USING OCS MODULE TO IMPROVE WORKING ADULTS' CONFIDENCE LEVEL IN SPEAKING ENGLISH: A CASE STUDY IN PENANG

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2019

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by

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Thesis submitted in fulfilment of the requirements

for the degree of

Doctor of Philosophy

April 2019

ACKNOWLEDGEMENT

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ABSTRAK

Terdapat pelbagai cara untuk meningkatkan tahap keyakinan diri pekerja dewasa untuk berucap dalam Bahasa Inggeris dan salah satu cara ialah dengan menggunakan modul-modul. Berdasarkan kajian literatur yang meluas, didapati bahawa latihan-latihan oral yang terdapat dalam modul-modul dapat meningkatkan tahap keyakinan seseorang dan kemahiran bertutur. Dalam kajian ini, dijangka bahawa penggunaan Modul OCS dapat meningkatkan tahap keyakinan diri. Hal ini adalah kerana modul ini menawarkan peluang kepada mereka untuk mengurangkan tahap kebimbangan dan meningkatkan kelancaran bertutur, kesediaan untuk bertutur dan isyarat bukan lisan. Kajian kes ini dijalankan untuk mengkaji keberkesanan modul OCS dalam meningkatkan tahap keyakinan pekerja dewasa Malaysia dalam kemahiran bertutur. Tiga pekerja dewasa telah dipilih untuk melibatkan diri dalam kajian ini selama 12 minggu. Pembentangan para pekerja dewasa direkodkan dan diperhatikan oleh penyelidik. Prestasi dan pencapaian para pekerja dewasa dinilai oleh pemain peranan (penjaga masa yang merekodkan masa pembentangan dan pengira sebutan "ah" yang mencatit bilangan pengisi yang disebut oleh mereka).

Mereka juga telah ditemubual oleh penyelidik. Temubual telah dijalankan sebanyak 4 kali sepanjang 12 minggu dijalankan bertujuan melihat perkembangan dan peningkatan tahap keyakinan mereka dari semasa ke semasa. Hasil kajian daripada pemerhatian, laporan penilai, laporan pemain peranan, data temubual, jurnal reflektif

and naratif, didapati ketiga-tiga pekerja dewasa telah menunjukkan peningkatan dalam keyakinan diri pada penghujung program ini jika dibandingkan dengan minggu pertama penglibatan mereka. Oleh itu, boleh dikatakan bahawa dengan bantuan modul OCS, tahap keyakinan pekerja dewasa Malaysia telah meningkat selepas menyertai program ini.

USING OCS MODULE TO IMPROVE WORKING ADULTS' CONFIDENCE LEVEL IN SPEAKING SKILL: A CASE STUDY IN PENANG

ABSTRACT

There are many ways to improve Malaysian working adults' confidence level in speaking English and one of the ways is through modules. Through a widespread literature review, it is shown that oral tasks in modules managed to improve one's confidence level in speaking English. Therefore, in this study, it is expected to improve working adults' confidence level through oral communication skill (OCS) module. This is because the module offers them the opportunity to reduce anxiety level and improve the fluency of their speeches, willingness to communicate and non-verbal cues. This study with a case study design was conducted to study the effectiveness of Public Speaking Programme in improving Malaysian working adults' confidence level in speaking English. Three working adults were chosen in this study to use the OCS Module throughout the period of 12 weeks. The working adults' performances were recorded and were observed by the researcher. Their performances were evaluated by the evaluator and the role-players (timer who recorded the time of the working adults' presentations and ah-counter who counted the number of fillers made by the working adults). They were also interviewed by the researcher. The interviews were done for four times throughout 12 weeks in order to check on their level of confidence from time to time. They were also asked to write reflective and narrative journals throughout the 12 weeks. At the end of the research, they were required to fill in the post-experience feedback form, which will be used to improve the module for future use. The findings from observation, evaluator's reports, role-players' reports, interview data, narrative and reflective

journals revealed that all the working adults improved on their confidence level towards the end of the programme compared to the first week of the programme. Thus, it can be said that with the help of OCS Module, the working adults' confidence level had improved after joining the programme.

