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ACHIEVING NONVERBAL PRESENTATION SKILLS USING SELF-REGULATED LEARNING METHOD IN PAKISTAN

Maleeha Nazim (Corresponding Author)
Lecturer, Center for Languages, University of Management and Technology, Lahore.
maleeha.nazim@umt.edu.pk
Dr. Zahra Nazim
Assistant Professor, HOD (Social Sciences and Allied), Dow University of Health Sciences, Karachi. zahra.nazim@duhs.edu.pk

Abstract
Students in Pakistan are rarely exposed to presentation skills in the classroom and assessments are typically based on written material rather than oral, the study sought to determine whether Zimmerman's model of self-regulating learning (SRL) could be useful in ameliorating the nonverbal presentation skills of non-native students. Purposive sampling was used to gather data from fifty individuals at a public institution in Lahore, Pakistan. A mixed-approaches strategy was implemented. The participants were interviewed in focus groups and given pre- and post-tests as data gathering tools. The statistical tool SPSS was applied to analyze the data, and NVIVO was used for qualitative analysis. The answer was overwhelmingly positive, according to the results. Results showed that Zimmerman's self-regulated learning model was successful in ameliorating the non-native students' nonverbal presenting abilities, including body language, eye contact, confidence, facial expressions, and aesthetic appeal.

Keywords: Self-Regulatory Learning Model, Non-Verbal Presentation Skills, Mixed-Method Approach, Non-Native Students

1.0 Introduction
English has become recognized as a world language and an official language in Pakistan. For non-native speakers, speaking is a crucial component of learning. Speaking skills allow a person to engage in a variety of conversations with people about their experiences, common knowledge, and other subjects. Fluency in speaking is seen as an essential attribute for language learners. Fluency is about speaking at a rapid pace with brief pauses, such as "ums." Another important factor in speaking is pronunciation, which deals with how to communicate sounds related to phonetics or phonology, such as stressed and free-of-stress words, the tone of the speech, interruptions in interaction, and amplification. Verbal presentation is a further critical component of speaking. Speaking abilities that are typically used in the classroom include verbal presentation skills. One of the most significant aspects of academic success, especially for language learners, is verbal presentation ability.
The term "verbal presentation skills" refers to the skills of communication required to offer captivating, instructive, instructional, illuminating, and appealing information. These qualities include excitement, audience concentration, maintaining everything straightforward, and superb use of body language. Verbal presentations, according to Tursunoy (2022), are an important feature of English as a Foreign Language (EFL) classrooms across the world nowadays. An effective presentation requires expertise. Planning first considers the audience's needs before concentrating on execution. Three key components of a verbal presentation are: (i) preparing an outline before speaking from it; (ii) including aids such as illustrations or visuals; and (iii) engaging the listeners in an exchange of ideas in the classroom by using an inquiry and antiphon approach.

On the other hand, the significance of non-verbal expression, which may be substantially more revealing of a person's true thoughts and feelings than spoken language. According to research, up to 93% of speech is nonverbal or para verbal, and verbal speech is

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more effectively received when the nonverbal language accentuates it. For example, facial expression is thought to convey information about another person's poignant state the most actively. Their lips meet in a tiny line that solidifies their visage into a stern, straight stone statue (Bambaeeroo & Shokrpour, 2017). Eye, mouth, and facial muscle movements will create a connection between the presenter and the audience. Eye contact is the key element of non-verbal communication, especially in western countries (Hey, 2024). The listener is given time to assimilate the information during the pauses, which not only helps with attention but it also considerably aids understanding and memory. When used properly, pauses, according to Schneider et al. (2015), enable the listeners to take a deep breath when the knowledge being presented is lengthy in content or sentiment, provide spaces for the audience to regain their concentration on the information being presented, get them ready for the next topic, and can add catastrophic priority during the presentation. In order to enlighten, self-express, relate to, and convince listeners, oral presentations need the preparation and delivery of messages to the general public with consideration for voice variation, articulation, and non-verbal cues (Baccarini & Bonfanti, 2015).

The capacity to exert control over one's emotional and behavioral cognition, motivation, and habits in relation to the external environment is known as self-regulation. According to this social cognitive perspective, SRL is a social process that is mutually influenced by personal, behavioral, and environmental factors. These factors include social expectations, impact on others, access in the community, and control over one's own ideas, opinions, motivations, and actions. Students create goals, employ various tactics to reach those goals, and then track and assess their progress in a cycle. In general, it motivates students to take ownership of their education by using metacognitive, enthusiastic, and strategic activities (Zimmerman, 2002).

