

## The Effect of Using Videos on University EFL Learners' Nonverbal Competence

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**Abstract:** This action research project is an experimental study, aiming at investigating the effect of videos on the Universities EFL learner's.

The population of the study included 760 students, majoring in English language and literature, studying at the University of Jordan in Amman. The sample of the study consisted of 35 students registered for a Debate Course during the first semester of the academic year

After reviewing the theoretical literature and the previous studies, the researcher identified the nonverbal aspects of language to be studied i.e. gestures, postures, facial expressions, proximities, gaze, and eye management.

A pretest was administered to know the actual 2007/2008.level of both groups; the control group and the experimental one, before being exposed to the new experience of teaching.

The control group was taught traditionally, while the experimental group was taught via videos. Two months later, a post-test was administered so as to find if any change occurred, and if it occurred, to what extent, in what dimension, and in favor of which group.

To validate the test, it was presented to a group of referees, and its reliability was calculated by Cronbach Alpha Coefficient to be 0.88.

To treat the raw scores statistically, means and standard deviations were calculated.

The results of the study indicated significant differences in favor of the experimental group which was taught via videos.

This could be an indirect suggestion for methodologists and curriculumists to emphasize the role of instructional technology in improving students' nonverbal competence. Furthermore, it could be an invitation for textbook writers when they decide the content of foreign language activities and exercises to consider the nonverbal aspect of language into account because they vary from one language community to another.

Finally, it could be wiser if researchers conduct studies at school level to judge the effect of instructional technology on the nonverbal competence of the EFL learners.

### أثر استخدام الفيديو على الكفاية غير اللغوية لمتعلمي اللغة الإنجليزية في الجامعات

**ملخص:** تتحرى هذه الدراسة أثر استخدام الفيديو على الكفاية غير اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي.

وتكون مجتمع الدراسة من ٧٦٠ طالباً وطالبة متخصصين في اللغة الإنجليزية وآدابها في الجامعة الأردنية، واشتملت عينة الدراسة على (٣٥) طالباً وطالبة قد سجلوا مساق المناظرة في الفصل الدراسي الأول من العام ٢٠٠٧-٢٠٠٨.

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وبعد مراجعة الأدب النظري حدد الباحث العناصر غير اللغوية التي سوف يتم دراستها وتشتمل على الإيماءات والإيحاءات وتعابير الوجه والعينين. وقد تم إجراء امتحان قبلي لمعرفة المستوى الحقيقي لكلتا المجموعتين قبل إجراء التجربة، حيث تم تدريس المجموعة الضابطة بصورة تقليدية، بينما تم تدريس المجموعة التجريبية باستخدام الفيديو، وبعد مرور شهرين، تم إجراء امتحان بعدي. كما استخدم الباحث المعادلات الإحصائية لتحليل البيانات في الامتحانين القبلي والبعدي من أجل الإجابة على السؤال التالي. هل هناك أثر لاستخدام الفيديو على تطوير الكفاية غير اللغوية لطلبة اللغة الإنجليزية في الجامعات؟ حيث بينت نتائج الدراسة بأن هناك فرقاً بين المجموعة الضابطة والمجموعة التجريبية في الامتحان لصالح المجموعة التجريبية. وفي ضوء نتائج الدراسة يوصي الباحث المنهجيين وواضعي طرائق التدريس تأكيد دور تكنولوجيا التعليم في تطوير الكفاية غير اللغوية لمتعلمي اللغة الإنجليزية على المستويين المدرسي والجامعي.

### **Introduction and theoretical background**

The major goal of foreign language teaching is to develop students' cross-cultural communicative competence" (BI, 1999:160). Hence, nonverbal communication becomes yet another element that one must understand to interact effectively with people from different cultures (Samovar & Porter, 2003:14). In this regard, teachers of English should continually improve their own level of cross-cultural awareness, be aware of its importance to develop students' nonverbal communicative competence, and take the teaching of nonverbal communication into consideration in language teaching so as to improve the intercultural students' communicative competence.

In foreign language teaching, it is hoped that students could speak English accurately, fluently and naturally as native speakers. Of course, most of the language learners could not accomplish this. However, the goal of foreign language teaching is to teach students how to appropriately behave verbally and nonverbally in intercultural communication, but not to turn them into native speakers. In terms of verbal behavior, students should be as accurate and fluent as possible, but for nonverbal behavior, teachers should be aware of the different requirements; students should receive and send nonverbal messages in an accurate, appropriate and natural way. They should not speak and behave like foreigners, but learn how to avoid cultural shock and ethnocentrism. In order to reach the goal, teachers should help students develop a proper knowledge of the meanings of the nonverbal behaviors of the target culture, become aware of the cultural difference and cultural shock in nonverbal messages between target culture and their own culture,

and learn how to behave appropriately. In fact, nonverbal communication and behaviors frequently occur in foreign language teaching; students would not accurately grasp the meaning of the phrases or expressions without a proper knowledge of the nonverbal messages. Teachers of English should make continual efforts to explore how to communicate the nonverbal messages to students.

Nonverbal Language is an important part of communication which can constitute 50 or more of what are communicating (Wager, 2006:16). If you wish to communicate well, then it makes sense to understand how you can (and cannot) use your body to say what you mean. Therefore, the nonverbal aspect of language is as important to the learner as grammar, vocabulary, sounds, culture and any other aspect of language.

Within the face-to-face encounter of speech, communication is not limited to words. Speakers use a wide variety of extra-verbal devices, from emphasis and dramatic pauses to changes in tone or tempo. Speakers also use a broad range from nonverbal clues. They "talk" with their eyes and their bodies. They use hand gestures and facial expressions to convey ideas. However, these nonverbal aspects of language are different from one culture to another. As we learn a language, we also learn the nonverbal conventions of that language- the meaning of a shrug, a pout or a smile.