CHAPTER ONE

INTRODUCTION

1.0   Introduction

The ability to communicate is one of the most important skills an individual can possess. With the focus on communication, there is also inference that spoken activities can be more authentic and meaningful (Zarina Mustafa, 2010). Communication can also be defined as the process of transferring information and mutual understanding between two or more people (Keyton, 2011). Communication can be divided into two parts, which are oral and written. In this research, the elements of communication that involved would be oral communication.

Oral communication involves two skills which are productive skills and receptive skills. Speakers need productive skills when speaking and listeners need receptive skills when listening and understanding the message delivered by the speakers (Byrne, 1986). Staab (1992) also stated that oral communication skills mean both speaking and listening. This skill is an important tool that helps us in our daily lives. Both speaking, and listening are integrated skills that support each other in developing a good communication. Brown (1994) agreed as he mentioned that listening skills can be developed indirectly by integrating it into speaking. Communication is not only the exchange of ideas between people, but it is also an exchange of meaning and understanding. As for Rahman (2010), he added, besides involving speaker and receiver, oral communication also involves symbols and gestures that go along with the spoken words. Even though speaking and listening skills are closely related, this study only focuses on speaking.

One of the factors that influences one‟s oral communication skill is confidence level. Confidence is a person‟s judgement of his or her ability to execute successfully a behaviour required to produce certain outcomes (Bandura, 1986; Gibson & Dembo, 1984). Such beliefs can be considered as a crucial moderator between an individual‟s knowledge and skills, and his/her behaviours (Emmer & Hickman, 1999). Different people have different level of confidence. In language learning, especially speaking, participants‟ confidence is one of the important aspects (Kelly & Watson, 1986). Dornyei (2001) suggested the ways to promote participants‟ confidence were through giving and providing experience of success, giving encouragement to the learners and reducing anxiety. Gander (2006) added that individuals appear to be most satisfied and successful when they have achieved high proficiency where they feel confident in their work.

The globalisation of world markets needs employees with the capabilities of working in and with various cultures. Thus, these workers do not only need technical knowledge, but they must also be able to communicate in English. Hence, dynamic personalities, or individuals who are skilled and efficient in both soft skill and hard skill are needed. Undoubtedly, most international and local organizations, particularly in Asia, set English language proficiency as one of the main criteria for the recruitment of fresh staff. This globalised era also confirms that the ability to speak English is essential for both individual and working environment (Ayokanmbi, 2011; Marina & Rajpasit, 2014; Pratoomrat & Rajprasit, 2014).

Due to the above scenario, this study is designed to develop Oral Communication Skill (OCS) Module for Malaysian working adults aimed at improving their

confidence level to speak English. Further explanation on the design and the development of the module are discussed in chapter four. Secondly, the study attempts to explore the extensiveness of the module in improving Malaysian working adults‟ confidence level to speak English in terms of fluency, anxiety, non-verbal cues and willingness to communicate. Thirdly, the study also sets out to explore the feedback from the users of the module to improve it for future use.

1.2 Background of study

1.2.1 English Oral Communication in working environment

English is very crucial in the working environment. In Japan, there is a trend of making English their official in-house language. Japan‟s biggest online merchant, Rakuten, has taken the initiatives in making English the organisation‟s official language. The CEO said, "No English, no job" (Greig, 2010; Ping, 2013). In Beijing, to learn English is part of an official drive in converting the Chinese capital into a „world city‟. The government implemented a programme of reinforcement calling for all-pre-schools to introduce English within five years. Police officers and civil servants are also required to pass English tests (Greig, 2010; Ping, 2013). With huge populations, the non-native English-speaking countries are putting efforts to meet the demand of English language.

The employers and government agencies in Malaysia also conduct job related training in English for their employees. This is to help the employees to be more competent in communicating in English whilst working. These days, employers require communication skills besides academic qualification and this idea is supported by Mansour and Dean (2016). They suggested that there are ten main

skills which are greatly emphasized by organisation when hiring employees and one of the skills is communication skill.