According to the existing literature, rubrics are utilized across various higher education domains. A diverse array of student deliverables, including idea visualizations, reviews of literature, evocative articles, references, public speaking, argumentation, citation analyses, portfolios, and projects, as well as written and verbal communication skills, are assessed and provided with feedback through the use of rubrics. Research on evaluation rubrics in institutions of higher learning has been extensively conducted across various domains and with multiple objectives, including enhancing program evaluation, promoting student success, and improving instruction. While the majority of students hold a favorable view of rubrics, it has been observed that some teachers may have reservations about their usage. Although certain studies have failed to establish a direct correlation between the use of rubrics and improved academic achievement, they have demonstrated their potential in identifying areas of improvement in courses and programs. When students are preparing a speech to deliver, teachers and students might use rubrics that include performance requirements. These rubrics facilitate the creation of mental models and allow for the giving of sufficient feedback by peers, professors, and the individual (Brookhart & Chen, 2015).

1.1 Statement of the Problem

In Pakistan, students have limited opportunity to experience speaking English in the classroom and are frequently evaluated through written assignments, which has an impact on their academic presentation skills. The research focused on the nonverbal presentation skills of non-native English speakers. Both nonverbal and verbal interaction abilities must be strong (York, 2015) for a presentation to be effective.

1.2 Purpose of the Study

The study examined at how well Zimmerman's self-regulating learning model worked in ameliorating nonverbal presentation skills among Pakistani undergraduate students who weren't native English speakers.

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1.3 Research Objectives

1. To investigate the efficacy of Zimmerman's model functions in ameliorating the nonverbal presentation abilities of non-native English speakers.
2. To explore how nonverbal presentation skills at the undergraduate level can be improved using Zimmerman's strategic model.

1.4 Research Question

1. What is the efficacy level at which Zimmerman's model functions to improve the nonverbal presentation skills of non-native English speakers?
2. How can nonverbal presentation skills at the undergraduate level be improved using Zimmerman's strategic model?

1.5 Study Significance

As a result of the students' perceived barriers to speaking, particularly in English, and the old classroom structure where speaking was less of an emphasis, learning in Pakistan typically focuses on writing. Verbal and nonverbal abilities are the foundation of presentation skills. A good communicator must be skilled in nonverbal elements including gestures, posture, physical characteristics, gaze, expressions on the face, voice of voice, length, pronunciation, and taking a breath in order to communicate effectively when speaking orally. The self-regulating learning paradigm of Zimmerman is helpful for non-native English speakers to improve their non-verbal presentation abilities.

2.0 Review of Literature

A speaker's nonverbal expression is made up of a variety of elements, including the way they speak, movements, positions, visual contact, and their facial reactions. Self-regulation (also known as self-regulated learning), according to Schunk and Zimmerman (2012), is the study of self-generated ideas and behaviors by students that are consistently oriented towards their learning goals. According to research, self-regulatory processes have an impact on learners' accomplishments in terms of mental processes, attitudes, and feelings.

2.1Nonverbal Presentation Skills

In social contact, the speaker and listeners communicate spoken language as well as nonverbal cues, according to Austin and Sweller (2018). The purpose of this study was to determine if showing a gesture during encoding (a) improved performance on the relevant spatial task and (b) prompted gesture output during recall in both adults and children. Children (aged between 3 and 4) and adults were given spoken route directions through a small-scale spatial array, along with accompanying gestures based on the condition they were given (i.e., no movements, beat movements, or figurative movements). The findings showed that pointing during encoding is essential to efficiently conveying spatial route direction information, especially to young infants.

The article explores non-verbal communication, including what it is, how to recognize it, how to understand it, and some suggestions for improving it. The results showed that nonverbal communication is essential for oral presentation. The majority of judgements about individuals are made based on non-verbal clues, including whether they are happy or sad, kind or silly, friendly or hostile, candid or secretive, gregarious or timid, dynamic or boring. As a result, it demonstrates the importance of being aware of nonverbal communication features for sound and effective classroom communication (Latha, 2014).