Whether we choose to ignore or highlight the body, the fact of the matter is that it is important to know that we speak volumes about ourselves through it, whether we know it or not. Erving Goffman (1963:81) commented, "while an individual can stop speaking, he or she cannot stop communicating through body idiom. You can say the right thing or the wrong thing with the body, but you cannot say nothing. This is especially true in this era of extreme body consciousness.

Rivers (1968) argues that we convey further elements of meaning by body movements, facial expressions, slight changes in breathing, length of pauses, and degrees of emphasis. These elements, are usually classed as kinetics and paralanguage. They vary from language community to another, and even within language community. This view indicates that no full comprehension of oral communication is complete without taking these aspects into consideration as further delimitations of the message.

In the classroom, or laboratory, these elements may be introduced using films or videotapes so that the student can watch the expressions and gestures of the speakers as an aid to meaning. In such a case, the EFL students will have a chance to acquire the new language naturally as they watch life like situations taken from the everyday life of language community.

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There is a critical need on the part of anyone who interacts with people of a different culture to be sensitive to the nonverbal aspects of human interaction. Moreover, those who have learned a language without including the nonverbal component are seriously handicapped if they intend to interact with living members of the culture instead of with a paper and print.

The verbal channel of expression is not enough to have a code of understanding, but we should recognize the importance of the nonverbal elements. Therefore, EFL teachers could depend on different types of technology to make their students acquire the nonverbal aspect of language.

Videos may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually – compelling access to information for many learners with learning difficulties who might miss learning.

Opportunities provided solely by print-based materials. In this respect, Videos provide important learning opportunities to students working in a second language.

Stempleski, (2009) explored videos as a tool for foreign language learning: In addition to being a flexible vehicle for comprehension practice for the presentation of new language, video, particularly in its authentic forms, effectively stimulates language production, especially with intermediate and advanced level students. Using video as a stimulus for classroom communication usually involves students' interaction in pairs and groups and manipulation of the television technology to create an information gap that the learners should fill. Video technology offers the obvious advantages of stop/start, rewind/replay, sound on/off, and freeze-frame controls. These facilities make it possible for the teacher to present different sections of the video once or several times in different ways. For example, a teacher may decide to turn the sound control off and show only the video pictures to the students, preview video sequences, select viewing activities, and adapt the language exercises to fit their students' needs and different classroom situations'.

Video permits second language learners to witness the dynamics of interaction as they observe native speakers in authentic settings speaking and using different accents, registers and paralinguistic cues (e.g., posture and gestures).

The incorporation of video into instruction has recently benefited from a proliferation of materials. Available to foreign language teachers are videos for: 1) curriculum enhancement (presenting foreign literature, art, fashion, film, television, etc) Use with anyone of a publisher's foreign language texts; and 3) classroom use and for self-study as integral parts of multimedia

instructional packages including textbooks, language laboratory programs, audiocassettes, workbooks, and instructor guides.

While video enrichment programs may seem at first to be useful additions to the classroom, they should be integrated into an already crowded curriculum and often supplement to other materials and activities. The recent advent of complete video instructional packages accentuates the need to assess in what way videotaped programs may be better or worse than more traditional instructional materials. One such popular program which combines video, audio and print materials is Capretz' French in Action. This "planned immersion" course in language and culture is now used in many leading colleges and universities and can be seen regularly on national public television.

We report here two experiments that compare teacher-managed videotaped instructional materials featuring native speakers in everyday situations (using the French in Action video based curriculum) to more traditional pedagogical methods involving a variety of classroom exercises and drills. The first experiment compares the students' performance who are taught in these two ways on a test of listening comprehension involving conversation among mostly native speakers. The video curriculum was expected to improve students' listening comprehension because it gave students more experience with native speech than did the traditional curriculum. The second experiment compares the two methods for teaching specific vocabulary and grammatical structures. We hypothesized that viewing the video would enhance students' learning of vocabulary and idiomatic structures because of the contextualized presentation in the video. On the other hand, the traditional curriculum, with its systematic initial presentation, was expected to produce enhanced students learning of grammatical structures over that of the video.

One way of providing or increasing this motivation is through the use of video which, according to Marsden, (2002) brings fun and added motivation to language learning. Video presents language not only in context but also in a manner that can have an impact upon learners: 'grabbing' their attention in a way that is impossible for a static text or a sound – only recording, video is dynamic, immediate and accessible Lonergan, (1984). Video may be used to present new language; to revise or develop language; for comprehension activities or as a stimulus for writing, discussion or role play. Vale and Feunteun point out, however, that children cannot be expected to reproduce the language that they hear on the video nor answer specific comprehension questions. As they remark:

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"Connections seem to be made between the language input from the TV and the foreign language in the outside world. In other words, use of video or TV does not teach language, but it most certainly supports its acquisition". (Vale and Feunteun, 1995:63).

Watching movies offers an exposure to native language speakers speaking for communicative purposes. Students can learn English that will never be taught in a formal language classroom. They are introduced to different ways of speaking (Baltova,2009). For example, slang from different language users, their registers, different accents and colloquial phrases which students do not have the chance to be exposed to in the classroom.

Many people spend their time in front of television just to watch movie, entertainment, news, etc. reality, the movie has a great influence on the audiences' life.

It is necessity to consider the role of watching English movie. By watching English movies, the student does not only get an entertainment, but also can learn English language. More than that, the English movie is able to make the situation enjoyable, pleasurable and interesting. Watching English movies will be an effective medium to encourage the students to learn English especially in conversation with right pronunciation.

Learning another language can sometimes be daunting, especially if you do not feel confident about speaking to strangers because you are afraid you will say the wrong thing and embarrass yourself – or even worse insult someone! Learning English, is no exception, but people of all ages have found that watching movies and videos can help(Commbe,2009:16).

Movies in particular tell a story in pictures and words -and sometimes actions speak louder than words. Making it very clear, what is happening even if you do not completely understand, because what is being said. Obviously movies that have subtitles in your native language will make it easy for you to understand—but it also defeats the purpose of learning English (Chapelle,2001:27).

