
The Effect of a Proposed Program Based on Animated films to Develop English Majors' Non-verbal Skills in Light of the Communicative Approach

Marwa Muhammad Abolfotouh*

Abstract

The current research aimed at investigating the effect of a proposed program based on animated films to develop third-year English majors' non-verbal speaking skills namely, eye-contact, body language, facial expressions and gestures. The participants of the research are a group of thirty students who are third-year English majors, Education section, faculty of Women for Arts, Science and Education, Ain Shams University. A non-verbal speaking skills' pre-posttest and a non-verbal speaking rubric to evaluate the non-verbal speaking skills of the third-year English majors were designed and approved by a jury of specialists in TEFL, as well as specialists in linguistics who are teaching EFL English majors. The treatment lasted for one semester, approximately two months and a half, and followed a quasi-experimental design in which the researcher employed both qualitative and quantitative research methods. The instruments of the current research included a list of the non-verbal speaking skills and its sub-skills, a rubric for measuring the non-verbal speaking skills, a pre-post speaking test and the proposed program based on animated films. The results showed that there was a statistically significant difference between the results of the pre and posttest in favor of the posttest, which candidly indicates the effectiveness of the suggested treatment. The proposed program based on animated films showed a large effect size of (0.83) and effectiveness ratio of 1.23 which prove the positive impact on developing English majors' overall non-verbal skills, as well as the sub-skills.

Keywords: Non-verbal speaking skills; Communicative approach; Animated Films

1. Introduction

Communication is much bigger than just words. The way we use tone of voice, facial expressions, body language and gestures, affect the conveyed message. Most of EFL learners are not aware of that their body language, postures and non-verbal speaking as well as the way they approach speakers that affect the occurred communication. Teachers can help their EFL learners by arousing awareness around the expressive nature of the way they are using their voice, body and become critically aware of the nonverbal behaviors, consequently this would help them to express themselves in an effective manner. (Saddam, HM 2017).

Even though non-verbal speaking is an evitable component of communicative situations, it is still abandoned manifestation of foreign language teaching. EFL learner mostly cannot achieve communicative competence because he or she is not aware of the components of or elements of the non-verbal speaking. Teaching non-verbal speaking makes communication more authentic and serves multi functions, which contributes to make communication more

* Demonstrator at the department of curriculum and instruction, Ain Shams University.
Email :marwahabolfotouh@gmail.com

effective. Therefore, teaching non-verbal speaking has a positive effect on the learning process in general, and on learners' willingness to communicate in particular. Additionally, awareness and knowledge of the components and functions of the non-verbal speaking, helps to develop the literary and communicative competence since the non-verbal phenomena promotes text's meaning and its effect on the occurred communication. In the context of foreign language teaching, non-verbal phenomena have not been given enough attention (Cf.Eber ,2007, Knabe ,2007).

Context of the problem:

In Egyptian schools, teaching English language, as a foreign language has been, for long time, based on the traditional approaches that focus on grammar, vocabulary, and translation without paying much attention to communication. Since the late seventies many Egyptian graduate students have obtained masters and/or PhD degrees in the field of teaching English as a second language (ESL) or as a foreign language (EFL) from western countries, wherein the learner's communicative competence has been upgraded to become the ultimate goal of teaching ESL/EFL. Upon return these scholars, have become active advocates emphasizing the need for articulation and development of alternative approaches and methods of English teaching. (Kozma, 2005; El-Fiki 2012).

The main reason behind learning any language is communication, especially speaking skills, but unfortunately the nature of courses addressed to prospective teachers mainly focus on the writing process, neglecting other skills especially speaking skills. Moreover, prospective teachers in Egyptian education colleges, are mainly tested through written tests, not speaking. That's why students in these colleges focus on writing putting away both verbal and non-verbal speaking. Besides speaking courses itself focus on the verbal speaking norms without giving any attention to the non-verbal speaking skills even though, the majority of the occurred communication during speaking, is conveyed through the non-verbal speaking skills. (Abd-El-Latif, K.2006)

The researcher made sure of the existence of the problem through:

i. Reviewing the related studies

To verify the existence of the research problem, the researcher reviewed some of the recent regional and Egyptian studies conducted on English student teachers' non-speaking skills which was investigated by a very limited number of Egyptian and regional studies like (Omer, F, 2015), (Manmohan, G., 2017), (Alam, M., 2020) who unanimously admitted the significance of such skills in the performance of EFL student teachers. The problem of the non-verbal speaking skills incompetence was investigated by a very limited number of Egyptian researchers who unanimously admitted the significance of such skills in the speaking performance of English majors, especially English prospective teachers. Besides, there is a notable difficulty for English majors to master the non-verbal speaking skills and it seems that they are struggling to speak maintaining eye-contact with conversation

participants, and to maintain smooth as well as appropriate body language and facial expressions during speaking.

ii. Administrating free informal interviews.

1- Which skills are the most difficult for your students to maintain and why?

- a) listening
- b) speaking
- c) Reading
- d) writing

2- How do you teach speaking?

3- Are they using a wide range of words and phrases to connect their ideas and organize what they are saying?

4- Are there great pauses and gaps in their speaking?

5- Are they using vocabulary appropriate to the context in which they are speaking?

6- Are they able to use multiple tenses?

7- Are they using these structures correctly?

8 -Are they showing flexibility in using these grammatical rules?

