

Non-verbal Communication, Another Style to Denote and Connote Literary Meanings in Illocutionary Act

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Abstract

Literary texts are perceived as very complicated and hard to understand by EFL or ESL learners due to unclear contexts and the complexity of the language of the text. However, one possible strategy to facilitate access is the ‘focus on the social dimension’ of what is meant in each particular context or Van Dijk’s ‘speech act’ or ‘illocutionary act’. This can be achieved through the use of some non-verbal actions, with their ‘illocutionary acts’, in a video to provide some more clues for better understanding of the whole text. The sample video used in this paper is from *The Crucible* by Arthur Miller. This paper describes an innovative program in the *Language of Literature* course, an optional course for non-English major students. This input session of the program was divided into the levels of *denotation* and *connotation* with three stages for each. Three aspects of the program are discussed: assessment; process; and linguistic analysis. Assessment focuses on learners’ achievement, particularly in terms of the integration of non-verbal communication in comprehension. Process emphasizes effectiveness of the instruction and its impact on the learners’ motivation. The linguistic analysis focuses on illocutionary acts of the non-verbal language used and correspondence between the illocutionary acts of the language and the meanings of the non-verbal language the learners gained, with the help of the video. The evaluation of this program was designed and conducted in both positivistic and naturalistic paradigms with both quantitative and qualitative data collected through two test papers, two interviews (one with closed-ended questions and one with open-ended questions) and two questionnaires with closed-ended questions. In conclusion, this paper is supposed to present another aspect of stylistics in TESOL with the focus on cognitive aspect and pedagogical application.

(286 words)

Keywords: Non-verbal communication; illocutionary acts; speech acts; social contexts; linguistic analysis; assessment; literary comprehension

1. Introduction

The instruction of a literary course is hardly fulfilled. For instance, the previous instruction in the Language of Literature course, in spite of being well-planned and -conducted according to the course description and objectives, still needs to be developed due to the following limitations in some classes. First, some learners had problems to understand the ideas hidden in the language. Secondly, some learners could not have full understanding of the contents of literary texts. This partly resulted from the allocation of unclear ideas gained from non-verbal communication and cross-cultural information mentioned above. Thirdly, as a result of the two limitations to language learning raised above, the learners also became less confident in interpreting ideas found in other complicated pieces of writing.

With such limitations derived from incomprehension of some contexts in the language and the complexity of the language, the ‘focus on the social dimension’ of what is meant in each particular context or Van Dijk’s ‘speech act’ or ‘illocutionary act’ (1997: 14), which focus on the intention through ‘a meaningful utterance in some context’, has been brought in, together with other concepts like interactions and the use of non-verbal communication, to develop the instruction of literary comprehension. Interactions in class are considered as significant to learning in general, as suggested by some studies in education and sociocultural theory. In education, Cummins’s *microinteractions between educators and students* (2000: 6 cited in Gardner, 2008: 261-262). Chaudron (1990: 133) also viewed interaction or feedback in the classroom as the reinforcement to confirm the learner’s answer. In sociocultural theory, Illyvenkov’s *human reactions to the surrounding* (cited in Lantolf & Appel, 1994: 4), and other sociocultural studies also focussed on interactions between a learner and other people or the surrounding in learning environment. Likewise, Allwright and Bailey also proposed the idea of language acquisition which could be stimulated by ‘comprehensible input’ and ‘negotiated interaction’, which referred to instructor-and-learner interactions (Allwright & Bailey, 1991: 120-124). In addition to interaction, the non-verbal component of the language is also combined to the verbal component to help clarify messages more clearly.

This argument gains support from Hatch (2000: 6), Phipps (2004) and Stempleski & Tomalin (1990: 4) who viewed that non-verbal language is as important as, or sometimes even more important than, verbal language in communication. Furthermore, Francisco's study (Francisco, 2007) which revealed that 'identifying emotional reactions of characters was difficult to comprehend along the verbal category', also implies that learning interpretative skills cannot depend on verbal language alone, but also non-verbal language. In addition, Secules, Herron and Tomasello (Secules et al, 1992: 480) also confirmed the moving pictures, like the ones in video were also considered as providing some more 'paralinguistic cues' or non-verbal language to second language learners, (Secules et al, 1992: 480).