Referring to Fitzpatrick and O‟dowd (2012), some institutions offer courses which have conventionally been called "business English" and "English for specific purposes" that mainly focused on developing future workers‟ skills in the classic business tasks of formal presentations, letter and email writing, formal negotiations and so forth. However, recent studies portray the importance of English for informal interaction and socializing in work settings. English learners are urgently required to be sensitized to communicative strategies for establishing relationships and maintaining rapport in the workplace (Kassim & Ali, 2010; Forey & Nunan, 2002). In meetings, the ability to take part in discussions is considered much more vital than carrying out formal presentations.

English is fast establishing its presence as the official language in the business and corporate sector. Businesses and organisations have understood the importance of English as a tool required for the expansion of business, image building and survival skill in today‟s era of globalisation where local businesses are constantly facing intense competition both from local and foreign companies. Realising the importance of English, therefore business strategies and organisations have taken some efforts or initiatives to improve their command of English. Overall, it is obvious that in Malaysian workforce context, the function of

English is both obvious and dominant. Candidates with academic qualification, technical skills and good proficiency in English, have higher chance to secure

employment easier and faster than those who just possess qualifications with no proficiency in English. In general, employers are searching for potential candidates who are, while fulfilling certain requirements, able to speak and write in both Malay and English languages. Therefore, it can be concluded that English plays a vital role in the working environment in Malaysia (Asada, 2017).

1.2.2 Factor affecting oral communication in English

Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Studies show that no language learning activities will be carried out successfully without it (Huitt, 2004& Khodadad, 2003, cited in Hayti 2008; Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language (FL) learners who have general self-confidence perform well and most likely believe themselves to be capable learners. On the contrary, when there is low self-confidence, learners suffer from uncertainty, insecurity, fear and social distance (Rubio, 2007, p.7). Among the four language skills, the achievement of oral performance is thought to be highly associated with self-confidence. FL learners can''t speak the language or express themselves freely and fluently without some degree of it (Brown,1994). Thus, the main objective of this paper was to examine the connection between general self-confidence and learners'' academic achievement on an oral presentation test.

Referring to Hye Sook (2004) and Arango (2015), who supported the above idea, one of the personal factors, which may cause poor oral performance is self-confidence. Self-confidence can be a negative influence when the language learners

having thought of oneself as deficient and limited in the target language. On the other hand, high self-confidence can positively interrelate with oral performance. Therefore, to be able to speak in English, people must be confident to try and practise.

1.3   Statement of Problem

Globally, employers need employees who can speak good English as they require their staff to communicate within international marketplace (Wijewardene, Yong & Chinna, 2014). In several countries, such as USA, UK, Canada and Australia, English is the mother tongue of millions of people. In some countries like India, France and Pakistan, it is their second language. English has broken down barriers which segregate people and brought about unity and interdependence (Benju, 2009).

Consequently, by learning to speak English, one can upgrade his profession achievement and economic status. At the same time, one can use their valuable skill to contribute to community and country (Baker & Westrup, 2003; Ulfier, 2015). Hence, it is necessary for working adults to practise speaking good English for favourable working environment.

In Malaysia context, English is used for some tertiary education and quite widely as the language of business, where many firms are still dominated by Chinese or Indian personnels, often with code switching into Malay and variation between standard and more localized forms according to situation and conversational partners (Jantmary & Melor Md. Yunus, 2012). According to Hairuzila Idrus, Rohani Salleh and Muhammad Ridhuan Tony Lim Abdullah (2011), companies function in a highly competitive environment. That being so, in hiring new employees, companies

struggle to choose the right employees with the right skills. In order to stay ahead of competitors, companies these days are more inclined to value people who have variety of skills and personal qualities, in addition to technical expertise that they already possessed. Studies showed that 75% of long term job success depends on soft skills and only 25% on technical knowledge (Klaus, 2010; Robles, 2012). As such in the job market today, people with high self-efficacy in performing the tasks required and communicating effectively are highly preferred by employers and the importance of having self-efficacy in the workplace was also highlighted by Kurose (2013). Despite the importance of having good soft skills in working environment is obvious, very few studies have been conducted to explore this issue.