Fors (2015) investigated how speech pauses are created and perceived. Three primary objectives are to characterize and analyze pause generation, explore pause perception, and look at the function of pauses in turn-taking. Findings demonstrated how pause lengths differ significantly amongst speakers, pause kinds, and conversations. In dialogues, speakers often learn to pause, and pauses happen often throughout talks. Additionally, the researchers discovered proof that pausing helps people remember spoken words.

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Gyasi et al. (2015) stated that the main objective of this study was to examine the different identities conveyed through specific non-verbal cues. The researchers analyzed a dataset comprising four presentations created by students who received instruction in communication skills based on identity theory. After identifying various non-verbal cues, the research team categorized them into five main groups: movements, facial expressions, eye movements, vocalizations, physical characteristics, and spatial context. The selection of characters in the presentations was based on these criteria. The study's conclusions demonstrated how speakers A, B, C, and D utilized a range of non-verbal cues to convey meanings relevant to their respective presentations during class.

Since the human face is the most essential source of emotional information, Eaves and Leathers (2017) stated in their study that presenters must be able to effectively decipher facial emotions. The results showed that expressions on the face have a significant role in nonverbal presentation abilities. Knowing the listeners' emotional states—whether they are engaged or not and how they feel about the content—helps the presenter determine whether they are for or against the subject. The presenter can more successfully engage the audience by observing their level of interest.

Researchers (Cooper, Tsukada, and Takashima, 2020) concentrated on applying the Kinect to analyze the speaker's facial expressions while they react to real job interview questions from local and regional firms here in Japan. The interviewee is concurrently recorded on a regular video camera. A human judge then watches and evaluates this video. A method that closely resembles interview scoring is created by comparing the data from the Kinect analysis with the judge's evaluation. With the help of this technology, researchers were able to extend the specialized guidance for nonverbal presentation that is often found in small classes or one-on-one learning settings to very large classrooms.

It is unclear how the stress reaction affects effective communication, particularly nonverbal involvement, and how this can influence team performance; this study aimed to investigate this "phenomenon" (Serpell, Larkham, and Cook, 2020). During a "live-in" camp that included mentally challenging activities, participants twice presented presentations to their peers. The effectiveness of presentations was evaluated by measuring audience participation. A high testosterone-cortisol ratio was regarded as a favorable sign and was employed as a biomarker of the stress response. Following the presentations, participants in a team training course were evaluated on the quality of the instruction. This study made the case that under stressful circumstances, as shown by a hormone-awakening reaction, interpersonal engagement and team performance may suffer.

Thompson (2024) investigated the phenomenon of nonverbal communication and its strategic application by mediators to establish rapport, enhance self-assurance, and demonstrate professionalism. There is little research on the particular macro-acts that lead to efficacy, and a study of the literature found that these three macro-level abilities make important contributions to mediator productivity. The results of this research showed that these abilities mostly depend on micro-nonverbal cues (nonverbal behaviors) and components (such as the setting of the room and the mediator's appearance, for example).

2.2Self-Regulatory Model of Zimmerman

As one of the most thorough models of self-regulated learning, (Cleary and Zimmerman, 2012) cycle model is explained and examined in this work. The paradigm, which comprises three stages (forethought, performance, and self-reflection) and is based on social cognitive theory, pays particular attention to the effects of encouragement on self-regulation. To appreciate Zimmerman's framework's significance in theory and practice, it is compared with different self-regulated learning frameworks. The implementation of learning methods is essential for improving academic achievement and encouraging more in-depth

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learning techniques. The models of self-regulated learning have thorough theoretical foundations. These make it possible to apply learning processes in more comprehensive ways (Parra and Totoy, 2023).

Alvi and Gillies (2023) investigated the characteristics and applications of SRL methods used by university students in realistic situations, such as while learning outside of the classroom. It revolved around an array of learners from a demographic that hasn't been well studied and is framed within the social cognitive method. In order to learn more about the characteristics of SRL methods and the settings in which they are applied, focus group interviews were used. The results showed that students use a variety of SRL techniques, from superficial to deep and cognitively complex processing.

3.0 Methodology

The nature of the research used in this paper was mixed method, which includes both quantitative and qualitative.

3.1 Population and Sampling

A public university from Lahore, Pakistan, was among the list of candidates that were asked to take part in the study. The main focus of the study was on how well Zimmerman's self-regulated learning model worked for improving non-verbal presentation abilities in undergraduate non-native English speakers. Students from the second semester of the Bachelor of Business Administration were chosen to take part in this study. Purposive sampling was used to choose the sample size, which included 50 students.