Their responses showed the followings:

- Both of listening and speaking skills were rated as the most difficult skills to be mastered, measured and evaluated, and 80% of prospective teachers find some difficulty in acquiring these skills.
- More than 90% of prospective suffer from deficiency of fluency.
- More than 85% showed inflexibility in employing the grammatical rules, and using them correctly.
- Most of prospective teachers have complexity concerning the verbal and non-verbal communication and using the correct body language that fits the situation. Hence, it leads to misconception of the conveyed message affecting the process of communication in effectively.
- The majority of prospective teachers lack confidence which leads to poor eye contact and stressed facial expressions.

iii. Pilot Study

To make sure that the third-year English student teachers have problems concerning speaking skills, the researcher conducted a test on 23 student who are enrolled in the third year. The test consists of a group of life-like situations in which students have to employ both of their verbal and non-verbal speaking skills.

The test included the following skills and tasks:

- Role-playing certain situations.
- Speaking at least 6 exchanges per person to evaluate the exposure of vocabulary and utterances.
- Interaction and communicating with their partners and showing their fluency.
- Pronouncing correct phonological rules, and producing utterances with acceptable pauses or hesitation.
- Employing a reasonable range of grammatical structures and using tenses correctly.

The test revealed that:

- 85% percent of the test sample showed fatal weakness in their verbal speaking; especially pronunciation, voice variation, pauses and gaps.
- 90% of sample lacks fluency and inability to role-play the situations in a natural way.
- 50% showed more concern of accuracy over fluency, but this stage both of fluency and Accuracy are required all at once.
- Their tone of voice was so monotonous and stable, which affects the quality of communication.
- 96% of prospective teachers showed inability to role-play situations employing poor body language and poor facial expressions.

Statement of the problem:

The research problem can be identified in the third-year English student teachers' poor mystery of the non-verbal speaking skills that should be developed during the third stage of their study. The present study attempts to develop the non-verbal speaking skills needed for this stage through animated films in the light of the communicative approach.

Research Questions

This research attempts to answer the following questions:

"How can animated films develop the third-year English majors' non-verbal speaking skills in the light of the communicative approach?"

The following sub-questions emerged from the main question:

1. What are the non-verbal speaking skills that should be developed for the third-year English majors at faculty of Girls for Arts, Science and Education?
2. To what extent do animated films affect the development of the non-verbal speaking skill and its sub-skills required for third-year student teachers of English?"
3. What are the features and the theoretical base of the suggested program?

Hypotheses of the research

1. There is a statistically significant difference between the mean scores of the experimental group's performance on the overall non- verbal skill pretest and the posttest in favor of the post test at 0.01 level of significance.

2. There are statistically significant differences between the mean scores of the experimental group's performance on the Non- verbal sub-skills (eye contact, body language, facial expressions and gestures) pretest and post-test in favor of the post-test at 0.01 level of significance."

Instruments of the research

The present study makes use of the following instruments which are designed by the researcher for the purpose of the study:

- A non-verbal speaking skills' pre-posttest to measure the development of the third-year student teachers of English.
- A rubric to measure the non-verbal speaking skills.

Significance of the study

The results of this study may help the following:

I. The English prospective teachers

- It helps the English student teachers to develop their non-verbal speaking skills and as a consequence they can communicate better with their students as well as the others.
- It helps teachers to acquire the English content and participate in the process of learning, hence it will contribute to increase their willingness to learn for being more active and more positive.
- It helps them to develop their non-verbal speaking skills, so they can pass it to their students correctly and effectively in the near future.
- It helps them to feel that learning can be fun and interesting at the same time, which will make them do the same with their pupils employing interesting activities inside their classrooms.

II. The teaching staff and assistant teaching staff

- It helps them to benefit from the results of the current study to develop better techniques in teaching the English-speaking skills especially in teaching the conversation course.
- It helps them to develop effective activities based on animated films to develop students' speaking skills.
- Converting the classroom from the traditional atmosphere in which students are negative, to a better environment in which students are active and positive.
- It helps the teaching staff to elect courses and develop new techniques in which learning is fun.

III. Language Researchers

- It helps language researchers to conduct researches based on using animated films.

-
- The current study presents the theoretical background which helps them to develop researches based on animated films as well as the communicative approach.
 - Presenting the scientific basis for using animated films to teach English as a second language.

Delimitations of the study:

- 1- The necessary English language non-verbal speaking skills for the third-year English student teachers.
- 2- A sample of English majors who are studying in the third year at Women's faculty for Arts, Science and Education, during the academic year 2019/2020.
- 3- Preparing a list of animated films which are appropriate for developing, the non-verbal speaking skills of the sample of the research.
- 4- Designing a program based on animated films in the light of communicative approach.

Definition of terms

The communicative approach of language teaching

David Nunan, 2012, defines CLT as a main language teaching approach in which learners are encouraged to communicate in the foreign language; using authentic texts; focusing on the learning process rather than language; learners learn to activate the target language outside the classrooms and use it in real-life situations. Moreover, learners are evaluated based on their communicative competence rather than on their acquisition of vocabulary and grammatical structures.

The operational definition of the communicative approach is that Communicative language teaching is engaging students in a group of communicative role-playing activities and life-like situations with the presence of visuals and authentic materials which help learners to acquire the target language with an emphasis on the non-verbal norms during communication.

