 'talking about language'; it stimulates and encourages to evolve perceptions and beliefs and helps instructors become independent and competent language explorers. Countless theories have developed from so numerous decades to support the language explorers who continuously try to understand the attitude and mindset of learning new languages. Present research contains interpretive, disciplinary, and multidisciplinary perspectives on teaching ESOL and explores new ways to use the "Minimum Required Paralinguistic Competency" in the language classroom of Northern Border University, Saudi Arabia. Paralinguistic Eloquence and Awareness (PLEA) have been used by the researcher as a tool to teach ESOL. The present research also tries to find the relevance and use of the paralinguistic studies towards creating an everlasting bond between the ESOL Students/Learners and ESOL Instructors/Teachers of Northern Border University. Paralinguistically, eloquent Language Instructors, are favourable and more result-oriented among most of the ESOL learners. Data was collected by conducting the particular and typical surveys more than once a year. The research findings indicate that there is a statistically significant score for paralinguistic features in ESOL pedagogy. The awareness of required paralinguistic competence progressively leads to paralinguistic proficiency in an ESOL classroom, and the Instructor gains the attention of the ESOL learners. The Data Analysis findings also prove to be a base for an effective scheme in being successful from a TESOL academic perspective in maximum English language courses in the Northern Border University, Kingdom of Saudi Arabia.

**Keywords:** ESOL, PLEA, EFL

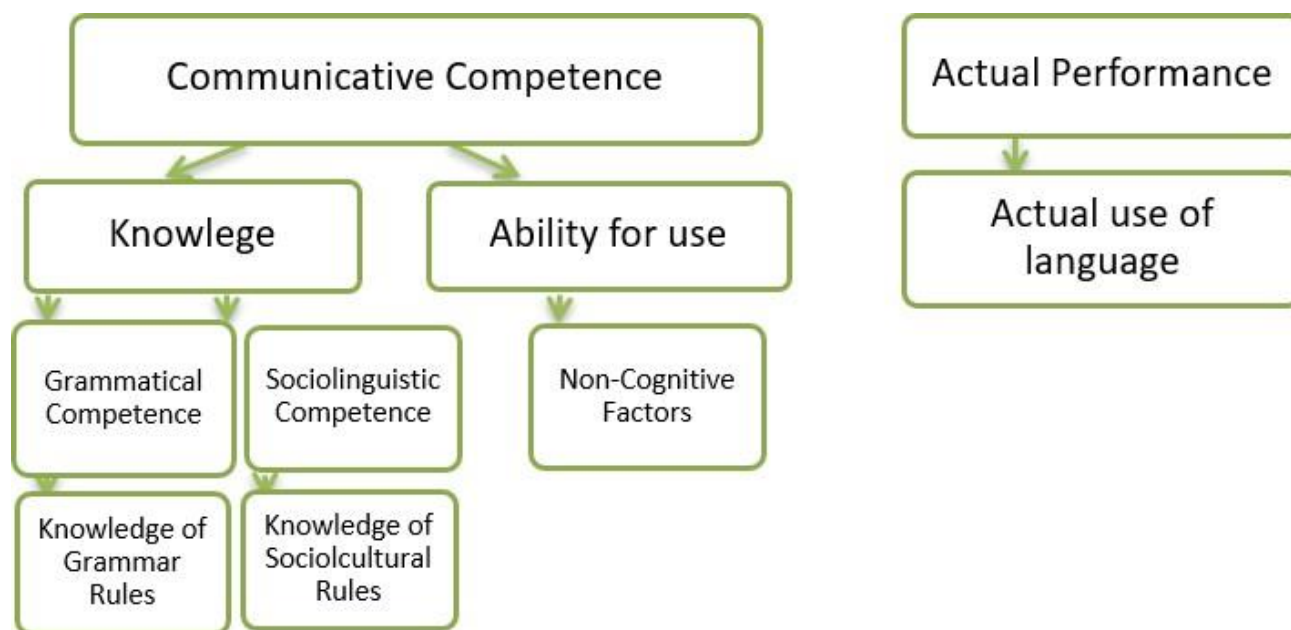
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### I. INTRODUCTION

This research highlights the impact an ESOL (English for Speakers of Other Languages) Instructor can create in any classroom if they use paralinguistic along with linguistic proficiency during the TESOL session to uncover the ways in the inclusion of paralinguistic features in triumphant Paralinguistic Eloquence. Paralinguistic Eloquence and Awareness (PLEA) must be used to avoid malfunctions during ESOL classroom sessions. Results show a considerable and positive

impression regarding instructor-oriented PLEA in the ESOL instructional process.