Undeniably, communication competency are amongst the most required skills by employers (Zedeck & Goldstein, 2000). For example, during interviews, employers have begun to assess communication. As such, low confidence level and inability to speak well in English can lower one's chances of being hired as an employee in a company (Zeigler, 2007). To have more advantage in the job market in Malaysia, employees are left with no choice but to show their potential through adding value to their hard skills with soft skills in English language (Chung & Ching, 2018). According to Mansour and Dean (2016), employers these days demand employees to have both soft or non-technical skills and technical skills. This indicates that, the employers since many years ago until present days, still need employees who are not only knowledgeable but also able to communicate impressively.

Referring to Seyed Mohammad and Manijeh Masoudi (2015), in the context of workplace communication in Malaysia, having powerful communication skills is the

way to be successful and that effective communication skills are seen as essential and an additional advantage. Oral communication skill in English is a crucial skill for workers especially at management level in order to carry out tasks efficiently at the workplace (Stivers, Campbell & Hermanson, 2000). In a study by Kassim and Ali (2010), between 71% to 80% of the respondents reported about the importance of oral communication skills in multinational companies. They ranked the usage of oral communication skills in multinational companies as follows; telephone conversation, informal work-related discussions, meetings, giving oral presentations, explaining and demonstrating to subordinates and other colleagues. Higher Institutions in Malaysia are looking forward to generating creative managers in different fields to meet the needs of thriving resources in various situations.

Despite knowing the importance of having good oral communication skill at workplaces, Kassim and Ali (2010), reported, yet many staff, including those in the HRD sector in Malaysia, still face problems in communicating well in English and often face problems speaking fluently in meetings, delivering public speaking and giving oral presentations. A study was conducted on HR multinational companies in Malaysia to examine their English communication needs. From the findings and discussions, it was established that communication problems at the workplace are strongly connected to low proficiency in English language. The problems faced by the existing working adults in multinational companies include speaking in English and subsequently, they have problems in expressing views and ideas at the workplace (Tajuddin, 2015).statement

In Malaysia, most non-native speakers do not practise speaking English in their daily life. This is due to several factors including anxiety. Anxiety is one of the major problems that lead to low self-confidence and fear of making mistakes. For instance, studies in Asian context revealed that one of the biggest problems faced by Asian is fear of disgrace when making mistakes (Meihua Liu, 2006; Hillson, 1996; Jackson, 2002; Nimat, 2013). Therefore, Asians who speak English as their second or third language avoid speaking English as they are afraid of making mistakes and being laughed by others. Another research also indicated that immediate questions, fears of making mistakes and negative evaluation are the major causes of anxiety (Burk & Gurbuz, 2014). According to Krashen''s Theory, to encourage successful language learning, anxiety level must be decreased. Hence, one must be involved in speaking activities so as to lower anxiety and boost the level of confidence.

Thus, it is very crucial for the working adults in Malaysia to be involved in English speaking activities consistently. Despite various English language training programmes having been developed by English Language and Preparatory Programme Unit (UBIPP) for employees to cater the needs of different level of employees at workplaces (government and private sectors) and also for the public (Mohd. Zulkifli Mohd Yunus, Abdul Halim Abdul Raof, Rozafrina Abdul Rahman & Adib Muliyani Mohd Amin, 2010) there are yet many working adults who need to improve on their English competency at their workplaces.

Therefore, in the dearth of sufficient literature on adaptation in the context of Malaysia and lack of well-developed modules and trainings that can be deployed to improve Malaysian working adults'' confidence level, the present study is developed

to help with the improvement as the module was created and tested among working adults in Penang, Malaysia. Accordingly, it is essential to conduct this research to expand Oral Communication Skill (OCS) Module that adapts the Toastmasters programme which requires participants learn-by-doing the tasks in the module. The concept of learn-by-doing, repetition and watching others are focused on. This research is also to study the extensiveness of the module in helping to improve Malaysian working adults" confidence level to speak English.