The best thing to do is go online or rent a movie and just keep repeating scenes and watching carefully to see body movements and actions which sometimes say it all without a word being uttered. Body language speaks volumes so you can easily tell if someone is angry or is in love by the way they act and the movements they make. Listening is the key to this – listening carefully to understand the nuances and together with the actions you can make sense of what is going on.

The key is to improve your comprehension by improving your listening abilities so that after a while you will be very adept at improving your

English, because the nonverbal aspect of language varies from one language community to another.

**Types of the nonverbal communication**

**a. Posture and movement**

You communicate numerous messages by the way you walk, talk, stand and sit. The popularity of one posture over another and the emotion conveyed by a given posture seems to be largely determined by culture (Hewese, 1955).

**b. Gaze and eye management**

Since the eyes are at most “the windows of the soul”, they are intensely important in interpersonal communication. When Americans were asked to draw people, 75% of them drew people with mouths but 99 percent of them drew people with eyes. In Japan, however, where babies are carried on their mothers’ backs, infants do not acquire as much attachment to eyes as they do in other cultures. As a result, Japanese adults make little use of the face either to encode or decode meaning. In fact, Argyle (1975) reveals that the proper place to focus one’s gaze during a conversation in Japan is on the neck of one’s conversation partner.

The role of eye contact in a conversational exchange between two Americans is well defined; speakers make contact with the eyes of their listeners for about one second, then glance away as they talk; in a few moments they re-establish eye contact with the listener to reassure themselves that their audience are still attentive, then shift their gaze away once more. Arabs, too, share a great deal of eye contact and regard too little gaze as rude and disrespectful.

**c. Gestures**

If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students’ attention, makes the material more interesting, facilitates learning and provides a bit of entertainment. Head nods, a form of gestures, communicate positive reinforcement to students and indicate that you are listening (Argyle, 1975).

Members of the same culture share a common body item that is they tend to read a given nonverbal signal in the same way. If two people read a signal in different way, it is partial evidence that they belong to different cultures i.e., the “OK” gesture familiar to North Americans is considered obscene in second Latin American cultures. In Colombia, an American worker relaxes with his feet up on furniture, his shocked Colombian hostess perceives the gesture as disgusting. While Americans use the feet-on-the-furniture gesture to signal “I’m relaxed and at home here” (Knapp, 1972).

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Hayes (2004) divides gestures into three categories that facilitate discussion; Autistic gestures, technical gestures, and folk gestures. Autistic or nervous-gestures are made by individuals in response to their own inner turmoil. They may take the form of biting the lips or fingernails, cracking the knuckles, jiggling a leg, or twitching a facial muscle. Occasionally, however, they become stereotyped signs for certain attitudes; toes-tapping indicates impatience, thumb-twiddling shows boredom, and so on..

Other movements fall under the heading of technical gestures and include such complex systems of communication as the sign language of the deaf, military salutes and the signals of music conductors, traffic directors, and radio performers. Technical gestures carry uniform meaning for members of a specialized group and are usually taught formally.

Folk gestures, on the other hand, are the property of an entire culture and are passed on by imitation; such as the act of pointing is regarded as a folk gesture. Presidents of Europe and North America point with the first finger, and the other fingers curled under the palm. American Indians, and Africans point with their lips (Hayes,2004:86).

Descriptive gestures include movements that are culture-free, determined simply by the nature of the motion described.

### **d. Proximies**

The amount and type of all physical contacts including touching and the exchange of breath and body odors. Vary among cultures (Argyle, 1972).

### **e. Facial expressions**

According to his reasons (Hall,1959), middle class Americans display thirty-three communicative movements in the face area that are consciously and unconsciously produced.

All the previous discussion of nonverbal means of understanding does not prevent us from saying that there are a number of gestures and facial expressions whose meanings are universal, and thus be common to all mankind. Ekman (1974:33) states that "there are a set of facial components that are associated with emotional categories in the same way for all men.

**f. Humor:** It is different from one society to another.

**g. Smile:** it is a nonverbal language.

### **The importance of using videos in EFL classes**

Individuals process information in different ways. The strategies used by one learner are likely to differ from those used by a different learner. It has been proven that what benefits one group of learners may actually hinder the performance of a different group of learners. Issues of the value of video as a teaching tool are often questioned. Arthur,(1999:107) suggests that "the

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profession has virtually no empirical basis for promoting the use of visuals as aids to comprehension in the second language; we know practically nothing about how students benefit from visuals" (1979:107)., , Canning-Wilson (2000) claims that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one see an immediate meaning in the language may benefit the learner this help to clarify the message, provided the visual works in a positive way to enhance or supplement the language point. She reports that images contextualized in video or on its own can help to reinforce the language, provided the learner can see immediate meaning in terms of vocabulary recognition in the first language. Furthermore, her research suggests that visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues.

What are the practical implications of using video in the classroom? At the most basic level of instruction, video is a form of communication, and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. Video provides visual stimuli such as the environment, and this can lead to and generate prediction speculation and a chance to activate background schemata when viewing a visual scene reenacted Arthure, (1999). It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate students' interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation, the video can help to enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations Arcario,2004.

Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association

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with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening.

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgment and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, overcrowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner (Canning, 2004).

#### **Problem of the study**

A long experience of working as a foreign language teacher, supervisor, curriculumist and university teacher at BA, MA and PhD levels has revealed that EFL students have problems in communication. One of these problems is that they can not at most decode and encode the meaning of the nonverbal messages. This might be due to the fact that EFL teachers are at most taken as models. They themselves have problems in the mastery of the nonverbal aspects of language. As a result, this defect might lead to problems in communication.