Deeming the study results, ESOL learners are significantly confident and progressive than the Instructors because of the very detailed use of paralinguistic features by the language instructors, making them significantly more active in learning all four integrated skills of the English language mainly: Speaking and Listening. Regrettably, in the past, understanding the difference and synergy of these two forms of communication, that is,



*Figure 1: Hymes' Model of Communicative Competence*

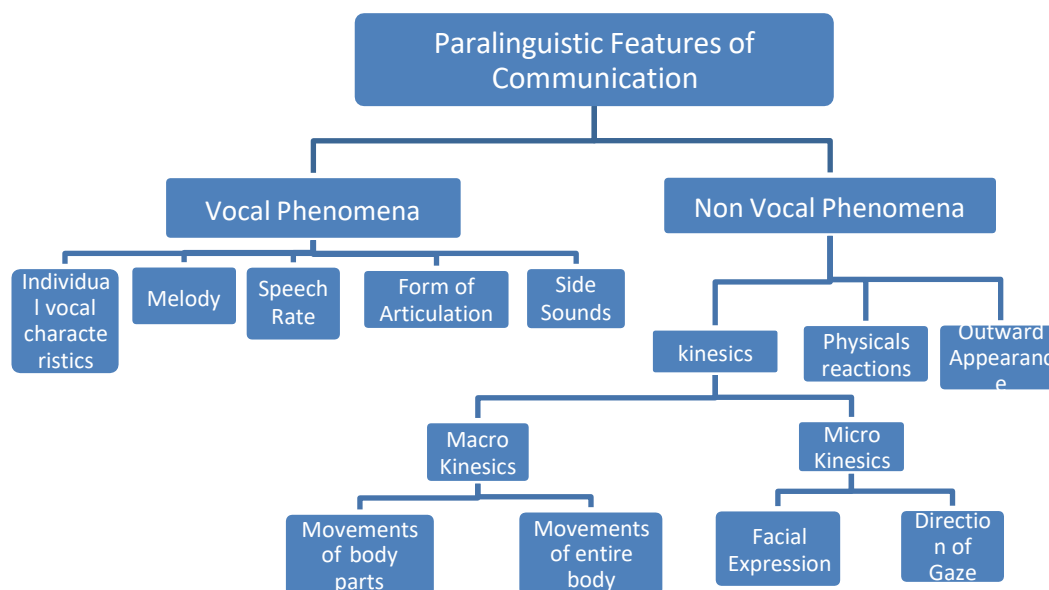
linguistic and paralinguistic, is much lesser recognized than its substantial impact in the

ESOL pedagogical environment. Every word, every sentence, and every form of communication involves: subtle body movements, facial expressions, change in the pace of breathing, pauses taken in between sentences, degrees in which things are emphasized, and the distance in between the Instructor, Learners, and other Artefacts during an ESOL lecture or ESOL communication (Polat, Gregersen, & MacIntyre, 2019).

Communicative competence in discussions of second/foreign language proficiency dates from the early 1970s. Given the prevailing theories in linguistics and psychology upon which audiolingual recommendations for classroom methods and materials were based upon, communicative competence proposals as a guide for the teaching and evaluation of learners proved nothing short of a revolutionary beginning for language instruction (Savignon, 2018). Communication is a process of sending and receiving information in a linguistic or non-linguistic manner; here is where paralinguistic communication takes place (Daly & Sharma, 2018). Linguistic communication turns out to be deficient when lacking PLEA; the model of communicative competence shows the significance of many

essential features of language use in an ESOL instructive environment, which includes; knowledge of linguistic and paralinguistic strategies to compensate for any language deficiencies (Sekiziyivu & Mugimu, 2017).

Hymes asserts that language is not a separate entity but used as means of social communication within the society. Linguistic communication is when two or more people use their vocal organs to transfer messages, whereas, in paralinguistic communication, messages are conveyed between different persons without the use of words. It can be any other way of communication; May it be American Sign Language (ASL), usage of facial expressions, or using body movements. If the words are not used yet, paralinguistic communication generally occurs along with linguistic communications (Albert & Nelson, 1993). PLEA- Paralinguistic Eloquence and Awareness is a derivative of linguistic- paralinguistic mergers during a communication. It is a fluent, effortless, and persuasive paralinguistic feature and an affective immediacy of an ESOL Instructor (Onal, 2019; Ford, Cramer, & Owens, 1977). The following figure shows the systematic overview of paralinguistic features of communication (Argyle, 1972; Ekman & Friesen, 1969; Crystal, 1974; Poyatos, 1983)