1.4   Preliminary study

To find out working adults" problems and needs when communicating in English, a preliminary study was done. A set of 20 survey questions adapted from Lashley (2007), Knell and Yanping (2012) focus on attitude, confidence and anxiety) were distributed to 100 Malaysian working adults from different fields of jobs such as engineers, lecturers, teachers, doctors, nurses and administrative staff.

From the results, 65% of working adults stated that their feeling towards communicating in English is moderate, not too good or not too bad and 20% stated that they feel good when communicating in English. As for the aspect that makes English communication difficult for them, 45% stated vocabulary, 30% mentioned sentence construction and 25% stated pronunciation. 100% of the working adults in the context of this study took the initiative to speak English and they watched English TV programmes to help them do better in speaking, thus we can see their initiatives to improve their oral communication in English. 82% used direct translation when they cannot think of any English word. 91% of working adults welcome others to correct their mistakes to improve themselves in the future.

As for avoidance, 94% stated that sometimes they avoid communicating in English, 63% admitted that they feel anxious that their pronunciation is not correct, 96% worried that they make too many grammatical mistakes and 89% mentioned that they feel shy speaking in English. In the aspect of interest, it was found that 80% would like to improve on speaking compared to listening, reading and writing. 100% of the working adults in the context of this study know English well but do not perform well in speaking and often think of how they can improve their English-speaking proficiency. 90% need to improve their English for work need.

From the data above, it can be concluded that, working adults in Malaysia need good English oral communication skill and to be more confident and motivated in speaking in English.

1.5   Objectives of the Research

The objectives of this study are:

1. To study on Malaysian working adults" confidence level in speaking English after using the newly developed OCS Module, in terms of:

a)   fluency,

b)   willingness to Communicate

c)   non-verbal Cues

d)   language anxiety

2. To elicit feedback from participants on the newly developed module, in terms of:

a) the stages of the module

b) objectives of the module

c) the evaluation provided

d) the most and least satisfactory features

e) the most useful aspects of the module

f) the usefulness of the module to you in work and professional life

g) changes to be made to meet the needs of future participants

1.6 Research Questions

1. To what extend can the newly developed OCS Module help in improving Malaysian working adults" confidence level in speaking English in terms of:

a) fluency?

b) willingness to communicate?

c) non-verbal cues?

d) language anxiety?

2. What are participants" feedbacks on the module, in terms of:

a) the stages of the module?

b) objectives of the module?

c) the evaluation provided?

d) the most and least satisfactory features?

e) the most useful aspects of the module?

f) the usefulness of the module to you in work and professional life?

g) changes to be made to meet the needs of future participants?

1.7 Significance of the Study

This research should be significant to employers as it aims to develop a module and to study to what extent the module can help in improving Malaysian working adults" confidence level in speaking English. It was found that confidence is closely related to the way people communicate. Therefore, the module is specially designed to alleviate confidence in speaking English. Although there have been studies on the use of modules in improving English proficiency, this study is of high significance as the newly developed OCS Module is designed by the researcher to help working adults becoming more confident to speak English. Hence, this study is crucial to uncover the potential of the use of this module in boosting confidence to speak English among the Malaysian working adults. Since this study is carried out in the Malaysian setting, it is significant as it adds the findings to the current studies of using a module.

As this study aims to establish and investigate to what extent the OCS Module can help on improving Malaysian working adults" confidence level in speaking, it is able to provide an insight into the real phenomenon of the use of module in improving confidence and it utilizes the qualitative approach in obtaining the findings. Thus, insights of the working adults" preferences and experiences in using the module to increase confidence in speaking English can be obtained from them through post-experience feedback forms. Such findings like this from this study will be useful to serve as information on how to further use or improve this module.