The non-verbal speaking skills

Ottenheimer, 2007 defines non-verbal speaking as a process of transmitting messages without spoken words, sometimes called body language, messages can be conveyed through facial expressions, gestures, gaze, and postures, and other prosodic features of speech such as intonation and stress, as well as other paralinguistic features of speech such as intonation, stress, voice quality, emotion and speaking style

Non-verbal speaking skills in the present study is defined as the application of some-non-verbal speaking skills such as; eye-contact, body language, facial expressions and gestures which are used to support meaning and make utterances clearer in the theoretical background for third year English majors.

Review of literature:

The communicative approach of language teaching (CLT)

The Communicative approach is mainly a product of educators and linguists who developed this approach as a lack of realistic language teaching and teaching students how to communicate effectively.

Hattum defines the communicative approach as a method of teaching that focuses on helping students to communicate meaningfully in the target language. With this approach there is a

tendency to place more emphasis on speaking and listening tasks. The communicative approach is designed to give the students meaningful activities. The aim is to teach students to use “real-world language”.

Elshahat (2013) state the main principals of the communicative approach as following:

- 1- The whole is more than the sum of the parts.
- 2- The learner knows exactly what he is doing.
- 3- The processes are important as the forms.
- 4- To learn it, do it.
- 5- Mistakes are not always mistakes.

Savignon (2007), in her book about the communicative theory of teaching English as a second language, she states the main principles of the communicative approach as following:

- 1- Language learning means learning to communicate.
- 2- Dialogs have to be about communicative functions.
- 3- Contextualization is a basic premise.
- 4- Meaning is paramount.
- 5- Fluency is a primary goal.
- 6- Students are supposed to practice language in groups or pairs.
- 7- Comprehensible pronunciation is a primary objective.
- 8- Communication is encouraged at the very beginning.

Garber (2008) mentioned that, there are many activities and tasks which achieve the communicative approach (CA) such as:

b. Role-play

During such activity, students are imagining themselves in life-like situations inside classroom, like a receptionist or a waiter at a restaurant. Students are practicing language in a real situation in a safe environment inside the classroom and under the supervision of their teacher or instructor. It achieves many objectives of CA, like the following:

- Learners are practicing verbal and non-verbal speaking skills in different situations.
- It gives them a chance language during life-like situations.
- A great opportunity to learn from their own mistakes and correct each other's mistakes.
- Teaching them to respect each other, not to make fun of their colleagues' mistakes, and face their own fears because mistakes are just a transitional stage for a complete mastery of the target language skills.

c. Comic strip stories

This kind of activities depends on preparing a group of scenes of a certain animated film, giving them to learners to re-arrange these to build up a small story, narrating the events of this film. Then, the learners cooperate with each other to write the script of the film and then

the teacher play on the original scenes of the film. Hence, the learners could have a feedback and compare their answers with the original script.

d. Jigsaw activities

The instructor divides his class into groups, giving them a group of scenes of a short-animated film, it is better if the film is less than one hour, and they have to rearrange those scenes to build up the whole movie again. This achieves a main principle of CA which is "The whole is more than the sum of the parts". During all of that communication and interaction is occurring and motivated by the instructor, which eliminates both the verbal and non-verbal speaking skills.

e. Dramatization

It depends basically on focusing on the characters of every movie and interpreting the dimensions of every character which helps to overcome the difficulties of learning the target through the dramatic activities. As those kinds of activities increase the learners' motivation to use language for communication, as well as being indulged physically and mentally. This leads to attracting the attention of the learner and improve his attitude toward learning a new language and increasing the meaning of communication.

Non-verbal speaking skills

Richard, J. (2006) simply states the non-verbal speaking as the ability to convey contain message without talking. Non-verbal communication involves the conscious processes of encoding and decoding. Encoding is the act of generating the information such as facial expressions, gestures, and postures. Decoding is the interpretation of information from received sensations from previous experience.

Garber (2008), assures that selecting a certain vocabulary word is not that much powerful, as the non-verbal effects. What's more important than what I am saying, is what how I say it which contributes to achieve an effective meaningful communication. He adds that 10% of our communication is based on vocabulary, 35% on the tone of voice and 55% on the non-verbal skills.

The Non-verbal speaking is a wide system consists of a range of features which are collaboratively used together to aid expressions. The main components of the system are:

- Kinesics (body language) body motions such as: shrugs, foot trapping, facial expressions, gestures, eye movement as winking, and drumming fingers.
- Vocalics such as tone of the voice, volume, and speed as well as timber.
- Oculesics "eye contact"
- Posture "stance and position of the body"
- Silence "pausing and waiting"
- Pauses: "when speakers need to hold attention or separate ideas, they use amount of silence, between phrases. This particularly important at giving formal presentations such as; oral reports broad casts or telling stories.

Body language, particularly facial expressions, gestures, eye contact, and proximity, are the most important components of the non-verbal speaking skills, which learners need to be aware of, in terms of avoiding misunderstanding, conveying meaning and fitting in the culture of the target language. In terms of skills development, non-verbal speaking shouldn't be underestimated, it has to be developed in parallel to the verbal speaking skills.

Animated Films

Animated films are classified as one of the most modern and effective trends of teaching English as a foreign language. Every learner of English has a list of favorite animated films or Cartoons he likes to watch from time to time. Everyone even memorizes some lines of these films, in the original voices of the film's character. During watching those films, the learner is interacting both verbally and non-verbally, imitating the voices and body language of the heroes of the film their accent, as well as their facial expressions. Consequently, both of their verbal and non-verbal skills are illuminated. (Frummusleu, et al, 2015)

Learning how to communicate in the target language is a highly advanced skill, as the new language contains some sounds, that don not exist in the mother tongue language's system. (The place of articulation is different even with the same letter like /r/ in Arabic and English). That's why, the learner has to do more effort to produce completely new utterances and sounds.