**Figure 2: Components of Paralinguistic Features of Communication**

Observing such phenomena in the ESOL setting plays an essential role in the interpretation of the meaning. These cues may have an emotive function, conative function, and phatic function, a function as illustrators of verbal communication and function as symbols with a binding lexical. ESOL Paralinguistic refers to the study of nonverbal or paralinguistic features of an ESOL classroom communication (Gholamshahi & Pazhakh; MacDonald, Badger, & White, 1999; Liontas, 2015; Andrew, 2016; Maolida, 2013). The micro and macro movements (other than verbal) of a Language Instructor are paralinguistic in nature and are as important for communication as any of the linguistic elements themselves.

It is important to study PLEA's utility (Paralinguistic Eloquence and Awareness) while TESOL (Teaching English to the Speakers of Other Languages). The existence of different paralinguistic features in conversation makes EFL/ESL students comprehend the English language rather than memorize the language spoken by native speakers. They also proved to be non-destructive elements in conversation (Shams & Elsaadany, 2008).

The Language Instructors' pledged obligation is to comprehend how they execute certain and various Paralinguistic features in an ESOL classroom. PLEA can facilitate the Instructors in the adoption of suitable and necessary academic elements in their classrooms. While utilizing a PLEA for effective teaching in the

Language Classroom, the Communicative Language teaching approach cannot be ignored. Paralinguistics is an important social and cultural cue in spoken English. It may help the listener recognize many aspects about the speaker and of the subject even if the content of the speech is incomprehensible.

#### **A. Paralinguistic Feature**

It is a distinctive attribute or aspect of paralinguistics, a typical quality or an important part of the non-verbal behavior of an ESOL Instructor and ESOL learner. Paralinguistic features are Kinesics, Proxemics, Oculistics, Vocalics, Chronemics, Haptics, Olfactics, and, Artifacts. To be precise, it is a typical quality or an important part of the paralinguistic immediacy of an ESOL Instructor and ESOL learner (Beeman, 2019).

#### **B. Paralinguistic Immediacy**

It is definitely an elemental characteristic of TESOL. It emerges to be an approach by which comprehensible input can be provided to ESOL learners. Although the comparative effectiveness of verbal adjustments was considered expansively, it is necessary to realize the parameters of paralinguistic eloquence in an ESOL classroom, its form and nature as input, its functionality in learner's output, and uptake of the ESOL. Without a doubt, ESOL learners would also benefit from an awareness of the role paralinguistic features play in meaning-making (McCafferty, 2002).

### C. Paralinguistic Variables

Paralinguistic immediacy subsists in a straight-line fraction with numerous paralinguistic variables in unison. Paralinguistic immediacy; communication may include any change expressed within a pattern that can be related to other information. Montano (2006) educated us about a list of paralinguistic elements that fluctuate in our day-to-day communication; the following are some of the main ones, which are applicable in ESOL pedagogy:

- Volume
- Variation of Volume
- Duration of one volume
- Vocal Nuance
- Intonation Proximity
- Environmental context during Proximity
- Vocalized Sounds
- Gestures
- Facial expressions
- Pause
- Dress
- Meaning of color
- Pause
- Objects within the cultural lexicon
- Physical Variables
- Posture
- Sequence
- Duration
- Context of Posture
- Syntax time relationships

### D. Paralinguistic Indicator

It facilitates ESOL instructors to communicate with their students and understand the signals. The following are some of the Paralinguistic Indicators representing the synchronization of speech and paralinguistic exposition of an ESOL instructor and concerned ESOL learners. CLEM (Conjugate Lateral Eye Movement), DEC (Direct Eye Contact), OPG (Open Palm Gesture) are some of the examples of Paralinguistic indicators.

### E. Paralinguistic Attitude

Paralinguistic attitude has a significant impact in the ESOL setting. A positive Paralinguistic attitude is not merely a decoration but a mandatory aspect, which will genuinely improve the classroom environment and augment communicative competence. LIs who are aware of the paralinguistic nature of communication, i.e., Kinesics, proxemics, and paralanguage, should be

better ESOL Instructors (Pennycook, 1985).

### F. Paralinguistic Exposition

The exposition of paralanguage plays a vital role in conveying the meaning; nodding head, shaking hands, thumbs up, eye movement all have a different meaning in different cultures. For example, pointing the index finger is a sign of disgrace and harshness in some cultures.