Despite the fact that Jordanian students will have had twelve years of English by the time they come to university, they still seem to be incapable of decoding and encoding the nonverbal aspects of language of speech. The problem is a serious one as it frequently affects EFL teaching and learning. EFL specialists, specially EFL curriculumists and methodologists should, therefore, think of what can best be done to improve the nonverbal competence of the target groups in EFL classes. Our aim here is to enable the learner to talk efficiently to native speakers of English through correct nonverbal aspects of the language.

Additionally, learning foreign languages is not an easy task. It needs much hard work and practice especially in the areas which are different from the native language of students.

In a classroom, or a laboratory, these elements may be introduced using films or videotapes so that the student can watch the expressions and gestures of the speakers as an aid to meaning. In such a case, EFL students will have a chance to acquire the new language naturally as they watch life like situations taken from the everyday life of language community.

### **The value of the study**

The benefit of this study can be manifested in the following aspects:

1. According to the researcher's best knowledge, it could be one of the few studies to be conducted about the effect of instructional technology on the FL students' nonverbal competence.
2. The importance of this study stems from making English language teachers, supervisors, examiners, textbooks writers and curriculumists conscious of the place of instructional technology in teaching and learning a foreign language, since language should be acquired naturally in real life situations taken from the everyday life of language community.
3. The study is expected to be of great use to the ministries of education in the nonnative countries of English, especially to textbooks writers to accompany English language textbooks with CDs that include recordings of native speakers of English as models for teaching the nonverbal aspect of language.

### **The aims of the study**

The study aims at investigating the effect of videos on the nonverbal competence of the EFL learners by answering the following question:

Do videos have an effect on the nonverbal competence of the EFL Learners?

### **Hypothesis**

It is hypothesized that students who study English language via videos are more nonverbally competent than students who study it traditionally.

### **Definitions of basic terms**

**Nonverbal competence:** It is a term for communication using body movements or gestures instead of or in addition to sounds.

It forms part of the category of paralanguage which describes all forms of human communication that are nonverbal. This includes the most subtle movement that many people are not aware of including winking and slight movement of the eyebrows. In addition, body language can also incorporate the use of facial expressions.

The object of nonverbal communication is defined differently by different authors. According to Argyle (1972:36) the following ten phenomena constitute nonverbal communication

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1. Bodily contact.
2. Proximity.
3. Posture.
4. Physical appearance.
5. Facial and gestural movements.
6. Direction of gaze.
7. Timing of speech.
8. Emotional tone of speech.
9. Speech errors.

However, Knapp, (1972:62) listed only seven nonverbal phenomena they are

1. body motion or kinesics behavior,
2. physical characteristics,
3. touching behavior,
4. paralinguistic,
5. proximities,
6. artifacts, and
7. environmental factors.

Although this list could easily be supplemented, the enumeration reveals a core area of nonverbal phenomena which includes body movements, proximities behavior and paralinguistic phenomena.

**Video:** Video is a powerful technology for learning, and it is best defined as the selection and sequence of messages in an audio-visual context. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual.

### **Study significance**

This study sheds the light heavily on a very important issue in EFL teaching, that is the nonverbal aspect of language is rarely considered in the traditional EFL classes.

Moreover, it emphasizes the role of instructional technology on the acquisition of the nonverbal competence of language.

### **Limitations of the study**

This study is limited to university students majoring in English at The university of Jordan with regard to their nonverbal competence.

### **Review of related literature**

Sapir (2001: 37) points out that nonverbal behavior is an elaborate and secret code that is written nowhere, known by none and understood by all. Unfortunately, for cross-cultural understanding the “all” refers only to members of the same culture. Those who interact with members of a

different culture know that, knowledge of the sounds, the grammar, and the vocabulary of the foreign language is indispensable when it comes to sharing information. But being able to read and speak another language does not guarantee that understanding will take place. The critical factor in understanding has to do with other aspects that exist beyond the textual-aspect that include the many dimensions of nonverbal communication that create a code in an act of communication.

Fajlik (2000) asserts that nonverbal communication is an important aspect to teach Japanese English language students if they are to communicate effectively in English. The purpose of his research is to determine which aspects of nonverbal communication would be important to teach Japanese university students studying English. Literature regarding Japanese use of nonverbal communication is described and used as a basis to determine aspects of nonverbal communication which would be important to introduce Japanese university students to. These findings are also used to develop a survey which was administered to further determine which types of nonverbal communication used in communication would be important to introduce. The importance of conducting classroom research regarding the introduction of cultural material is emphasized as findings in an initial search of literature regarding Japanese use of nonverbal communication often did not support responses given in the survey.

Liang (2007) discusses the idea that nonverbal competence is essential in foreign language acquisition, in the sense that nonverbal communication has not been given sufficient attention and importance in foreign language teaching in China. In most cases in intercultural interaction, people focus on verbal cues while neglecting those nonverbal messages produced by the bodies and the environment. Such neglect often results in misunderstandings and conflicts because nonverbal communication reveals basic cultural traits from which people are able to gather clues about underlying attitudes and values, so the study of nonverbal communication is an important component to the study of intercultural communication. It deserves due attention in foreign language acquisition. The study puts forward a set of feasible suggestions on how to improve intercultural nonverbal communication competence of college non-English majors.