This module is specially designed to help participants to maintain interpersonal relationships with people around them. It will be a great platform for people to mix

around with other people because members learn by doing. Chiang (2001) found that, more than 90 percent of the participants admitted that they got to know their friends better upon joining a public speaking programme. The activity emphasizes on important communication such as listening to jokes, learning more about other people, expressing their own views and thoughts, and sharing experiences (Chiang, 2001). This idea is also supported by Nikitina (2011) who mentioned that public speaking can be used to expand social circles, build strong relationships and make new friends.

At the same time, participants" presentations can be improved as well. This skill can help participants to gain respect and admiration from other people. Besides, when participants work together and participate actively in groups to achieve the same objective, which is to be a confident speaker, the friendly and supportive environment will help them to expand participants" leadership skill (Toastmasters, 2012)

The study findings will also benefit the working adults and the employers. Employees are expected to be able to speak fluently and confidently and this will be an advantage to them as employees when communicating with colleagues, clients and increase the chance of them getting promotion. As for the employers, having employees who can speak English can ease the communication between companies especially when dealing with international companies. Therefore, using a module in improving working adults" confidence to speak English will be able to facilitate working adults as it fulfils the working environment"s demand and increase the chances of getting better jobs or better positions.

In addition, the module developer will be better equipped with the insights and information gained from the findings of this study. The developer will be able to design and create a better module with more activities areas that can be focused on. It is valuable and beneficial to gain views, insights and opinions from first hand users as their views, insights and opinions are real and genuine. Thus, this information will be able to equip the developer with important criterias when designing and developing the module for the working adults to achieve optimal effects.

By gaining the insights of developing and using OCS Module, the findings could contribute to the future research on using OCS Module to improve confidence in speaking different languages used in Malaysia such as Malay, Tamil and Mandarin. This is because the use of module in improving confidence is still new and researches that have been carried out on this domain are scarce. Hence, it provides good platform for future research to study to what extent can OCS Module help in improving Malaysian working adults" confidence level in speaking other languages.

1.8 Limitations of the Study

In the procedure to introduce and implement the module to improve oral communication skill, there are several unavoidable limitations. Firstly, in this study, five employees were taken from one urban office or factory in Penang and thus they do not represent the entire population of the employees which include those in suburban and rural work places in Malaysia. The findings of this research should not be generalized beyond the scopes of chosen participants as different employees have different background and exposure towards English language.

Secondly, since this study involves working adults, everyone involved has different commitment and different amount of free time. Some employees might put whole efforts into preparing themselves to use the module but some employees might not be able to do the same due to tight working schedule. Their preparations will influence their performances. The duration of the intervention was limited. Only 12 tasks (one task in a week) are carried out on the employees over three months. If all the participants were given more time, they would be able to make better preparations. Thus, the results would be more convincing and consistent.

Thirdly, this study only focuses on fluency and not accuracy. In the process of observing the participants" improvement on confidence level to speak English, the accuracy of pronunciation, grammar and vocabulary is not taken into consideration. Therefore, the outcome might be different if the accuracy of participants is evaluated.

Fourthly, this study only focused on fluency, willingness to communicate, anxiety and non-verbal cues. Hence, the findings cannot be generalised to the other elements of confidence level in speaking English.

Lastly, the design of this study is a case study employing a qualitative design, involving only three Malaysian working adults around Penang Island. Hence, the findings of this study cannot be generalised to represent the entire population of the Malaysian working adults.

1.9 Operational definitions

In this section, a definition for the key terms applied in this study is provided. Although quite several definitions have been offered for each term, only the definition which is applied and considered as the basis in this research is introduced here.

a) Oral communication skill

Yamani (2013) defined oral communication as an interactive process in which an individual alternately takes the role of speaker and listener while Maguire (2013) defined oral communication as information spoken by mouth and the use of speech. In the context of this study, only the component of speaking is focused on.