With such the ideas above, this research study has been designed to study the instruction using some non-verbal actions with their 'illocutionary acts' in a video, in three aspects: assessment; process; and linguistic analysis. Assessment focuses on learners' achievement, particularly in terms of the integration of non-verbal communication in comprehension. Process emphasizes effectiveness of the instruction and its impact on the learners' motivation. The linguistic analysis focuses on illocutionary acts of the non-verbal language used and correspondence between the illocutionary acts of the language and the meanings of the non-verbal language the learners gained, with the help of the video.

2. Objectives

With the three aspects of this research study, the research objectives are to:

- 2.1. identify the language use of non-verbal communication in terms of speech acts/illocutionary acts according to discourse analysis;
- 2.2. identify the learner's achievement gained from his/her interaction to non-verbal communication;
- 2.3. evaluate the instruction with the provided non-verbal communication;
and
- 2.4. evaluate the learner's motivation with this instruction with non-verbal communication.

3. Literature Review

Since this research design is originally derived from the theories and principles in various fields of study, the literature to be reviewed here is divided into the four major areas of *interactions in learning, related principles in language learning and assessment, tools of interactions* and *interactions in computer programs*.

3.1. Illocutionary Act

In general, all utterances have specific meanings agreed by all language users as *semantic representations* or *semantic act*, which was defined by Van Dijk (1997: 8) as the direct meaning. This meaning is ‘associated with the *mind* of the language users (p.9) in a *locutionary act* (p.14). However, this meaning of the expression may not be similar to the meaning the speaker/teacher intends to give to the listener (Hatch, 2000: 121) in each specific context. Moreover, the same semantic acts or representations of an utterance given in different situations may not be the same (p. 135). As a result, it is necessary to study the responses to the utterance, which may happen more than once and finally become ‘interaction.’ Then, the real meaning of the utterance in each particular context, or the *function / illocutionary act* (Van Dijk, 1997: 14) of the utterance, can be defined.

3.2. Interactions in Learning

Interactions have been considered as very influential upon learning, as follows. First, interactions in learning can be stimulated by the surrounding, as suggested by Vygotsky / Engestrom (cited in Lantolf & Appel, 1994: 21), Illyvenkov (cited in Lantolf & Appel, 1994: 4), Vygotsky (Lantolf and Appel, 1994: 4), Lantolf (2005: 34) and Allwright and Bailey (1991: 19). Vygotsky / Engestrom’s *Activity Theory* (cited in Lantolf & Appel, 1994: 21). This theory, which said ‘human sociocultural activity that gives rise to higher forms of cognition’, suggested human mentality could be developed through learning-stimulating activities. Illyvenkov (cited in Lantolf & Appel, 1994: 4) mentioned that human consciousness was based on each individual’s sensuous reaction to the surrounding. This means individual’s interaction to the environment can bring in learning. Vygotsky’s *process of thinking* (Lantolf & Appel, 1994: 4) first presented the

interaction between the learner and other people and other objects. Lantolf also pointed out that SCT explained human mentality with the focus on ‘communicative practices’ (2005: 34). Allwright and Bailey (1991: 19) suggested one out of five factors influencing the successful interaction in the classroom, *participant’s turn distribution*, which implied that the learner interacted with the learning environment. Secondly, interactions are also supposed to increase the learner’s learning potential, according to Allwright and Bailey (1991: 22), Lantolf & Thorne (2006: 179), Van Lier (cited in Lantolf, 2001: 17), Vygotsky / Engestrom (cited in Lantolf & Appel, 1994: 21) and Lackney (2008). Allwright and Bailey’s *three aspects of classroom language* (1991: 22) implied the possibly improved learning outcomes, especially from the interactions between the instructor and the learner, in spite of a well-planned classroom design with syllabus, method and atmosphere. Lantolf & Thorne’s *internalization* (2006: 179), through which individuals developed new linguistic resources to mediate their mental and social activity, despite that an individual’s potential relied on his/her own thinking ability, also implied further that with appropriate interactions during his/her learning, the individual would possibly learn better. Van Lier’s *affordances* (cited in Lantolf 2001: 17) also implied that children possibly had potential to learn something beyond their learning potential in certain learning environments. Vygotsky / Engestrom’s *Activity Theory*, which is ‘human sociocultural activity that gives rise to higher forms of cognition’ (cited in Lantolf & Appel 1994: 21), suggested human mentality could be developed to the higher level through interactions. Lackney’s *balance between stress and comfort* (2008) showed interactions could finally bring better learning outcomes.