Dament, (2008) investigates aspects of the teaching and learning of intercultural nonverbal competence by university students majoring in English in Thailand and starts from the position that intercultural nonverbal competence is important, but a neglected area within English language teaching for international communication. Five aspects of nonverbal communication where differences between Thai and native English norms are

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investigated: facial expressions, eye contact and gaze, bodily communication, kinesics (touching), and vocalic communication. The study employs a range of qualitative and quantitative approaches in conducting classroom research on the learning and teaching of nonverbal communication within university EFL speaking and listening skills classes. Seventy-three second year undergraduate students majoring in English are randomly assigned to and participated in one of two different teaching interventions both of which involves the use of the same four American and Australian contemporary films. The experimental intervention involved explicit teaching of nonverbal communication and the other more traditional one provided exposure to the same native speaker interactions in the same four films, but with classroom activities focused on linguistic and pragmatic features arising from the films. The study includes three phases of data collection: (1) pre teaching assessment, (2) teaching phase, and (3) post teaching assessment. The pre and post teaching assessments cover students' attitudes towards understanding and having ability to employ nonverbal communication when communicating in English in intercultural contexts. The post teaching assessment covers the same areas together with additional qualitative data collection about students' experiences of participation in the study. Data analyses include use of analysis of covariance (ANCOVA) and multivariate analysis of covariance (MANCOVA) and within group t-test. The study reveals that in comparison with students from the control group students from the experimental group who has participated in the explicit teaching of nonverbal communication has: (a) more positive attitudes towards nonverbal communication of English native speakers, (b) a higher level of understanding of nonverbal communication of English native speakers, (c) a higher level of ability to apply nonverbal channels in communication appropriately in role playing interaction with an English native speaker, (d) most students from both groups feel positive about the opportunities that practicing role plays and viewing contemporary English language films provided for them to enhance their intercultural acquisition of nonverbal competence in communicating in English with native speakers. Qualitative data supported the quantitative findings and also indicate that students in the experimental group has achieved a deeper and more explicit understanding of the role of nonverbal communication in interactions in English, whilst also demonstrating a strong sense of what might be acceptable in an English language context with English native speakers and what is acceptable with fellow Thais. Furthermore, the results highlight that it is not essential for nonnative speakers to stay/study abroad in English as native language speaking countries in order to improve their communicative and intercultural nonverbal

competences to levels approximating those of native speakers. Films and role play, when used appropriately, may provide effective native speakers modeling and opportunities for practice.

After reviewing the related literature, the researcher might conclude that verbal and nonverbal aspect of language.

**Population of the study**

760 students majoring in English language and literature at The University of Jordan.

**Sample of the study**

Thirty five university students who registered for Debate course in the first semester of the academic year 2007/2008. Are chosen all of them were majoring in English language and literature at the University of Jordan. They were divided into two sections. Section 1 had 19 students while section 2 had 15 students.

**Inestromant of the study:**

The main procedures adopted to carry out the aims and verify the hypothesis of the study were as follows:

1. The researcher identified the nonverbal aspects of language to be studied. They included postures, facial expressions, proximies, gestures, and eye gaze management.
2. He designed a scale for research in the nonverbal aspects of language. It ranged from (0 to 100).
3. Scores were distributed logically among the nonverbal aspects of language.
4. A pre-test was administered to know the actual level of both groups before being exposed to the new experience of teaching.
5. Then, the control group was taught traditionally, while the experimental group was taught via video. Two months later, a post-test was administered to find out if any change occurred and in favor of which group.
6. Both the pre-test and the post test were in a form of oral interviews done by native speakers of English.
7. The native interviewers wrote clear and detailed reports about each student's performance in every nonverbal aspect of language. Their reports were accompanied with scores that ranged from (0 to 25). The total score of the four nonverbal aspect of language was out of hundred.
8. To get rid of subjectivity, every examiner in the team of interviewers was responsible for evaluating one nonverbal aspect of language with 25 scores for each.

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9. The control group was taught traditionally, while the experimental group was taught via videos.
10. Two months later, a post-test was administered to find out if any change occurred, to what dimension, and in favor of which group.

Then, the total score out of 100 was calculated for every student.

#### **Validation of the tool**

What is important before using any tool of investigation is to make sure that it meets all the requirements of a good tool, i.e., it should be valid, reliable and with an acceptable degree of difficulty. Therefore, the test which is used to investigate the effect of videos on the nonverbal competence of the university students should possess all the above mentioned criteria.

To make sure that the interviews topics and the identified nonverbal aspect of language meet all the above-mentioned criteria, the following steps have been followed:

#### **Face validity**

In order to ensure face validity of the scale for research in the nonverbal aspects of language and the oral interviews, the researcher has exposed them to a group of three referees who are well-known for their long experience in the field of teaching EFL.

They gave some suggestions on the items concerning the distribution of scores among the nonverbal aspects of language. The researcher has revised and adopted the scale of research in the nonverbal aspect of language that ranges from (0 to 100) according to the suggestions of the referees. They also gave some suggestions regarding the interviews subjects.

#### **Reliability of the interview**

A reliable test is the one that gives the same or almost the same results consistently on different occasions when given under identical conditions. One of the methods that can be used to find out test reliability is the test-retest method (Storm, 1969: 290 and Roscoe, 1975:131). Thus to establish the reliability of the interviews, the test-retest technique was used. A random sample of (5) students was selected from the same department from which the actual sample was drawn. They were interviewed by the same team of examiners. Two weeks later, they were interviewed on the same topics by the four native examiners. By using Cronbach Alpha, the pilot administration of the interview has shown that the correlation coefficient between students' ranks on both evaluation occasions were computed and found to be 0.91. According to Cronbach Alpha, the reliability coefficient of a test would be acceptable if it is not less than 0.50. (Storm 1969). Thus the test can be described as being highly reliable.

**Procedures**

During the first semester of the academic year 2007-2008, the researcher put a scale or a criterion for research in the nonverbal aspects of language. It ranged from (0 to 100). It was applied on students of a Debate course. Scores were distributed logically among the nonverbal aspects of language; 25 marks for gestures and postures, 25 marks for facial expressions, 25 marks for proximities and 25 marks for gaze and eye management. The assessment of students' overall nonverbal competence was made according to the scale set by the researcher.

Students in both groups were interviewed at the beginning of the course by four native speakers of English who are specialized in teaching English for non-native speakers to evaluate their nonverbal competence in English. Every student was evaluated independently according to the scale of judgment. The total mark was out of hundred.

The examiners wrote fully detailed reports about every student's actual level of the nonverbal competence before starting the experiment. These reports are accompanied with scores because scores are more objective and supportive for the rustle than words.