The advantages of using animated films to teach English as a foreign language, and its contributions to develop both verbal and non-verbal speaking skills

Yaliviageikhman (2014) states the following:

- Cartoon characters are talking in a language that low-level learners can understand, in addition to the use of slang, street terms, elisions, and contractions.
- Cartoon characters are talking slowly and clearly, the usage of high pitch most of the time, so everybody, especially kids or low-level learners can understand.
- Animated films focus on situations and events are taken from real life, and this supports one of the main principles of the communicative approach.
- Animated films are usually short, mostly between 10 to 90 minutes, so the learner cannot feel bored easily. And even if they have the same length as usual films, but animated films have the priority. This is because of its characters, which are mainly created to convey a certain message as well as, graphical designs, sound effects, and musical backgrounds, which catch the learner's attention.
- There are some animated films and Cartoons, which are mainly created for educational purposes; such as teaching learners new language terms, and expressions i.e. Dora.
- Animated films depend on sound variations like high pitch and other advanced speaking skills, like stress, intonation, and assimilation, which contribute to enhance learners' verbal speaking skills.

Characters' facial expressions are very expressive, as well as their moves, postures and body language, which enhance the strength of the conveyed message and eliminate the learners' non-verbal speaking skills.

The researcher has benefited from the previous related studies which dealt with using Animated films in language teaching generally and speaking skills particularly, as well as studies which apply the main principles of the communicative approach to teach English as a foreign language. The researcher noticed the following:

-Learners turns more motivated and engaged in the learning process when Animated films are presented inside classes.

-Animated films have made students more confident and more fluent during speaking .

-Training students on both verbal and non-verbal speaking skills based on the communicative approach in language teaching, have made learners create better speaking skills which was reflected on their communication .

-Animated films have proved to be one of the most teaching Aids to develop better non-verbal skills.

Method of the research.

Design of the research

This research followed the descriptive and analytical method in relation to reviewing the related literature and previous related studies. The researcher used the quasi-experimental design in the experimental part of the study, in which one experimental group of student teachers of English are enrolled in the academic year 2019/2020 at Faculty of Women for Arts, Science and Education, Ain Shams University. The current research adopted a mixed method approach, in which quantative and qualitative data were collected, analyzed, and integrated.

Subjects of the research:

The chosen participants of this study are a group of 54 student teachers of English who are enrolled in the third year of their studying at the department of English language and literature at the faculty of Women for Arts, Science and Education, Ain Shams University, where the researcher is working as a teaching assistant. Their ages range between 19 to 21 years old and all are girls. Consequently, variables like gender, age and grade are not supposed to affect students' performance during or after the treatment. Hence any change or achievements in students' verbal and non-verbal skills are supposed to be attributed to the suggested program.

The researcher conducted this study on the third-year student teachers because they have been exposed to enough linguistic content which will help them to participate in the experimental part of this study and benefit from it to develop both verbal and non-verbal speaking skills which they badly need because of their field training at the governmental schools.

Tools of the study:

The present study makes use of the following instruments which are designed by the researcher for the purpose of the study:

- A pre-post non-verbal speaking skills test to measure the development of the third-year English majors' non-verbal skills and sub-skills during speaking.
- A checklist to determine the required non-verbal speaking skills of the third-year English majors.
- A rubric to measure the non-verbal speaking skills.

The non-verbal speaking test:**Description of the test**

The pre-posttest consists of two role-play situations in which students have to employ non-verbal speaking skills such as; eye-contact, facial expressions, body language and gestures, so the researcher would be able to measure the non-verbal speaking skills while the communication happens.

Aim of the test

The presented test was administrated to measure a group of non-verbal speaking skills and their sub-skills. Same test was administrated for the same group of students before and after the program to make sure that any change or progress in students' performance occurred due to the program only.

Construction of the test

The pre-post speaking test was constructed in the light of the following steps

- Reviving previous related studies that tested and dealt with verbal and non-verbal speaking problems.
- Determining the sub-skills to be measured by the test on the basis of the non-verbal speaking skills checklist and other studies that adapted non-verbal speaking skills.

Piloting the test

The test was piloted prior to the experiment in order to ensure the directions of the test are clear and understandable, as well as to make any necessary procedural changes. The test was administrated 17th September 2019 to a randomly selected group of 14 students who are enrolled in the third academic year 2019/2020 at Women's faculty for Arts, Science and Education, Ain Shams University in Cairo. It is worth to mention that those students were excluded from the experiment.

The piloting aimed at:

- 1- Determining the clarity of the navigational instructions.
- 2- Assuring that the test is measuring the verbal speaking skills as well as its sub-skills

- 3- Assuring that the test is measuring the non-verbal speaking skills as well as its sub-skills.
- 4- Verifying that the test aligns with objectives in the rubrics.
- 5- Determining the estimated time for every section of the test.

Test Reliability

In order to estimate the reliability of the test and measure the internal consistency of the test; the test was administrated twice on the same group of students (14 students), two weeks apart from the pre and posttest using compute Pearson correlation and it indicated a high reliability level of 0.892. Therefore, the test could be considered a reliable and appropriate for the purpose of the study.