3.3. Non-verbal Language in Communication

The non-verbal component of the language seems to play a great role in communication, in the following aspects. First, Hatch (2000: 6), Phipps (2004) and Stempleski & Tomalin (1990: 4) viewed that non-verbal language is as important as, or sometimes even more important than, verbal language in communication. Secondly, Francisco’s study (Francisco, 2007) revealed that ‘identifying emotional reactions of characters was difficult to comprehend along the verbal category’, also supports the idea

that learning interpretative skills cannot depend on verbal language alone, but also non-verbal language.

3.4. Non-verbal Communication in Video

The non-verbal language in video is considered as significant to communication as suggested by Strange with Strange (1991: 335-359), Roger and Medley's idea (Lutcavage, 1992: 33) and Lutcavage (1992: 33), (Ibid) and (Ibid), as follows.

According to Joanna Strange with Derek Strange (Strange with Strange 1991: 335-359), video has played some significant roles in the classroom for a long time, with the evidence of the existence of IATEFL's Video Centre and the availability of some handbooks about the video uses by 'Lonergan (1984), Allan (1985) and Tomalin (1986)'. In addition, video can help improve understanding of language in terms of 'cultural and situational context', as what Roger and Medley raised up in Lutcavage's article (Lutcavage, 1992: 33). In the same article, Lutcavage also pointed out a similar idea with the more specific details raised by Mary Law's argument (1980 cited in Ibid). Besides, Lutcavage himself also showed his more particular focus on the benefits of non-verbal communication gained through Jensen and Vinther's 'mimetic code' (Ibid), a kind of non-verbal language, from video. This idea seems to correspond well to the similar concept in the writer's evaluation program.

3.5. Non-verbal Communication in Video for Language Learning

Besides the benefits for communication in general, the non-verbal language is also useful for language learners in the following aspects. First, Secules and others confirmed that video could bring some more information of about 'paralinguistic cues' or non-verbal language to second language learners, (Secules et al, 1992: 480). Secondly, Stempleski and Tomalin (Stempleski & Tomalin, 1990: 4) also viewed that video can widen the language learners' perspectives with the help from non-verbal communication in a classroom and can also be paused with some actions for more careful consideration. Therefore, video can convincingly provide learners with some values additional to entertainment, like some more understanding to its audience.

3.6. Comprehensible Input & Negotiated Interaction

According to Allwright and Bailey (Allwright & Bailey, 1991: 120-124), language acquisition could be stimulated by ‘comprehensible input’ and ‘negotiated interaction’, as shown in the Figure 1 below.