The team of examiners consisted of four experts; one was responsible for evaluating students' gestures and postures, while the second examiner was in duty of evaluating students' proximities. The third was responsible for evaluating their facial expressions and eye management. After watching every students' performance in English, scores were given by the team of examiners. Then, the total mark was calculated to be out of hundred for every student.

Table one shows the performance of the control grope in the nonverbal aspects of English before starting the experiment.

**Table One**  
**The Nonverbal Performance of the Control Group in the Pre-test**

Students' number	Postures and gestures (out of 25)	Proximities (out of 25)	Facial expressions (out of 25)	Gaze and eyes management (out of 25)	The total (out of 100)
1	7	12	10	8	37
2	9	10	13	11	43
3	11	8	6	10	35
4	8	5	12	9	34
5	15	14	18	16	63
6	8	10	10	9	37
7	12	11	13	10	46
8	11	11	9	14	45

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9	12	8	10	15	45
10	7	5	5	3	20
11	11	8	6	9	34
12	9	10	12	11	42
13	15	13	13	19	60
14	8	11	9	12	40
15	11	13	11	13	48
16	15	17	15	18	65
17	9	8	10	9	36
18	11	12	11	10	44
19	8	7	7	6	28
Means	10.37	10.16	10.53	11.16	42.21

**Scores of all subjects in the control group on each nonverbal aspect of language.**

**Figure 1**

**The non verbal performance of the control group in the pre-test**

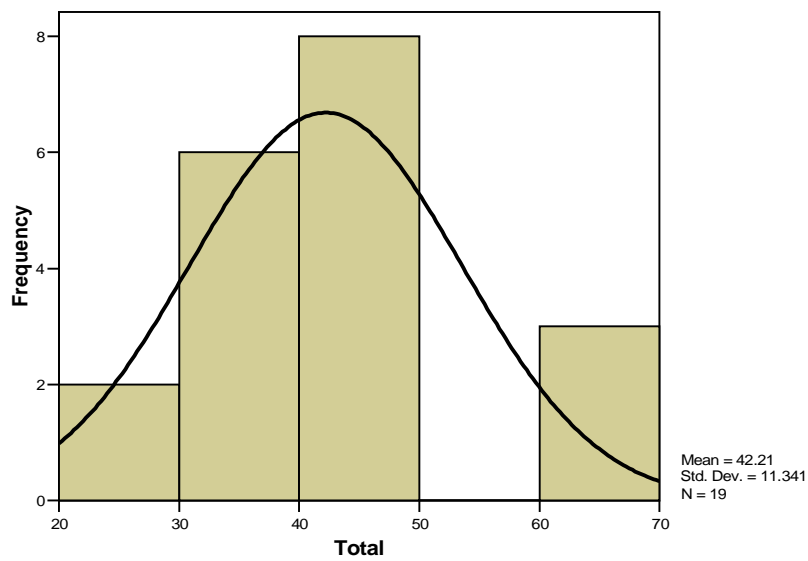


Table (2) shows the of the performance experimental group's on the nonverbal aspects of English before starting the experiment.

**Table two**  
**The Nonverbal Performance of the Experimental Group in the Pre-test**

Student number	Postures and gestures out of 25	Proximies out of 25	Facial expressions out of 25	Gaze and Eye management out of 25	The total out of 100
1	9	8	9	10	36
2	11	10	11	9	41
3	13	11	8	11	43
4	10	9	11	12	42
5	12	11	13	9	45
6	5	9	8	7	29
7	9	10	11	10	40
8	10	13	14	12	49
9	11	13	15	17	56
10	13	13	11	9	46
11	11	8	6	9	34
12	15	11	9	14	49
13	16	17	18	14	65
14	20	19	16	18	73
15	9	7	5	3	24
Means	11.60	11.27	11.00	10.93	44.8

Table (2) shows the distribution of the experimental group's performance in the pretest.

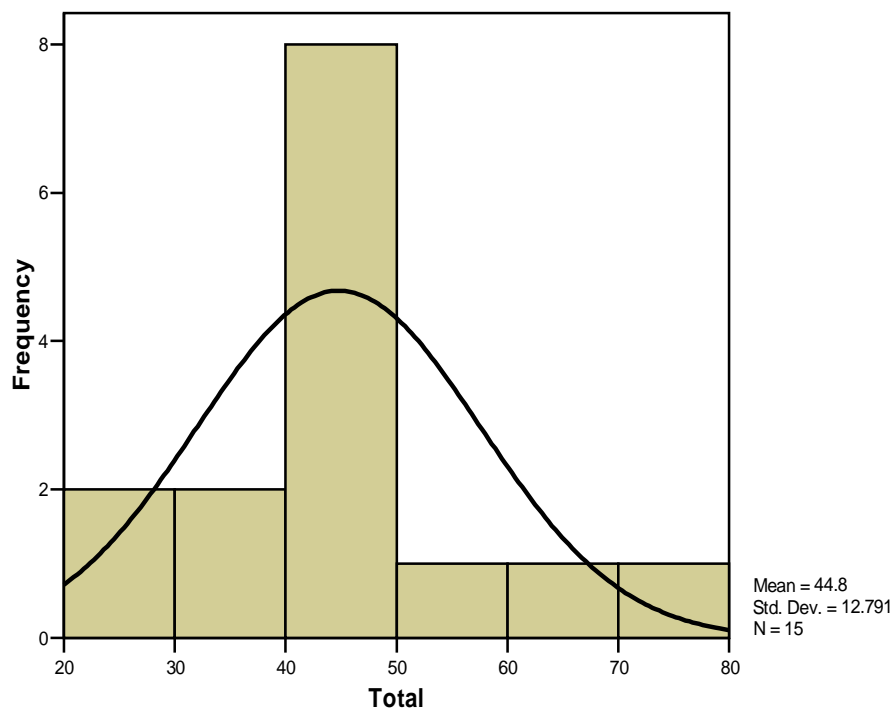
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The mean of all subjects on the present was 44.8.