### G. Paralinguistic Eloquence in ESOL classroom

Specific paralinguistic signals like physical contact, physical closeness, posture, the setting of the lip, patterns of looking or observing, facial expressions, gestures, etc., might be differentiated by listening. Via paralinguistic signals clubbed with a spoken message or its essence, the message can be enhanced. It can also assist ESOL learners in realizing and cracking the message of spoken dialects instead of the typical memorized language. Useful paralinguistic aspects are superior methods to nurture engagement with ESOL Learners. It is recommended that using the correct words at the beginning of an interpretation is crucial. Inaccurate body gestures and voice, tone or gesture, may provide misinterpretation in interaction. To teach ESOL, there is no flawless technique; however, with the use of proper Paralinguistic competence, followed by paralinguistic proficiency, ESOL Paralinguistics has an element that can be called PLEA (Paralinguistic Eloquence and Awareness), or PELeq and can be approved as the best tool to teach ESOL

## II. OBJECTIVES

1. To confirm the impact of PLEA-Paralinguistic eloquence and Awareness in a TESOL environment.
2. To find the major Paralinguistic features involved in an ESOL classroom
3. To confirm the presence of a distinctive attribute in a paralinguistic Eloquence and Awareness of an ESOL Instructor.
4. To prove the significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently.

### III. HYPOTHESIS

**H<sub>0</sub>:** There is a significant impact of PLEA-Paralinguistic Eloquence and Awareness clubbed with Verbal communication to deliver ESOL lessons efficiently

**Vs.**

**H<sub>1</sub>:** There is no significant impact of PLEA-Paralinguistic Eloquence and Awareness clubbed with Verbal communication to deliver ESOL lessons efficiently

### IV. LITERATURE REVIEW

Instances are when both Linguistic and Paralinguistic eloquence are used together and even when paralinguistic eloquence is deemed to be better than the linguistic one, like nodding the head to say yes instead of saying yes and nodding the head simultaneously. Therefore, it is important for ESOL instructors to understand how to use paralinguistic features in their way of instruction and lead to a better way of communication with students (Tai & Khabbabashi, 2019). There must be a reason why paralinguistic learning is given importance when the same can be achieved by linguistic instruction.

However, it has been found that linguistic communication only triggers the referential states, while paralinguistic communication triggers the emotional states, and using both linguistic and paralinguistic communication has proved to increase the attention span and interest of the enrolled students. It is true that when people want to express something, it is seen not just by the meaning of what they say but also by how they express their statement. The way a person conveys a message shows the emotion behind those words. The segmented phonetic units presented in human speech help us understand each word's difference in a sentence, but it is the PLEA that gets transmitted through changes and modifications like kinaesthetic and vocalic modifications that helps in understanding student issues in an ESOL environment. (Davis & Vincent, 2019).

To demonstrate the importance of acquiring PLEA in ESOL teaching, we must take the case of a study about stress Faced by Students (Hilliard, 2019); the study conveyed that kinaesthetically oriented students face stress if they are asked to look and listen for longer periods. They feel the need to use their bodies to move around and do things rather

than sit at a particular place without any kind of change. The language can be differentiated between the spoken words, the meaning they convey, and the other similar communicative features, which are termed as paralinguage. Some actions are critical in nature and help the learners to enhance their speech and conversation by the same usage. It helps to explain all the regulatory functions of paralinguage (Hammer, et al., 2014).

There is a need to focus on the microanalytic perspective on speech and PLEA that an Instructor of the English language uses as a second language in order to hone their development. There was a transcription carried out of the videotaped excerpts of the grammar course in order to focus on the speech, PLEA, and other behaviours that come with the vocabulary (Brisk & Kaveh, 2019). The PLEA (Paralinguistic Eloquence and Awareness) classification divides PLEA (Paralinguistic Eloquence and Awareness) into groups like iconic, metamorphic, deictic, and beats. This PLEA plays a vital role in providing explanations that are outstanding in nature. Even DR. Anna's research suggests that PLEA and other non-linguistic inputs are crucial in providing a better experience and healthier understanding in the classroom.

Subtle movements by the instructor like a smile and a head nod when the student answers right will show the importance of PLEA (Paralinguistic Eloquence and Awareness) while communicating with the class. These help in adding an extra bit of flair in teaching and learning, which will make the entire classroom experience better. Here, we also come to what Kinesics really is (Stewart, 2003). Kinesics being the study of body language includes facial expressions and body PLEA (Paralinguistic Eloquence and Awareness) as well as behaviour related to various parts of the body that are non-linguistic in nature but do—in a way, communicate something. It has been found in a study that while learning new words in order to strengthen the vocabulary, students who paid attention to the PLEA (Paralinguistic Eloquence and Awareness) while learning the words were better able to retain the word in their memory rather than those who did not pay attention to the action. It was also discovered that nouns were retained more than the verbs as there are more PLEA (Paralinguistic Eloquence and Awareness) for nouns than verbs. PLEA (Paralinguistic Eloquence and Awareness) has also been found to be more beneficial when paired with adjectives rather than nouns or verbs.