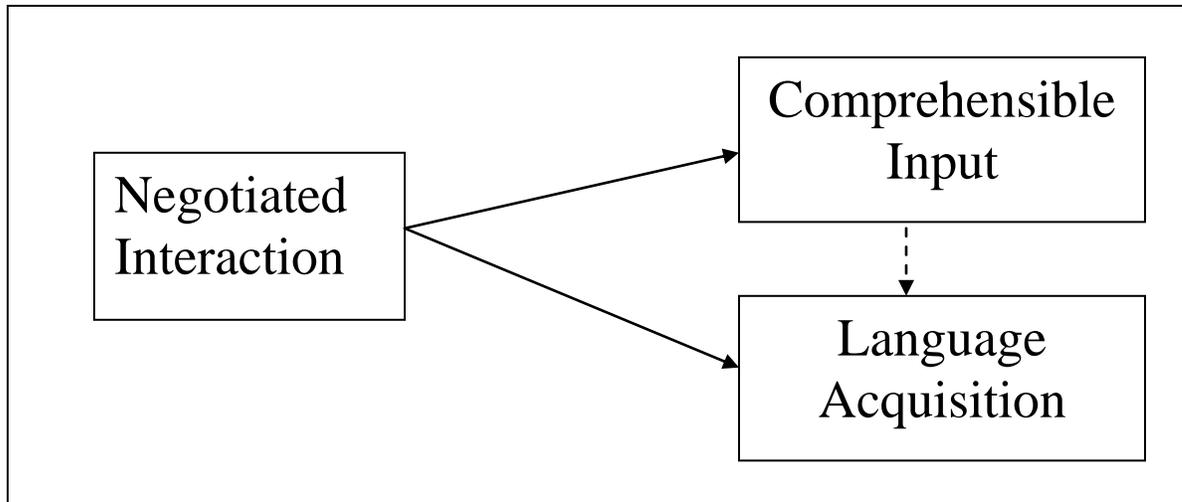


Figure 1: Language Acquisition

Source (Adapted from Allwright and Bailey 1991: 124)

This idea of ‘comprehensible input’ and ‘negotiated interaction’ above enables the writer to find out the comprehensible input that is suitable for the learners of the Language of Literature course to learn interpretative skills. As a result, the characteristics of interpretative skills should also be taken into consideration first, for they are closely related to the input here. Through the study of relevant literature, some features of interpretative skills are quoted, as follows. First of all, according to Freeman Tilden, interpretative skills were defined in the course outline of Interpretative Skills I (*Interpretative Skills I*, 1992: 7), as ‘an educational activity which aims to reveal meaning and relationships ..., rather than simply to communicate factual information.’ Secondly, the Department of English Studies, University of Stirling, the United Kingdom also defined interpretative skills as “the ability to understand the complexities and varieties of the ways in which texts communicate meaning and to be able to read them with sensitivity to nuance and effect” (*Department of English studies: Aims and objectives*, 2005). Thirdly,

another interesting perspective was derived from William Alderson & Shirley Paine Low's quotation in the course outline of Interpretative Skills I at University of North Caroline again (*Interpretative Skills I*, 1992: 7), that is, 'interpretation is an attempt to recreate understandings.' From the ideas raised above, it is clear that the language acquisition here, or achievement in learning interpretative skills, demands both comprehensible input, or 'the target language that makes sense to them (learners)' (Allwright & Bailey, 1991: 120), and negotiated interaction which 'spurs the language acquisition' (Allwright & Bailey, 1991: 120). As a result, non-verbal communication which can make sense of the language to the learners is brought into this program as part of 'comprehensible input'. Meanwhile, the activities that can encourage language acquisition, like watching video, are also integrated into the instruction of interpretative skills, as 'negotiated interaction.'

4. Research Design / Conceptual Framework

This evaluation program is an instructional design integrating non-verbal communication in a visual aid, like a movie, into the instruction of reading comprehension in the literary language in this course. This instruction has been designed, based on the concepts of *illocutionary act* by Van Dijk (1997: 8 & 14), Hatch (2000: 121 & 135); *interaction in learning* by Vygotsky / Engestrom (cited in Lantolf & Appel, 1994: 21), Illyvenkov (cited in Lantolf & Appel, 1994: 4), Vygotsky (Lantolf and Appel, 1994: 4) Lantolf (2005: 34), Allwright and Bailey (1991: 19 & 22), Lantolf & Thorne (2006: 179), Van Lier (cited in Lantolf, 2001: 17) and Lackney (2008); *non-verbal language in communication* by Hatch (2000: 6), Phipps (2004), Stempleski & Tomalin (1990: 4) and Francisco (2007); *non-verbal communication in video* by Strange with Strange 1991: 335-359), Roger and Medley's idea (Lutcavage, 1992: 33) and Lutcavage (1992: 33), (Ibid) and (Ibid); and *non-verbal communication in video for language learning* by Secules and others (Secules et al, 1992: 480), Stempleski and Tomalin (Stempleski & Tomalin, 1990: 4). Moreover, Stevick's concept of functions of teacher through 'balance with "control" and "initiative"' (Stevick, 1998: 30-35), and Lynch's idea about 'two principal elements' of programme ('what is planned and what

happens’) in Kiely’s article ‘Classroom evaluation – values, interests and teacher development’ (Kiely, 2001: 241), also encouraged this innovation for the instruction of reading comprehension and interpretation in the Language of Literature course here.