b) Confidence

In Salih Abdallah Ahmed Abdallah (2015), confidence means having low anxiety and the belief in one"s own capabilities to successfully perform an activity (Brown, 2007 & Clement, 1994). In Hebaish (2012), Brown (1994) stated that an individual who speaks English as foreign language cannot speak the language fluently without having some degree of it. Mehmet Asmali (2016) stated that one"s willingness to communicate in English depends on one"s confidence and Wolf (2016) pointed that non-verbal is an indicator of confidence and it is very important in communication. In the context of this study, confidence is explored by studying speaker"s non-verbal cues, anxiety, fluency and willingness to communicate.

c) Fluency

Fluency can be defined as the rapid, smooth, lucid and efficient translation of thought or communicative intention into language (Abiet, 2012) and Gráf (2015) added that another indicator for fluency in speaking is the pauses in speech. In the context of this study, fluency refers to the ability of the speakers to speak with less fillers, suitable speech rate with a few or no long pauses between words.

d) Fillers

Fillers are discourse markers used by people when they think and/or hesitate during their speech (Erten, 2014). During oral communication, speakers are highly likely to use expressions such as *well, I mean, actually, you know, let me think* to create a delay that enables them to continue the conversation during times of difficulty (Richards & Schmidt, 2012). In Santos, Alarcón and Pablo (2016), fillers are expressions like „*well, erm, you see,*" used in speech to fill in pauses. In the context of this study, fillers refer to the expressions like „*well, ah, erm, and you know*".

e) Speech rate

Speech rate can be defined as the number of words spoken divided by the time taken by the speaker to speak (Pellowski, 2007). In the context of this study, speech rate refers to speaking with suitable rate which is around 160-200 wpm for conversational/discussion activities and 140 to 160 wpm for individual speech.

f) Anxiety

In a research done by Delleman (2014), anxiety can be defined as a negative emotion or state in which worry occurs and there are feelings of uneasiness, tension, and

nervousness. According to Lababidi (2016), anxiety that is associated with learning a second language is referred to as language anxiety. In the context of this study, the meaning of anxiety is focused on the feeling of tense and discomfort when speaking in English.

g) Non-verbal cues

Non-verbal communication involves body language, gestures, tone of voice and facial expressions that co-operate with speech (Lindh, Pooler, Tamparo & Dahl, 2009). In the context of this study, the non-verbal cues involved are facial expressions, vocal variety, eye contact and body gestures.

h) Willingness to communicate

Willingness to communicate (WTC) can be defined as the intention to communicate (Dörnyei, 2005, Peng & Woodrow, 2010). In the context of this study, participants" WTC can be seen through the way they ask questions, give feedback, contribute ideas and take turns to speak.

1.10   Summary

This chapter discussed the issues regarding oral communication skill in Malaysia and highlight the problem statement of the issue of enormous number of Malaysian working adults who are weak in speaking English. Thus, this emphasizes on the importance of using appropriate material to build confidence in speaking English.

Hence, this chapter, through its objectives and research questions, aimed to develop OCS Module to improve Malaysian working adults" in speaking English and to find

out to what extent OCS Module can help in improving fluency, anxiety, non-verbal cues and willingness to communicate among Malaysian working adults in speaking English. This study is also sought to find out the benefits and drawbacks of using this module.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Given that a significant research cannot be conducted without a thorough understanding of the literature in the field, this chapter aims to gain further insights from earlier studies conducted on the subject matter which helps in delimiting the research problem, figuring out the important variables relevant to the topic, building module based on the theoretical framework. In line with Cooper"s taxonomy of literature reviews (1988), research outcomes and methods have been selected as the focus of the literature review in the current study, with the aim to develop the research rationale and identify methodological strengths and weaknesses in a body of research.

As for the coverage of the literature review, this study applied an exhaustive with selective citation approach by reviewing only the pivotal articles in the field and bounding the scope to papers published in peer-reviewed journals, and conferences, indexed in International academic databases namely EBSCO, Oxford University Routledge, Sage, Scopus, Taylor & Francis, and Wiley Online Library, as well as the relevant books and chapters available online or in hard copies. The literature reviews cover the areas of communication skills, speaking skills, confidence level, fluency, accuracy, willingness to communicate, anxiety, Toastmasters International, oral tasks, IDEAL concept, instructional design

models and the theories involved in the research. Besides, this chapter also includes the conceptual frameworks of this study.