Inter-rater Reliability

In order to establish the reliability of assessment, another experienced three experienced EFL and linguistic raters were asked to grade the pre-posttest and Pearson correlation was calculated to confirm the consistency and accuracy of the correction, which indicated a high correlation level. The raters were the researcher Professor Dr Hanan Hussein the associate professor of EFL methodology and curriculum at Women's faculty for Arts, Science and Education, Ain Shams University, Dr/ Amira Ibrahim, the assistant professor of EFL methodology and curriculum instruction, Women's faculty for Arts, Science and Education, Ain Shams University, and Dr/ Abdul Nasser Alboghday, the assistant professor of linguistics at faculty of Arts, Minia University.

Test Validity

The validation of the primary version of the test was estimated via handling the test to a jury of five TEFL members to determine the suitability of the content to measure the non-verbal speaking skills with its sub-skills required for the third-year English prospective teachers at Women's faculty for Arts, Science and Education, as well as length and difficulty of the test items. The jury members reached 100% of agreement and validated the test.

The non-verbal skills checklist

Content of the checklist

The researcher prepared a checklist to specify the required non-verbal speaking sub-skills of the third-year English majors. checklist includes four main subskills; eye-contact, facial expressions, body language and gestures. It was submitted to a jury of five members who are specialized in curriculum and EFL instruction and linguistics who reached 100% of agreement on the required-skills of the third-year English majors.

Sources of the checklist:

The primary form of the checklist was designed in the light of the following:

-
- Reviewing the previous related studies performed on this stage of EFL learners of the same level “above intermediate level of English”
 - Consulting my supervisors.

Rubric

Rubric was adopted from different sources and adjusted according to the chosen skills in this research. The rubric is a three-point scale, i.e. it consists of four different levels of competence, poor (1), good (2) and Excellent (3).

There are four main non-verbal speaking skills.

Rubric validity

The rubric was presented to five jury members who are specialized in the major of EFL methodology and curriculum at the faculty of Education, as well as Women's faculty for Arts, Science and Education, Ain Shams University. The jury advised to minimize the scale of the rubric from four to three in order to facilitate the process of correlation especially that the participants are English majors, so removing the zero columns makes more sense due to their expected level of proficiency.

Duration of the experiment

The experiment lasted for approximately one term “two and a half months or less”, totaling 33 hours of instruction. The program consists of 20 sessions; two introductory sessions. Every introductory session lasted for 3 hours, while the rest 18 sessions lasted for 90 minutes. In every session, students practiced designed tasks based on the main principles of the commutative approach of language teaching to develop their non-verbal speaking skills. The designed tasks depend mainly on animated films, as a main tool to practice non-speaking in a communicative setting.

Treatment

The resources used in the current program were designed by the researcher using Animated Films and in the light of the communicative approach of language teaching. The proposed program is based on the communicative approach of language learning, in which EFL learners are engaged in meaningful activities to use language in effective situations. Learners are practicing language especially speaking in a variety of activities; such as role-play, Jigsaw activities, and dramatization using a combination of the target language and gestures, self-directed activities and information gap activities acquiring the target language inductively and applying all the required non-verbal norms related to the occurred situation.

The Program

General aim of the program

The main aim of using the animated films is to develop the non-verbal speaking skills for the third-year student teachers of English.

Learning objectives of the program

By the end of the program, the participants are supposed to:

- Maintain eye-contact with the participants of the conversational setting.
- Sustain appropriate and smooth facial expressions to convey and express various feelings and emotions.
- Maintain expressive body language while speaking to help other conversation participants to interpret their ideas, opinions and even predict their thoughts.
- Gesture to their partners during speaking smoothly and appropriately.
- Pause confidently during speaking without swaying.

Data Analysis and Discussion of results

Firstly, the mean values and standard deviations of the parameters of the whole pre-posttest were calculated. Secondly, inferential statics were used. Thirdly, T-test was calculated to find if there are differences between the mean scores of the non-verbal speaking sub-skills in the pre-posttest.

The first hypothesis states that there is a statistically significant difference between the mean scores of the experimental group's performance on the overall non- verbal skill pretest and the posttest in favor of the post test at 0.01 level of significance.

In order to test the first hypothesis, T-test was conducted to verify the validity of the hypothesis and the results are shown in the following table.

Table (1) The overall non-verbal speaking skills.

| Variables | Mean | SD | Df | t-Value | Effect size |
|-----------|------|------|----|---------|-------------|
| Pretest | 5.76 | 1.79 | 29 | 11.33 | 0.82 |
| Posttest | 8.30 | 2.00 | | | |

** at significant level of (0.01)

Table (1) shows that the third-year English student teachers' mean scores of the pretest is estimated at (5.76) with a standard deviation of (1.79), which is greater than the mean scores of students in the posttest which is estimated at (8.30) with a standard deviation of (2.00). This means there are statistically significant differences in the mean scores of students in overall non-verbal speaking skills in favor of the posttest. This is confirmed by the t-value which is estimated at (11.33) at a degree of freedom (29). Consequently, the first hypothesis which states that there is a statistically significant difference between the mean scores of the experimental group's performance on the overall non-verbal skill pretest and the posttest in favor of the post test at 0.01 level of significance is confirmed.

A comparison between the students' performance in overall non-verbal speaking skills is illustrated in figure (1)

The second hypothesis states that "There are statistically significant differences between the mean scores of the experimental group's performance on the Non- verbal sub-skills (eye

contact, body language, facial expressions and gestures) pretest and post-test in favor of the post-test at 0.01 level of significance."