3.2 Theoretical Framework

These procedures were broken down into each phase in another table when the cyclical phase model was first introduced in 2000 (Zimmerman, 2000). The functions were added to the design in 2003 (Zimmerman & Campillo, 2003), and the model was modified in 2009 (Zimmerman & Moylan, 2009), adding additional steps to the performance phase and detailing the various steps and their interactions in more depth.

Diverse theoretical perspectives, including operative, experiential, processor of information, social cognitive, volitional, Vygotsky, and cognitive constructivist, have been used to investigate SRL (refer to Zimmerman, 2001). Strong theoretical underpinnings for SRL are provided by Bandura's social cognitive approach from 1986, which emphasizes that SRL is a process that is impacted by the interplay of personal, behavioral, and environmental variables. Researchers consistently reject the idea that SRL is a fixed characteristic. Instead, the researcher argued that SRL is a social process that is impacted by personal and environmental consequences in addition to being a cognitive activity. The research opted to use Zimmerman’s Self-Regulatory model to access students’ learning outside and inside the classroom.

3.2.1 Zimmerman’s’ Self-Regulatory Model

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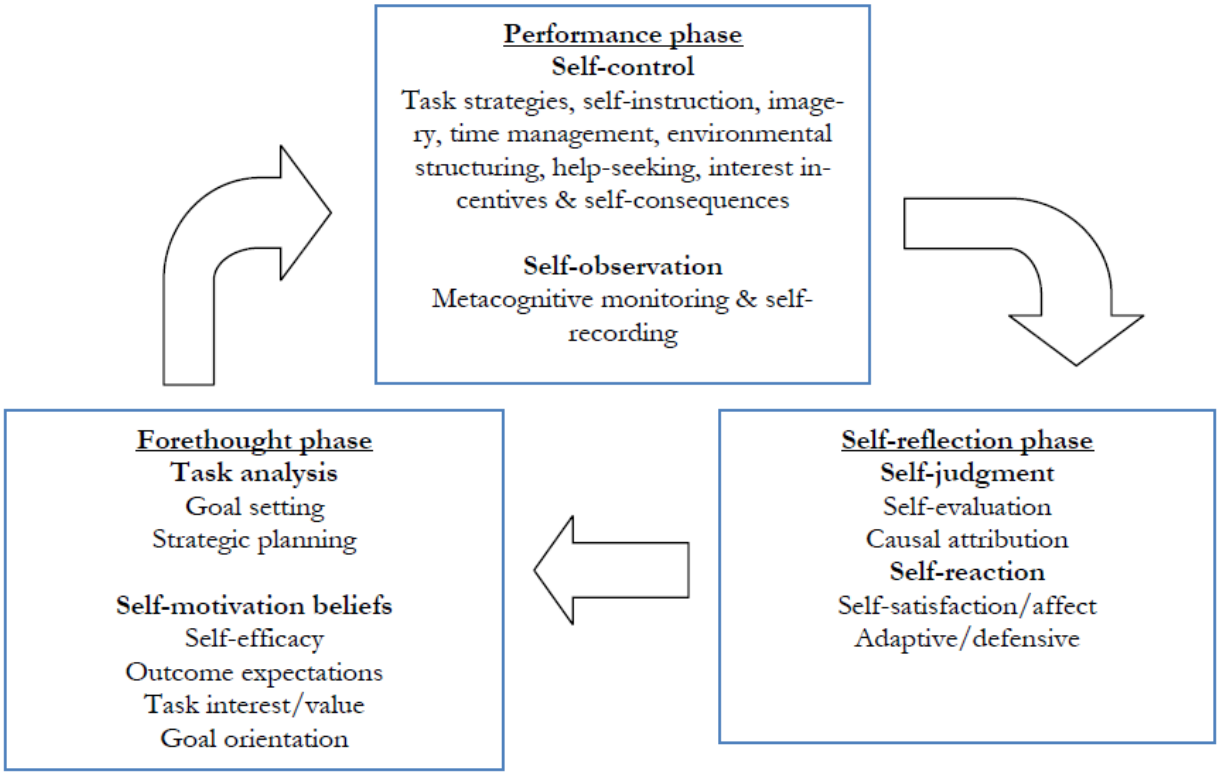

The Zimmerman model of SRL was used to structure the present investigation for a number of reasons. First of all, the model itself is thorough and includes the majority of the crucial steps necessary to comprehend students' self-control behaviors (Abello et.al, 2022). In each of its three broad stages, it provides specific explanations of the underlying self-regulatory mechanisms and goes into additional detail about the interactions between various processes (Zimmerman & Moylan, 2009). Second, we may focus queries on participants' past, present, and future behaviors with regard to SRL thanks to the model's temporal sequencing.