Even eye contact is an excellent paralinguistic way to connect with the students. There is a fine line between comfortable blinking and excessive blinking. Excessive blinking has always been paired with uncertainty and immediacy (Uştuk & Aydın, 2016). Even an avoiding gaze can make the ones observing feel like the speaker is lacking enthusiasm or lacking confidence towards the topic of their speech. Eye contact is a great tool for not just regulating the class but also monitor each student individually. It can also trigger warmth from the Instructor as well as more involvement from the student's side. Having good eye contact also lets the Teacher understand the non-linguistic cues of the learner and allows them to act accordingly. The vocal element is also pivotal in attaining paralinguistic communication in the classroom. The way the voice is used, the range of emotions shown in it and the expression that accompany it all make sure that the message is conveyed in the best way possible. By moving around the class, the instructor allows themselves to have closer interactions with the students, which has been shown to enhance learning for the students (Hardy et al. 2019). The PLEA (Paralinguistic Eloquence and Awareness) is of significance in the

second language for a reason. Their exclusion might result in the inability to convey the message in a certain way and might end up altering the real meaning behind the message (Sasani, 2018). The message from the instructor to the student should be passed in such a way that there is no ambiguity for the same, which enhances the students learning and motivates them to know more about the topic (Simpson, 2012). All these debates and discussions led us to believe that ESOL practitioners must understand the importance of paralinguistic elements in communication and utilize them while teaching the students in order to enhance the learning as well as the development of the students. Researching in actions has led to the development of various paralinguistic tools that help in the promotion of PLEA (Paralinguistic Eloquence and Awareness) and their usage in instruction. This calls for the need to increase the indulgence and the knowledge regarding the usages of PLEA (Paralinguistic Eloquence and Awareness) by the ESOL instructors, in order to ensure that the students get the best possible understanding of the subject while retaining their interest of new language indulgencies at the same time (Rahman, 2018)

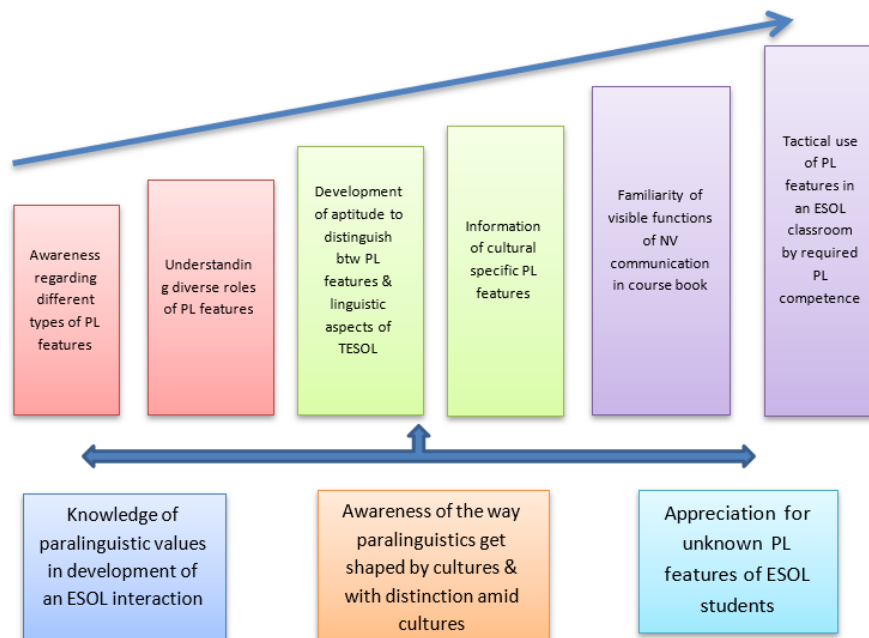


Figure 3: The process of paralinguistic usage in the TESOL environment

V. RESEARCH METHODOLOGY

A total of 50 responses of Instructors have been gathered for analyzing the attributes like Kinesics, Vocalics, Oculistics, Proxemics, Paralinguistic Eloquence and Awareness- PLEA for Instructors. There are very few studies being

conducted on the above-listed attributes. The results of the proposed study will significantly amplify the researcher's knowledge about paralinguistic Eloquence in ESOL pedagogy. The results will be useful for the researcher to know more about ESOL pedagogy. The survey questionnaire includes 89

questions for Instructors that have been designed for the analysis. The survey was conducted at the Northern Borders University of Arar in the Kingdom of Saudi Arabia. The questionnaire responses were digitized using Microsoft Excel, and scale reliability has been done to check the

reliability of the data. The statements/items so developed are rated on a five-point Likert scale.