In order to test the second hypothesis, t-test was conducted to verify the validity of the hypothesis and the results are shown in Table (2)

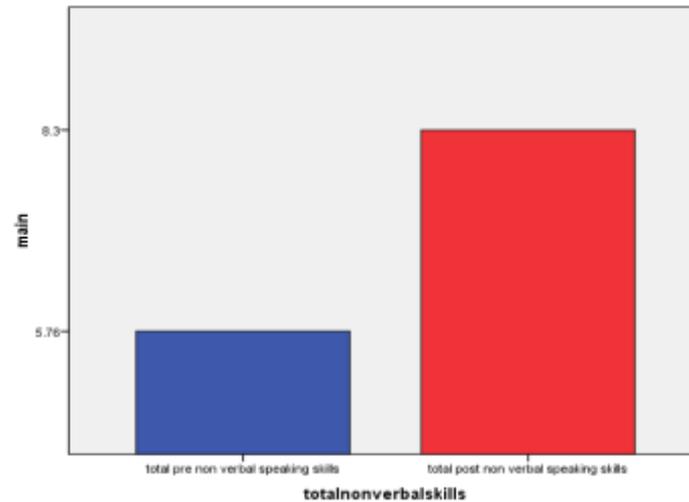


Figure (1) Comparison between the pre-posttest in the overall non-verbal speaking skills.

Table (2) shows the results of T-test and eta square of every non-verbal skill

| Skill | Test | N. | Mean | S.D | D.F | T.Value | Sig.level | Sig. | Effect size |
|---------------------------|------|----|------|------|-----|---------|-----------|------|-------------|
| Eye contact | Pre | 30 | 1.56 | .504 | 29 | 10.25 | 0.00 | 0.01 | 0.78 |
| | Post | 30 | 2.46 | .571 | | | | | |
| Body language | Pre | 30 | 1.36 | .490 | 29 | 4.09 | 0.00 | 0.01 | 0.37 |
| | Post | 30 | 1.73 | .639 | | | | | |
| Facial expressions | Pre | 30 | 1.43 | .504 | 29 | 10.77 | 0.00 | 0.01 | 0.79 |
| | Post | 30 | 2.23 | .678 | | | | | |
| Gestures | Pre | 30 | 1.40 | .498 | 29 | 5.03 | 0.00 | 0.01 | 0.46 |
| | Post | 30 | 1.86 | .681 | | | | | |

** significance level (0.01)

Interpretations of the findings

In the first hypothesis, it was assumed that there are statistically significant differences between the mean scores of the experimental group's performance on the Non-verbal sub-skills (eye contact, body language, facial expressions and gestures) pretest and post-test in favor of the post-test at 0.01 level of significance, but this assumption was partially refused because the proposed program did not have a big size effect on each sub-skill, the body language skills showed a low effect size. This is might be attributed due to the anxiety factors that some students may have control over their speech, but their body language always reveal their uncomfortableness, besides some students were exaggerating doing overacting body

language and facial expressions, especially during the role-play part of the test. Moreover, the instructor discussed the evaluating criteria of the test before the posttest was administered which made students pay extra attention to it, thinking that they will get higher marks when they overreact, instead of maintaining smooth and appropriate body language relevant to the occurred situation. In comparing the findings of the current study with previous related research findings, the results are discussed in terms of the following parameters. The findings of the research align with some previously conducted researches on same variables and aimed at developing the student teachers' non-verbal speaking skills at various levels. For instance, product assessment and formative assessment appear to have a positive impact on students' performance Torkey (2006) and Hasan (2014) and Abdel Daim, 2004 who investigated the effect of using the acting and role-playing activities on the development of English-speaking skills. The research has showed a significant influence of using the acting activity and role play activities to develop non-verbal speaking skills.

1. **Eye-contact**

Table (2) shows that the value of the arithmetic mean for the third-year English student teachers in the eye-contact skill in the pretest is estimated at (1.56) with a standard deviation of (.504). This is less than mean score in the posttest, which is estimated at (2.46) with a standard level of (.571), which means there is a statistically significant difference in students' mean scores in favor of the posttest. This is confirmed by the t-value which is estimated at (10.25). The calculated t-value is a function value at the degree of freedom (29) and a high significance level of (0.01). To determine the effect size, eta- squared was calculated and found to be (0.78) which is a big effect size. This indicates a high positive significant level which means that the proposed program has a significant positive effect on improving the eye-contact of the third-year English student teachers.

2. **Body language.**

As for the body language skills, table (2) also shows that the value of the arithmetic mean for the third-year English student teachers in the body language skills in the pretest is estimated at (1.36) with a standard deviation of (.490). This is less than mean score in the posttest, which is estimated at (1.73) with a standard level of (.639), which means there is a statistically significant difference in students' mean scores in favor of the posttest. This is confirmed by the t-value which is estimated at (4.09). The calculated t-value is a function value at the degree of freedom (29) and a high significance level of (0.01). To determine the effect size, eta- squared was calculated and found to be (0.37) which is a low, yet near to medium, effect size. This indicates a low, still positive significant level which means that the proposed program has a low significant positive effect on improving the body language skills of the third-year English student teachers.

3. **Facial expressions**

Table (2) indicates the mean score of the third-year English student teachers in the facial expression skills pretest is (1.43) with a standard deviation of (.504) whereas their mean

scores in the posttest which is estimated at (2.23) with a standard deviation of (.678). This in turn means that there are statistically significant differences in the students' mean scores in favor of the posttest. This is confirmed by the t-value of (10.77), which is a function value at a degree of freedom (29) a high significance level of (0.01). The effect was further calculation using eta-squared indicating a value of (0.79) revealing a big size effect. Therefore, the proposed program has a high significant positive effect on improving the facial expression skills of student teachers of English.