3.3 Procedure of Data Collection

For quantitative analysis, pre- and post-tests were applied. The presentations were videotaped. Focus group interviews were conducted using qualitative analysis. Peloghitis (2006), open-ended questions were adapted. Focus group interviews were done to validate the outcomes of the pre- and post-tests. Seven participants were chosen for the interview session, and they had 30 minutes to answer a total of seven questions.

3.4 Analysis Procedure of Non Verbal Presentation

Participants were assigned the topic “Quizzes should be a part of the evaluation process for assessing students' competency" by the instructor and given a day for preparation. Then, it was time for each participant to deliver a presentation. The participants were provided with a rubric after the pretest. Eye contact, physical appearance, facial expression, gestures, body language, tone, pitch, intonation, and pauses were among the nine parameters on the rubric. SPSS software was used to unsheathe the numerical information gathered from the pre- and post-tests. NVIVO 10 was used to extricate the themes generated from focus group interviews.

3.5 Rubric

The nonverbal presentations of the non-native English speakers were evaluated using a rubric adapted from Guo (2013).

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Presentation Title:_____
Presenter:_____
Evaluator:_____
Date:_____

Delivery	Rating	Comments
Non-Verbal Communication:		
Appearance	1 2 3 4 5 N/A	
Facial expression	1 2 3 4 5 N/A	
Body language	1 2 3 4 5 N/A	
Gestures	1 2 3 4 5 N/A	
Eye contact	1 2 3 4 5 N/A	

4.0 Results and Discussions

The data gathered from the questionnaire, rubric, and interviews conducted at the start and conclusion of the research were analyzed using both quantitative and qualitative data analysis methodologies.

4.1 Quantitative Results

4.1.1 Pre-Test

SPSS software was used to analyze the data because the research was primarily concerned with quantitative outcomes. According to the rubric, mean assessment was used in the research for that reason. According to the rubric's grading system, 1 is considered bad, 2 is fair, 3 is acceptable, 4 is good, and 5 is considered great. There is also a space for comments. The pretests were assessed in SPSS, and the analysis table for the pretests looked like this:

Table1: Pretests of the Participants

Variables	N	Mean
Appearance	50	2.2500
Facial expressions	50	1.8750
Body language	50	1.9500
Gestures	50	1.9500
Eye contact	50	1.9250
Tone	50	2.5250
Pitch	50	2.3250
Intonation	50	2.3250
Pause	50	2.1750

The number of nonverbal abilities, participant count, and mean were all displayed in the table above. The highest mean score was for tone, which was 2.52, and the lowest was 1.87 for appearance. Regarding appearance, we mean the participant's external appearance, including their attire. Physical characteristics revealed a 2.25 mean. With a mean of 1.87, the presenter's facial expressions indicated his or her anxiousness and nervousness. 1.95 of body language was focused on the presenter's movements and key points in the presentation. Additionally, the estimated value for gestures was 1.95, indicating the presenter's degree of

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confidence. The presenter was still throughout their presentations or used hands to emphasize their ideas.

Additionally, eye contact was the most important aspect of non-verbal presentation abilities. The mean amount of eye contact was 1.92, which indicated that the speakers had trouble making eye contact with the audience. The learners' tone throughout the presentation were examined as well to determine whether they were too high or low. Its mean was 2.52. 2.32 was the mean pitch, indicating whether a sound had been stressed or not. The computed intonation was 2.32, and it transmitted a variety of emotive meanings, including intrigue, rage, caution, etc. The last category, pauses, with a value of 2.17, denotes a brief break in the presentation or speaking.