**Data Tabulation, Analysis and Interpretation:** Mean value of the data for 50 Instructors respondents is close to 3.81. The standard deviation of the data is 0.05. The median and mode are also close to 3.8. Rang of the data varies from 1 to 2.

**Table 1.0 Indicating mean, standard deviation, range, skewness, Kurtosis along with the scale statistics of variate of the ESOL instructors:**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Kinesics	50	3.625	2.375	5.000	3.847	.889694	.650	-.090
Oculesics	50	2.875	2.125	4.000	3.96250	.778067	.276	-1.031
Proxemics	50	2.125	1.750	4.875	3.79500	.547932	.221	-.779
Vocalics	50	3.125	1.000	4.125	3.64750	.824795	-.050	-.707
PLEA	50	2.750	2.125	4.875	3.31000	.590767	.144	.065

From the above table, it is clear that all variable means is greater than 3, which shows all variables response is in an agreed form (positive response) and s.d shows that Proxemics and PLEA response shows 55% variation one respondent to other respondent's response.

Mean value of each attribute (Kinesics, Vocalics, Oculesics, Proxemics, and PLEA) is close to 3.8

**Reliability of the Data for Instructor Respondents:** Cronbach Alpha for all the parameters has shown an average scale or results, however overall Cronbach alpha value 0.732 as compared with 0.70. So, it can be concluded that the data can be used for further analysis.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.732	.745	5

**Table: 2.0 Indicating Cronbach's Alpha if questions are deleted along with the scale statistics of the whole Questionnaire of the ESOL instructors-variate:**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Kinesics	11.21500	2.862	.362	.311	.432
Oculesics	11.44750	3.432	.245	.350	.509
Proxemics	11.11500	4.006	.200	.285	.526
Vocalics	11.26250	3.227	.283	.192	.488
PLEA	10.60000	3.434	.440	.331	.410

Cronbach Alpha had been obtained 0.732 after reliability test through SPSS, which is more than the cut-off value (.7). In the above table of consistency measures, mainly two things are considered, first Corrected Item to Total Correlation values, which is acceptable if greater than .2. Secondly,

Cronbach's Alpha if Item Deleted value for each item is evaluated and if found value greater than the calculated reliability value (0.732) than that item should be dropped from the questionnaire and not considered for further study. So that, from the above table of consistency, no item is deleted.

**Table 3.0 Indicating ANOVA along with the scale statistics of the whole Questionnaire of the ESOL instructor -Variate:**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig
Between People	46.500	49	.949		
Within People					
Between Items	20.335	4	5.084	11.440	.000
Residual	87.097	196	.444		
Total	107.431	200	.537		
Total	153.931	249	.618		

Grand Mean = 2.78200

Results for Anova with Cochran test are also significant (P-Value < 0.05), which means at a 95% confidence level, data used in the study is reliance and ready to use for further analysis with the mean of 2.78.

effortless and persuasive paralinguistic feature and effective affective immediacy of an ESOL Instructor, whereas 18% of the respondents did not agree on the effortless persuasive paralinguistic feature (PLEA). 8% of the Instructor respondents are even not sure about the effectiveness of Paralinguistic Eloquence and Awareness.