2.1 Definition of Communication skills

Communication provides messages that you will deliver to others and others will deliver to you and that messages strongly influence you to see yourself. If you can communicate well, people will have positive perception towards you and the positive labels and responses will produce good feeling within yourself. Thus, we can see that a good communicator not only can influence others but he or she can also influence her perception towards them (Kelly & Watson, 1989). People use positive and negative responses in communication to influence each other (Corson, Heath & Bryant, 2000). Most effective leaders around the world are persuasive leaders as they use their persuasive communication to influence others (Nelson, 2011).

Communication can also be defined as technical process of transferring and receiving information. This process involves several elements such as information sources (message), transmitter (encode the message) and receiver (decode the message) (Baker, 2010). Fiske (2002) agreed that communication involves transferring and receiving codes and signs which is the practice of social relationship. Fiske also stated that communication is a social interaction through messages. Steinberg (1995) also has the same idea of communication which he considers communication as sending and receiving messages from one person to another. He also mentioned that communication involves interpretation and meaning of the messaged transmitted. According to Sen (2007), ideas and

thoughts are abstract. People must express them in concrete ways. People must encode the message in words, sign or symbols to communicate with others. Sen (2007) also stated that communication is a process that involves several steps in achieving specific goal. This process requires sender (speaker) and receiver (listener) to pay attention in achieving understanding in communication.

Communication can be divided into two components which are verbal and non-verbal. Verbal communication happens when the message is spoken. Non-verbal communication involves body language, gestures, tone of voice and facial expressions that co-operate with speech (Lindh, Pooler, Tamparo & Dahl, 2009). Non-verbal communication is a communication without the use of words which involves body movements, gestures and expression that accompany spoken messages (Bhardwaj, 2008). Verderber and Sellnow (2011) agreed that non-verbal communication involves all signals that accompany the message. The signals include eyes, face, gestures, voice and appearance (Verderber & Sellnow, 2011). Non-verbal communication is the first type of communication that one learns since born. This can be seen when a baby learns to smile.

Non-verbal communication also usually used to express feelings and emotions (Lindh, Pooler, Tamparo & Dahl, 2009). Non-verbal communication can also be regarded as a type of communication to express spontaneous thoughts and feelings (Lewis, 2007). Experts tell us that 70% of communication is non-verbal. The tone of voice communicates 23% of the message and only 7% of the messages are actually communicated by the spoken words (Lindh, Pooler,

Tamparo & Dahl, 2009). However, in Borg (2010), it seems that much more percentage of non-verbal used in communication. Scientific analysis in the field of neuro-linguistic programming (NLP) research has found that people communicate in three ways which are 55% with body language, 38% using the tone of voice and 7% in spoken form that can be summed up to 93%. Hence, it can be summarised that the major part of communication is non-verbal cues and their roles are undeniably important. In this study, the non-verbal cues are vocal variety, facial expressions, eye contact and gestures.

Facial expression is considered one of the most important non-verbal communicator (Lindh, Pooler, Tamparo & Dahl, 2009). Schmidt and Cohn (2001) also agree that facial expressions could play significant role in human communication. Facial expression is believed to be an important indicator of our attitudes, state of mind and relationship to others as most communication that one participates involves face to face situation. Through facial expression, one can indicate if he or she is happy or sad (Beck, Bennett & Wall, 2002).

Each aspect of the face anatomy sends a meaningful non-verbal message. The movement of eyebrow indicates non-verbal cues as well. One can express his or her variety of feelings such as surprise, puzzlement, worry, amusement and questioning using non-verbal messages reflected by the position of the eyebrow (Lindh, Pooler, Tamparo & Dahl, 2009). Morries (1994) suggests that there are two essential elements that are closely related to facial gestures are the smile and the frown as these two elements are good indicator of our feelings (Beck, Bennett & Wall, 2002).