4.1.2 Observation Period

4.1.3 Post-Test

Following a three-week observation period, the post-test was performed using SPSS software, with a focus on the participant's performance mean. The post-test results are shown in Table 2 as follows:

Table2: Post-test of the Participants

Variables	N	Mean
Appearance	50	4.4500
Facial expressions	50	4.2500
Body language	50	4.2000
Gestures	50	4.2250
Eye contact	50	4.0000
Tone	50	4.1250
Pitch	50	3.5500
Intonation	50	3.5750
Pause	50	3.7250

The highest mean scored was for physical appearance 4.45 and lowest mean was for pitch 3.55. From the table above, it can be seen that after providing a rubric and explaining the use of Zimmerman's SRL model, the results showed a significant difference in mean. Facial expressions were improved with a mean of 4.25, body language displayed a mean of 4.20, then gestures of the participants were 4.22, eye contact was also significant and showed 4.00, tone was indicated as 4.12, and the last one was pause, which was 3.72.

4.2 Qualitative Analysis

Seven people who took the pre- and post-tests were members of focus groups. For interviews, open-ended questions were used. In order to extract the themes, the interviews were first recorded, and then transcriptions were made using NVIVO 10. The open-ended questions were modified from Peloghitis' (2006) work in certain ways to make them more

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pertinent to the study. The rubric and Zimmerman's approach to open-ended questions were connected. The themes extracted from the focus group interview are:

Table3: Themes

Themes	
theme 1	Rubric efficacy
theme 2	Importance of eye contact
theme 3	Enhancing the innovative learning
theme 4	Enhancing the non- verbal skills
theme 5	Improvements in tone
theme 6	Importance of body language
theme 7	Dress Code

The study employed NVIVO 10 software to analyze themes derived from the focus group interview. The first theme, depicted in Table 3, pertained to the efficacy of the rubric. Participants shared their experiences and acknowledged how the rubric had positively impacted their non-verbal presentation skills. Prior to engaging in tasks linked to the scoring system or the associated task, participants expressed a lack of awareness regarding the evaluation criteria. Several individuals noted that while educational institutions often provide assessment rubrics at the beginning of the term to guide goal evaluation, learners frequently fail to notice or comprehend these criteria. However, when the scoring system was implemented during class activities and had a tangible impact on their grades, students felt increased pressure to perform well.

The significance of maintaining eye contact during speeches is also addressed in theme 2. Several participants initially expressed discomfort with properly directing their gaze as they were looking into a camera instead of a live audience. Some participants believed that making eye contact was less important when it came to overcoming the challenges associated with watching presentations on video. However, the majority of individuals strongly disagreed with this perspective. They emphasized the crucial role of eye contact in nonverbal communication, particularly in presentations. Furthermore, participants highlighted that even in recorded presentations, teachers emphasized the importance of maintaining eye contact. This was prompted by concerns raised by certain students who have stopped making eye contact with the camera. Instead, they started reading their presentations from various sources.

Theme 3 enhances innovative learning. According to the interviewees, engaging in this activity was a completely novel experience for them, as they had no previous knowledge of the grading process. They acquired an in-depth understanding of nonverbal competencies and their assessment through this assignment. The attendees expressed their appreciation for the opportunity to learn and expressed a desire for more events of this nature. One participant shared how this exercise helped her recognize the importance of practice and goal-setting in order to ameliorate her grades. She emphasized how it enhanced her abilities in public speaking, role-playing, nonverbal communication, and group interaction. She found it intriguing that this exercise emphasized the use of nonverbal cues in conjunction with language education to effectively utilize language. Other participants shared similar viewpoints, agreeing that this instructional approach was innovative.

In addition, theme 4 was shown to be helpful in improving nonverbal abilities, as participants agreed that the exercise offered insightful knowledge about presentation techniques. Participants emphasized that the benefits extended beyond the completion of a

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singular task, as the knowledge gained would be instrumental in their future acquisition of non-verbal presentation skills. Additionally, participants recognized the potential utility of these skills in professional interview settings, underscoring the significance of their non-verbal presentation aptitude for future presentations.