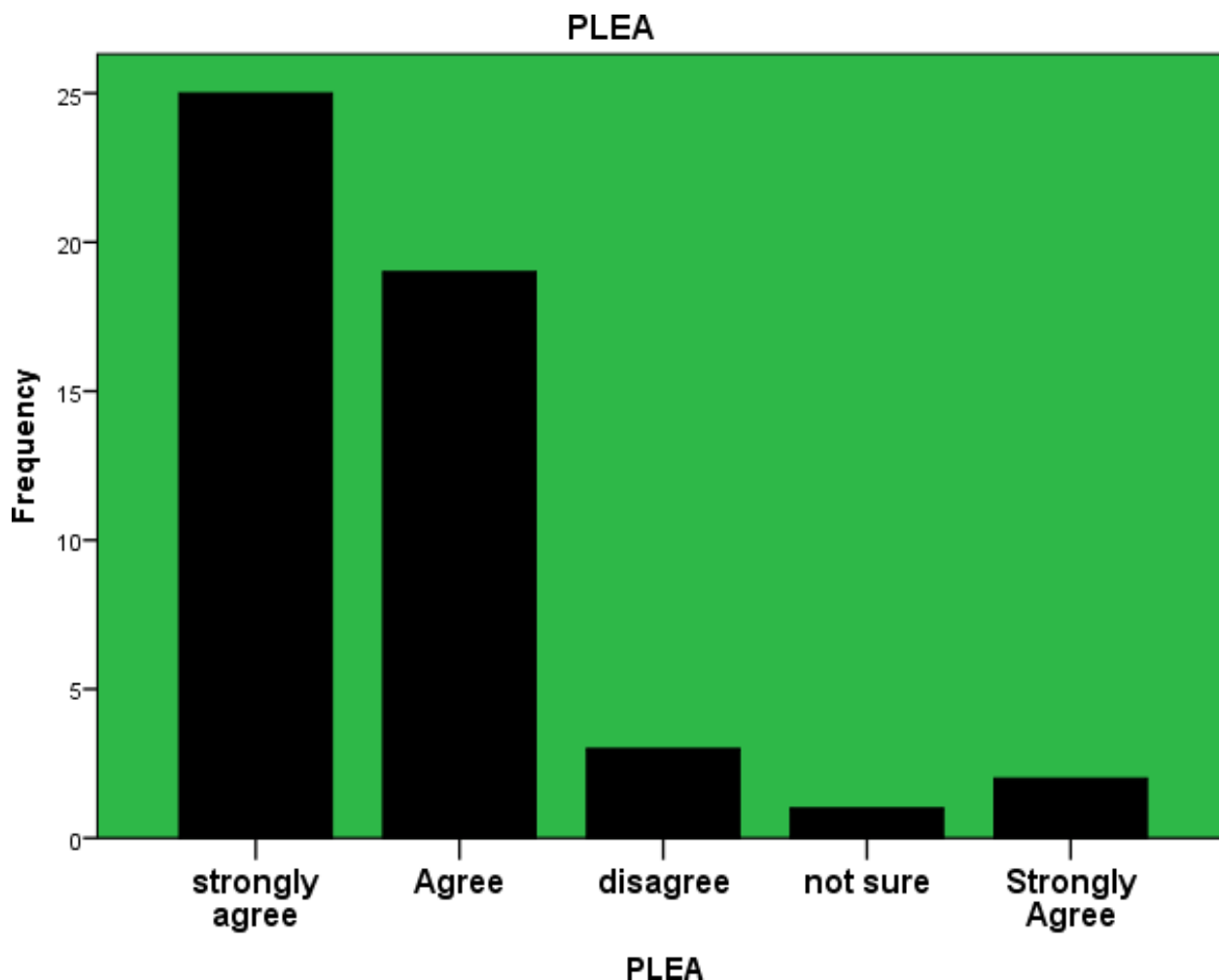
**Instructors Descriptive Statistics: PLEA**

According to the data collected from the respondents, 88.0% of the agreed on the fluent,

**Table 4.0 Descriptive statistics of the ESOL Instructors of PLEA**

Category of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	25	50.0	50.0	50.0
Agree	19	38.0	38.0	88.0
disagree	3	6.0	6.0	94.0
not sure	1	2.0	2.0	96.0
Strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	





*Figure 4. Bar Chart of response category Distribution of the Respondents with PLEA*

## VI. TESTING OF THE HYPOTHESIS

**H<sub>0</sub><sup>1</sup>:** There is no significant impact of Paralinguistic Eloquence and Awareness clubbed with Verbal communication to deliver ESOL lessons efficiently.

Vs.

**H<sub>1</sub><sup>1</sup>:** There is a significant impact of Paralinguistic Eloquence and Awareness clubbed with Verbal communication to deliver ESOL lessons efficiently.