### **The Distribution Performance of the Control Group's Nonverbal in the Pre-test**

**Figure 2**

**The nonverbal performance of the experimental group in the pre-test**



The control group (section 1) studied English language Debate course for four months traditionally without using any technology in the classroom to acquire the nonverbal aspect of the target language. Then, by the end of the course, this group was interviewed again by the same team of examiners to see if any change occurred. Table 3 shows the control group scores in the nonverbal aspects of language in the post-test.

**Table 3**  
**The Nonverbal Performance of the Control Group in the Post-test**

Student's number	Postures of gestures (out of 25)	Proximies (out of 25)	Facial expression (out of 25)	Gaze and eye management (out of 25)	The total (out of 100)
1	10	12	11	7	40
2	9	10	12	11	42
3	13	9	11	10	43
4	14	9	12	12	47
5	14	14	19	18	65
6	8	12	10	9	39
7	10	11	15	14	50
8	11	13	9	13	46
9	14	8	11	16	49
10	7	5	4	3	19
11	12	12	9	12	45
12	11	13	12	14	50
13	16	16	15	16	63
14	8	13	11	13	45
15	11	16	12	15	54
16	18	20	18	18	74
17	9	8	11	10	38
18	15	13	11	12	51
19	10	17	8	6	41
Means	11.58	12.16	11.63	12.05	47.42

The experimental group (section 2) started watching authentic English videos from the mouths of native speakers to acquire the nonverbal aspects of language efficiently and effectively.

This experiment continued for four months. Then, a post-test of students' nonverbal competence was administered by having interviews by the same team of examiners using the same scale and the same distribution of scores among the nonverbal aspects of language; twenty five marks were given for gestures and postures, 25 marks for proximies, 25 marks for facial expressions and 25 marks for gaze and eye management.

Figure 3

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### **The Non-verbal Performance of the Control Group in the Pos -test**

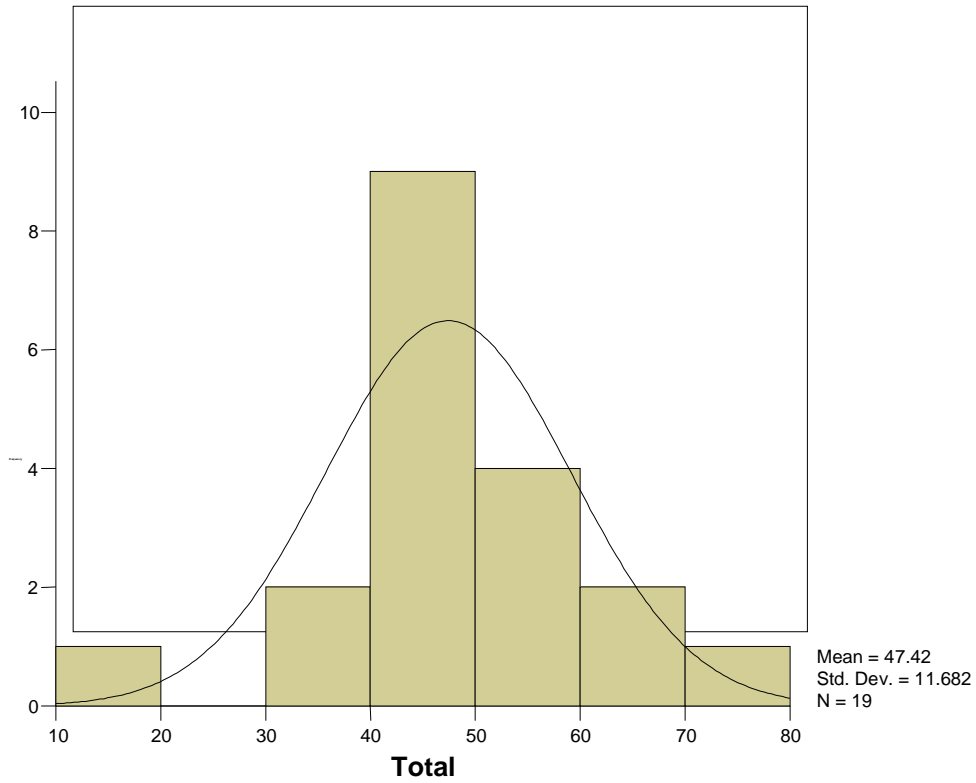


Table (4) shows the experimental group's performance in the nonverbal aspects of the language after being taught through the instructional technology.

**Table 4**  
**The Nonverbal Performance of the Experimental Group after the Experiment**

Student number	Postures and gestures (out of 25)	Proximies (out of 25)	Facial expressions (out of 25)	Gaze and Eye management (out of 25)	The total (out of 100)
1	15	13	16	15	59
2	17	17	18	16	68
3	18	20	12	15	65
4	10	9	12	10	41
5	15	12	13	9	49
6	10	15	10	15	50
7	15	16	17	17	65
8	17	16	18	15	66
9	16	15	19	20	70
10	16	18	15	16	65
11	21	18	17	19	75
12	23	21	20	19	83
13	23	22	20	19	84
14	23	24	22	21	90
15	24	23	21	19	87
Means	17.53	17.27	16.67	16.33	67.8