Theme 5 demonstrates improvements in tone. Prior to this activity, participants did not pay much attention to their speeches during presentations. Their primary focus was on content and verbal skills such as grammar, fluency, and vocabulary. However, after engaging in this activity, they began to recognize the importance of these skills. The rubric used in this activity helped them to understand that nonverbal aspects of language, such as cadence and tone, are just as crucial as verbal aspects. Without using the correct signs and gestures, one's knowledge of a language is incomplete. For instance, the participant mentioned the significance of pitch in conveying meaning. If the pitch is too high, it can alter the intended message of the language. The participant also discussed the importance of tone, which refers to the use of pitch to differentiate lexical or grammatical meanings or to express inflection in words. Previously, the participant did not consider tone as a vital element of presentation skills but now understands its impact. Furthermore, the participant highlighted the role of intonation, which involves the rise and fall in pitch patterns, in improving nonverbal abilities. One of the participants emphasized the importance of pausing for three to five seconds to capture the audience's full attention. Depending on the audience, longer pauses may be necessary. Pauses can also be used strategically during presentations to enhance audience comprehension.

Theme 6 delves into the importance of body language. Participants were able to identify errors in their body language during the pretest, thanks to the use of a rubric. Many individuals did not fully reveal their bodies during the videotaped presentations, but they positioned themselves prominently in front of the camera for the posttest. While several participants claimed to have understood the significance of body language beforehand, they had not actively worked on improving it. They expressed that, since they had little to no prior experience with public speaking before attending university, their main focus was on developing their verbal presentation skills. Additionally, they had not given much consideration to their presentation abilities, as written materials accounted for 90% of their grade. One participant emphasized that facial expressions, movements, and actions are all integral parts of body language. Presenters can establish a connection with their audience, convey emotions, and boost confidence by utilizing constructive and persuasive body language. Through this practice, the participants' ability to communicate effectively through their bodies will be enhanced.

Theme 7 indicated the presenters' clothing choices and overall appearance are beneficial in establishing their physical appeal in front of audiences. This is the initial impression that a presenter makes without uttering a word. Participants indicated that they were unaware of the assessment criteria during the pretest and did not consider them important. However, once they were presented with the rubric, they made a conscious effort to dress appropriately for the posttest.

The research findings from the qualitative method have substantiated the positive outcomes. The findings of the quantitative analysis were similarly encouraging. This indicates that the improvement of nonverbal presentation abilities in L2 learners was a successful implementation of Zimmerman's self-regulated learning paradigm. The three steps of the model—performance, self-reflection, and forethought—were found to be highly beneficial in enhancing nonverbal presentation abilities. . In addition to highlighting the need for new activities, participants stated that they had gained significant knowledge from the

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rubric-based exercise. They also said that they believed they were now skilled in nonverbal presentation approaches and that they thought the activity was fascinating and novel.

5. Conclusion

The study was intended to determine if non-native students might improve their nonverbal presentation skills by using Zimmerman's self-regulating learning paradigm. Data from fifty people was gathered via a public organization in Lahore, Pakistan, using purposeful sampling. Pre- and post-tests were included in the mixed-methods strategy that was used for the study in order to collect data. The focus groups also included interviews with participants. NVIVO 10 was used for the qualitative analysis, while SPSS was used for the quantitative evaluation of the data. The results showed that the reaction was very substantial. Zimmerman's self-regulated learning approach was found to be effective in improving foreign students' non-verbal presenting abilities, including their execution of facial expressions, body language, visual communication, confidence, and the way they looked.

A certain topic was presented during the pretest, and data was gathered in accordance with it. The topic of the presentation was "Quizzes should be a part of the evaluation process for assessing students' competency." After the pretest, the participants were provided with a rubric and given a week to practice. Subsequently, the posttest was administered using the same criteria and topic, and the results were analyzed using SPSS software for quantitative analysis of both the pre- and post-test outcomes. By utilizing SPSS software, the average for each variable was determined for each participant. The quantitative analysis conducted in this research demonstrated a significant improvement in the nonverbal presentation abilities of L2 learners.

Focus group interviews were conducted with a total of nine participants, who were included in both the pre- and posttest analyses, in order to carry out the qualitative analysis. The interview questions were amended from Peloghitis (2006) and served as the foundation for the interviews. NVivo 10 was utilized for data analysis to identify the emerging themes. A total of seven themes were identified through the analysis. The qualitative data analysis demonstrated a highly reliable performance of the research, underscoring the importance of conducting more exercises of this nature. Moreover, participants expressed that they had greatly benefited from the rubric-based practice. The future recommendations for further work on this topic include enhancing the sample size of the participants, emphasizing the application of Zimmerman's cyclic model, and conducting longitudinal research.

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