In the hypothesis of finding the significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently, multilinear regression has been done on the collected data at a 95% confidence level. Mean

value of the data is 1, and the max value of the data is 5 for all the attributes like Kinesics, Oculistics and Proxemics. Pearson correlation statistics show variables are positively correlated with each other. That means there is a significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently. The Regression model is used to see the significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently. The Dependent variable in the regression analysis is Paralinguistic Eloquence and Awareness, and Vocal & independent variables are as follows Kinesics, Oculistics and Proxemics. Regression model is being expressed as: Paralinguistic Eloquence and Awareness =  $\alpha + (\beta_1 \times \text{Kinesics}) + (\beta_2 \times \text{Oculistics}) + (\beta_3 \times \text{Vocalics})$

In the hypothesis of finding the significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently, multilinear regression has been done on the collected data at a 95% confidence level. Min value of the data is 1, and the max value of the data is 5 for all the attributes like Kinesics, Oculistics and Proxemics. Pearson correlation statistics show variables are positively correlated with each other. That means there is a significant impact of Paralinguistic Eloquence clubbed with Verbal

communication to deliver ESOL lessons efficiently. The Regression model is used to see the significant impact of the Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently. The Dependent variable in the regression analysis is Instructor & independent variables are as follows Kinesics, Oculistics, and Proxemics of learners. The regression model is being expressed as:

$$\text{Instructor} = 1.68 + 0.743 \text{ Kinesics} - 0.015 \text{ Oculistics} - 0.173 \text{ Vocalics}$$

**Table 5.0 Regression coefficient with all variables and ANOVA (Dependent variable Paralinguistic Eloquence and Awareness & independent variable Kinesics, Vocalics and Oculistics)**

Predictor	Coef	SE Coef	t	P
Constant	1.6760	0.8153	2.06	0.046
Kinesics	0.74320	0.08869	8.38	0.000
Oculistics	-0.0152	0.1678	-0.09	0.928
Vocalics	-0.1726	0.1690	-1.02	0.312

$$S = 0.656262 \quad R\text{-Sq} = 60.8\% \quad R\text{-Sq}(\text{adj}) = 58.3\%$$

**Analysis of Variance**

Source	DF	SS	MS	F	P
Regression	3	30.769	10.256	23.81	0.000
Residual Error	46	19.811	0.431		
Total	49	50.580			

**The Result of the regression analysis is shown above:** In order to test the null hypothesis, we turn to the F test that requires an analysis of the variance identified in the ANOVA table above. From the data in the previous table (Table 5.27), it can be ascertained that the value of the calculated F is 23.81 for the variance generated by the regression. The critical value of F, at the significance level of 0.05 with 3 degrees of freedom at numerator and 46 at denominator is 2.80. By comparing the values of F, it results that it is compulsory to reject the null hypothesis; this means that a significant influence of the multiple regression model occurs over the dependent variables. The issue that arises now is to know which regression coefficients may be zero and which might not

In order to define the decision rule concerning the null hypothesis, the calculated t values will be compared with the critical value of t at a significance level of 0.05 in the case of a two-tailed test, with 50- (4+1), meaning with 46degrees of freedom. This value is ±2.014. The results are: In the case of Kinesics, the calculated t (8.38) is higher

than critical t (2.014). Therefore the null hypothesis is accepted. The level of significance indicated by the test 0.046 is lower than the chosen level of significance of 0.05. Looking at the Oculistics, we can observe that the calculated t (-0.09) is higher than critical t (-2.014). The null hypothesis is rejected.

While observing the Vocalics, we can see that the calculated t (-1.02) from table 5.27 is higher than the critical t (2.014). The level of significance indicated by the test 0.046 is lower than the chosen level of significance of 0.05. Therefore the null hypothesis is rejected. Therefore it is considered that two of the variables: Vocalics and Oculistics, are not significant predictors for the dependent variable: PLEA.

**Inference:** F-statistic 23.81 with a p-value of 0.00 indicates that the model is statistically significant. The R square of 0.60.8 indicates that only 60.8 of variance can be explained in the data. Therefore, it can be concluded that there is a significant impact

of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently.

## VII. FINDINGS & CONCLUSION

From the analysis, it has been found that there is a significant impact of Paralinguistic eloquence in a TESOL environment. The Main Paralinguistic features involved in an ESOL classroom are Kinesics, Proxemics, Oculistics, and Vocalics, which produce a new feature that plays an integral part in ESOL classroom interaction – Paralinguistic Immediacy. Paralinguistic immediacy is a distinctive attribute for a paralinguistic Eloquence and Awareness of an ESOL Instructor. Statistically, there is a significant impact of Paralinguistic Eloquence clubbed with Verbal communication to deliver ESOL lessons efficiently except for Oculistics. Overall, results show a considerable and positive impression regarding the effect of Instructor oriented PLEA in the ESOL instructional process. As per the results of the study, ESOL learners are significantly confident and progressive than the Instructors because the exposition-driven use of paralinguistic features by the language instructors makes them significantly more active in learning all four skills of the English language but mainly starting with, Speaking and Listening.

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