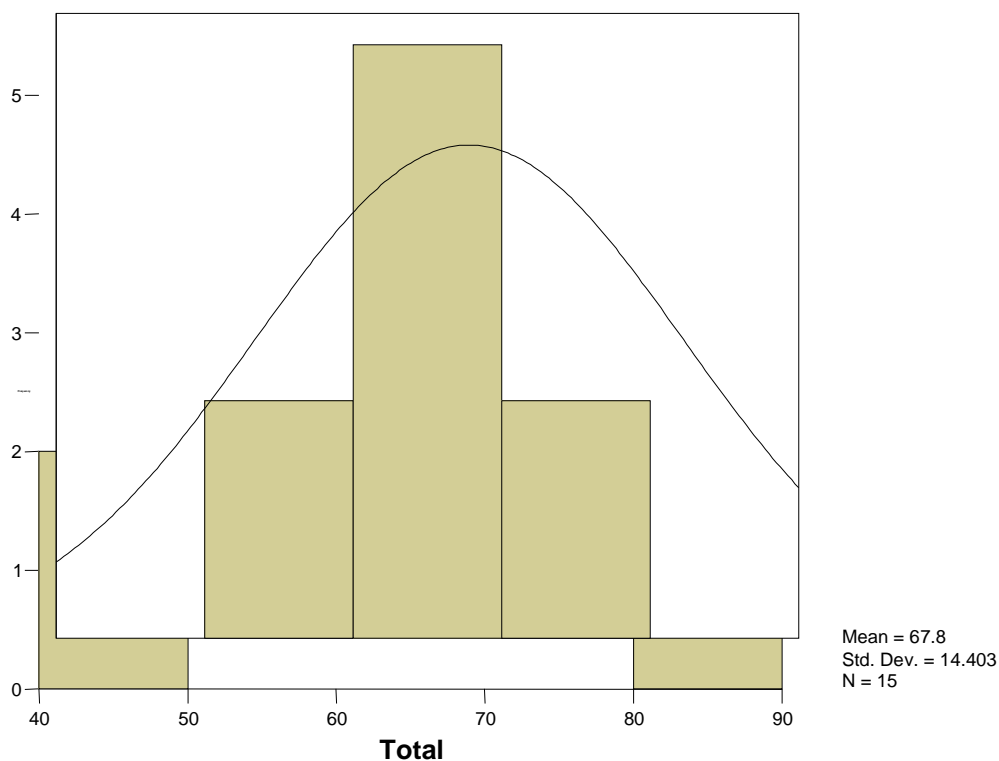
Table (4) shows that experimental group students' nonverbal competence has improved much because of the new experience of teaching, where the average mark of the total in the pre-test is 44.8 with SD is 12.791, whereas mark that of the post-test equals 67.8 with SD is 14.403.

Figure (4) below shows the distribution of experimental group' nonverbal performance on the post-test.

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**Diagram 4**

**The Nonverbal Performance of the Experimental Group after the Experiment.**



**(Table 5)**  
**The Distribution of the Experimental Group's Nonverbal Performance in the Post-test**

**(Table 5)**

<b>Statistics</b>	<b>Control group</b>	<b>experimental group</b>
Std.Deviation	11.682	14.403

**Discussion of the results**

After investigating the effect of using videos on the learners, the results of the study have shown that there is much progress on the nonverbal experimental group competence. Therefore, the hypothesis of the study which reads videos have great effect on the nonverbal competence of the EFL learners is confirmed.

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The results of the study show that the examinees' total scores of the nonverbal aspects of language in the post-test were much higher than their total scores on the pre-test.

Moreover, the results of the study show that there is also a big gap between the examinees' average scores in every nonverbal aspect of language on the post test if they are compared with their scores on the pre test.

Additionally, the results of the study show that there is much difference between the average of the total of the experimental group's performance in the posttest if it is compared with the average mark of the total of totals of the control group performance on the post-test.

Finally, the researcher found out and with reference to means and statistics that there was much improvement in students' nonverbal competence on the post-test that was administered after a four months experiment of being taught on a instructional technology environment, i.e. videos and films. In this setting, the class acquired the nonverbal aspects of language efficiently and properly. These videos were presented in different environments and at different speeds from the mouths of native speakers who are of different jobs, ages, sexes, contexts of speaking, educational levels and social classes because language with its nonverbal aspects varies from one situation of discourse to another.

The results of the study also showed that thirteen subjects out of fifteen have improved their overall nonverbal competence while the remaining two subjects showed no change. This is difficult to explain, but a class is composed of a variety of students, some with excellent study habits.

The number of these cases of low performance was low. It was two out of fifteen. Approximately 9% of the students showed no changes and 91% improved their nonverbal competence. The highest progress was in students' use of gestures and eye managements, but the lowest progress was in facial expressions and proximities.

Students who scored the highest total score on the post-test didn't show much progress on the facial expression. This might be due to the fact that part of our facial messages are genetic and unconsciously made.

The team of examiners also noticed that hesitation and stress had to some extent affected students' performance. Their hesitations sometimes made the native language of the learners interfered to fill the gap of insufficiency when it occurred.

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### **Conclusion**

"Nonverbal communication is 'of the record' and can convey messages subtly, without provoking confrontation" (Hall, 1959, 159). The person who glares, shuffles papers, or leans away does not have to acknowledge publicly his or her irritation. It should be noted that in every social encounter, the nonverbal cues sent by our body and its combination with the setting are communicating with a "silent language". Using the "silent language" in the wrong context or at the wrong time can create great distress and confusion in cultural strangers who are unaccustomed to the display of these nonverbal habits. Frequent miscommunication and even hostility arise when one communication partner fails to interpret the intentions of the other as a result of misinterpreting their discourse conventions.

The study suggests using videos to improve intercultural nonverbal communication competence. Hopefully, they can be of some help to teachers of English and students who learn the language. What's more, English language teachers should look at their roles and tasks from a different angle, restudy the objective of English teaching and reestablish students' needs and demands so as to find feasible ways to arouse students' cross-cultural awareness.

According to the native experts' analysis of interviews made for two classes of non-native speakers of English, the researcher found out that there was much progress on the nonverbal competence of the experimental group after they were exposed to authentic videos texts and dialogues taken from the everyday life of the English language community.

### **Recommendations**

1. English language teachers of English are recommended to teach language aspects, specially the nonverbal aspects of language using instructional technology whether at school level or at university level.
2. EFL teachers should have in-service training programs on how to teach foreign languages using instructional technology.
3. EFL teachers should focus on meaningful communication by emphasizing authenticity and avoiding artificiality.

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