4. Gestures

As for gestures, table (2) also shows that the value of the arithmetic mean for the third-year English student teachers in the gestures skills in the pretest is estimated at (1.40) with a standard deviation of (.498). This is less than mean score in the posttest, which is estimated at (1.86) with a standard level of (.681), which means there is a statistically significant difference in students' mean scores in favor of the posttest. This is confirmed by the t-value which is estimated at (5.03). The calculated t-value is a function value at the degree of freedom (29) and a high significance level of (0.01). To determine the effect size, eta- squared was calculated and found to be (0.46) which is medium effect size. This indicates a medium positive significant level which means that the proposed program has a significant positive impact on improving the gestures skills of the third-year English student teachers.

A comparison between the students' performance in the pre-posttest in each non-verbal sub-skill is illustrated in figure (2)

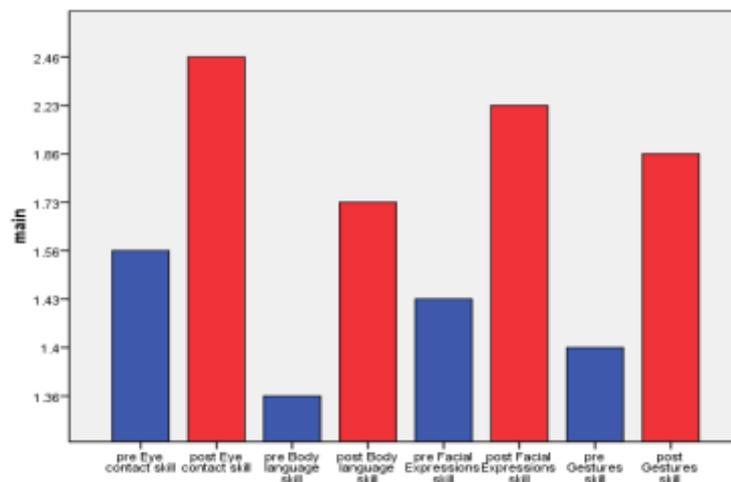


Figure (2) Comparison between the pre-posttest in every sub-skill of the overall nonverbal speaking skills.

Discussion and interpretation of the findings

As revealed from the results, the proposed program had a positive effect on the overall non-verbal speaking proficiency, showing a high positive effect size of (.83) As long as the first hypothesis was approved. Students seemed to benefit from the treatment, they showed enthusiasm and willingness to develop their non-verbal speaking skill. Therefore, the

proposed program was successful in developing the non-verbal speaking skills of the third-year English student teachers. Despite the differences in the level of development for each sub-skill, the program contributed to the development of the overall mastery of the non-verbal speaking skills of the students compared to their prior performance and knowledge. Consequently, the first hypothesis was approved.

In the second hypothesis, it was assumed that there are statistically significant differences between the mean scores of the experimental group's performance on the Non- verbal sub-skills (eye contact, body language, facial expressions and gestures) pretest and post-test in favor of the post-test at 0.01 level of significance, but this assumption was partially refused because the proposed program did not have a big size effect on each sub-skill, the body language skills showed a low effect size. This is might be attributed due to the anxiety factors that some students may have control over their speech, but their body language always reveal their uncomfortableness, besides some students were exaggerating doing overacting body language and facial expressions, especially during the role-play part of the test. Moreover, the instructor discussed the evaluating criteria of the test before the posttest was administrated which made students pay extra attention to it, thinking that they will get higher marks when they overreact, instead of maintaining smooth and appropriate body language relevant to the occurred situation.

The findings of the current study showed a high impact on student's overall non-verbal speaking skills especially eye-contact and facial expressions due to the nature of activities and tasks of the program which depended mainly on role-playing and practicing language in life-like situations which made them maintain more smooth and appropriate expressive facial expressions during speaking, which is supported by a study for (Kamal El-Din, 2013) to develop the English oral expression skills of EFL students, both verbal and non-verbal aspects. The researcher has found a significant difference between the results of both groups in favor of the experimental group. The experimental group has developed better non-verbal expression skills. The other two investigated sub-skills of the non-verbal skills; gestures and body language showed less impact, still a positive effect than before administrating the program, which means that students need more training to reduce their anxiety and develop better non-verbal speaking skills which help them to communicate naturally and meaningfully.

Limitations of the study:

The proposed study has its own limitations. The first one is that the results of the study cannot be generalized due to the small number of participants; only 30 students were involved in this study. Time constraints have been an issue due to the very crowded schedule of students and their field training which made learners feel overloaded especially that the researcher was instructing them at least twice per week, besides the program was working on four main non-verbal skills, in addition to Finding an equipped place to show the movies was a big issue to because of the data show and sound speakers and the expansivity of the equipment.

Conclusion

Based on the results of the present study the following conclusions are made; There is an indication that animated films had a large effect on increasing students' overall non-verbal speaking skills using eta-squared indicating a value of (.82). This large effect means that the proposed program using animated films improved students' overall non-verbal skills, as well as its sub-skills.

Recommendations

In the light of the findings of the present study, the following recommendations are presented:

- Language instructors should give more attention to the non-verbal speaking skills due to its importance and how they affect the occurred communication
- The non-verbal speaking skills are necessary for the third-year English student teachers and should be integrated within the preparation programs of EFL student teachers.
- Student teachers have to acquire the non-verbal speaking skills in a communicative setting.
- The introduction of language skills in an interesting atmosphere helps them to acquire language effectively and spontaneously.
- Language instructors' role in language teaching should be director, observer, and supporter.

References

Aripin, N.& Rahmat,N, (2019). *Non-verbal Communication and Writing: Exploring writing Anxiety in the Writing Process through Kinesics*, conference paper, International Innovation in Teaching and Learning & Language Education Conference, Pulau Pinang, Malaysia.

Brown,H. (2007). *Principles of language learning and teaching*, book, White Plains, NY : Pearson Longman.

Eßer, Ruth (2007). *Körpersprache in Babylon. In: Krumm, Hans-Jürgen (ed.): Bausteine für Babylon. Sprache, Kultur, Unterricht. München: iudicum, 320-332*

Famil, C. (2015). *Presenting Cartoons Inside classrooms: What's ahead?*, International journal of applied linguistics and English literature, vol.4.

Frumuselu, A. (2015). *Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles*,MA thesis, Virgili University, Tarragona, Spain.

Garber, P. (2008). *50 Communications, Activities, Icebreakers and Exercises*, HRD Press, INC22 Amherst Rd.

-
- Hassan, A. (2008). *The effect of a training program in language activities classroom management skills for third year English majors on their acquisition and use of these skills*, Unpublished M.A thesis, Minia University.
- Knabe, Kristin (2007). *Fremdsprachen effektiver lernen mit Gestik. Zur Theorie und Praxis von Gestik in der Fremdsprachendidaktik*. Frankfurt a. M.: Lang
- Maley, Alan; Duff, Alan (2001). *Drama Techniques in Language Learning, A Resource Book of Communication Activities for Language Teachers*, Cambridge: Cambridge UP.
- Richards, J. (2006). *Communicative language teaching today*, Cambridge university press, New York.
- Sanders, J. (2012). *Types of non- verbal communication and body language*, RMIT university.
- Sarwar, M., Alam, M., Hussain, A. , Shah, A.A., & Jabeen, M. (2014). *Assessing English speaking skills of prospective teachers at entry and graduation level in teacher education program*, TESOL journal, vol.24.
- Saddam HM (2017). *Body language in ELT: Meaning and Function*, International Journal of Advanced Educational Research, volume 2; Issue 6.
- Santon, N. (2006). *Mastering communication*, Mack Millan, the Open University, third edition.
- Savignon, S. (2007). *Beyond communicative language teaching: What's ahead?* *TESL journal*, Issue 1, Vol.39 .
- Segaran,K et al. (2013). *Talking Head Animation as Pedagogical Agent in Language Learning: A Review on Instructional Strategy and Media*, Malaysian Journal of Distance Education 15(1), 55–71
- Shazi Shah Jabeen, (2014). *Implementation of Communicative Approach*, English Language Teaching; Vol. 7.
- Nunan, D. (2012). *What Is This Thing Called Language?* book, Macmillan Education UK.
- Torky, SH. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Student*, Ph.D. thesis, Women's College, Ain Shams University.
- Yuliyageikhman. (2015). *Hilarious and Entertaining: The 13 Best Cartoons for Learning English*, Language and Culture Blog.

أثر برنامج مقترح قائم على أفلام الرسوم المتحركة لتطوير المهارات غير اللفظية لتخصصات اللغة الإنجليزية في ضوء المدخل التواصلي

مروه محمد صابر أبو الفتوح

معيدة بقسم المناهج وطرق التدريس شعبة اللغة الإنجليزية كلية البنات جامعة عين شمس

الملخص

تهدف الدراسة الحالية إلى دراسة أثر تطبيق برنامج مقترح لتنمية مهارات التحدث الغير لفظي لدى الطالبات معلمي اللغة الإنجليزية بكلية البنات جامعة عين شمس باستخدام أفلام الرسوم المتحركة في ضوء المدخل التواصلي . وقد أظهرت كل من الدراسة الاستطلاعية والدراسات السابقة والمقابلات الشخصية التي تم عقدها مع أعضاء هيئة التدريس ممن يقومون بتدريس مهارة التحدث لعينة البحث أن هناك حاجة ملحة بتدريس برنامج يهتم بمهارات التحدث الغير لفظي يقوم بتنميتها جنب إلى جنب مع مهارات التحدث اللفظي لتحقيق التواصل الفعال التحدث باللغة الإنجليزية كلغة أجنبية. وقد استندت الدراسة إلى تصميم المجموعة التجريبية الواحدة من الطالبات عينة البحث باستخدام التطبيقين القبلي والبعدي. وتلقت العينة البرنامج المقترح داخل الصف من خلال المحاضرات الأسبوعية وخارج الصف من خلال تطبيق التواصل الاجتماعي (واتساب) كما تبنت الدراسة مجموعة من الأنشطة المصممة في ضوء المدخل التواصلي كالمناقشات الموجهة والمفتوحة وألعاب المحاكاة والتمثيل والأغاني والتمثيل الصامت باستخدام لغة الجسد فقط. وقد أوضحت نتائج الدراسة والمعالجة الإحصائية للبيانات أن البرنامج المقترح قد أدى إلى تنمية مهارات التحدث الغير لفظي المستهدف في الدراسات ونذكر منها: التواصل بالعين، تعبيرات الوجه، لغة الجسد والإشارات.

الكلمات المفتاحية: المدخل التواصلي لتدريس اللغة، مهارات التحدث الغير لفظي، أفلام الرسوم المتحركة