The evaluation of this program was designed and conducted in both positivistic and naturalistic paradigms with both quantitative and qualitative data collected through two test papers, two interviews (one with closed-ended questions and one with open-ended questions) and two questionnaires with closed-ended questions. In conclusion, this research design aims to answer the following research questions.

4.1. Research Questions:

- RQ1. What are the linguistic functions of the non-verbal communication in terms of speech acts/illocutionary acts?
- RQ2. Does the non-verbal communication really help the learners to learn better through the stimulated interactions?
- RQ3. Is this instruction with the provided non-verbal communication effective?
- RQ4. Does this instruction with the provided non-verbal communication motivate the learners?

These research questions were raised to evaluate the program in three aspects: assessment; process; and linguistic analysis. Assessment focuses on learners’ achievement, particularly in terms of the integration of non-verbal communication in comprehension. This results from the interactions stimulated by the non-verbal communication, according to the principles of interactions mentioned in 2.2. Process emphasizes effectiveness of the instruction and its impact on the learners’ motivation. The linguistic analysis focuses on illocutionary acts of the non-verbal language used and correspondence between the illocutionary acts of the language and the meanings of the non-verbal language the learners gained, with the help of the video. This linguistic analysis of the study is based on the discourse analysis, according to the following concepts. First, this study focuses on the discourse level, or the level of ‘a structure which extends beyond the boundaries of the sentence’, according to Mills (2004: 116).

So, the non-verbal communication here is considered together with the context, not just as a lone unit. Secondly, the discourse analysis here follows the concepts suggested by Georgakopoulou and Goutos (1997: 14); Sinclair and Coulthard, and Brown and Yule (Mills 2004: 123); and Fairclough (1992b cited in Ibid: 126), Manke (1997 cited in Ibid: 125) and Thornborrow (2002 cited in Ibid: 125). Georgakopoulou and Goutos (1997: 14) defined 'discourse analysis' as "general principles of interpretation by which people normally make sense of what they hear and read". Sinclair and Coulthard, and Brown and Yule analysed discourse on the overall function of 'particular items within the ongoing speech or text', not just each specific 'meaning or interpretation' of each item only (Mills 2004: 123). Fairclough (1992b cited in Ibid: 126), Manke (1997 cited in Ibid: 125) and Thornborrow (2002 cited in Ibid) considered that 'discourse analysis' should not be done 'from the standpoint of the speaker or the hearer who was in power in the discourse situation'. Thirdly, according to Hatch's similar assumption about sentence meaning, 'speaker intent and sentence meaning are not always the same' (Hatch 2000: 121), the discourse analysis here does not depend on just the direct meaning gained from each particular episode of the non-verbal language, but from the overall meaning gained from the whole story. Fourthly, similarly, this discourse analysis is based on Van Dijk's illocutionary acts/speech acts (1997: 14) which focus on the intention through 'a meaningful utterance in some context'. As a result, this linguistic analysis focuses on the *overall meanings and functions* of non-verbal communication with both verbal and non-verbal languages.

4.2. Program Process

The evaluation program here is a small-scale study comprised of three lessons in six hours prior to the regular instruction of literary texts in verbal language, arranged in the *Language of Literature* course provided as a major elective to fourth year students. These lessons are divided into six stages in order to gradually stimulate the learners to approach the analysis of language in plot and characterization through interpretative skills in the film 'The Crucible', which shows non-verbal communication clearly. The teaching process of the evaluation program is divided into two major levels: the

comprehension level (Stages 1-3) and the interpretation level (Stages 4-6), as shown in the process of instruction in Figure 2, as follows.

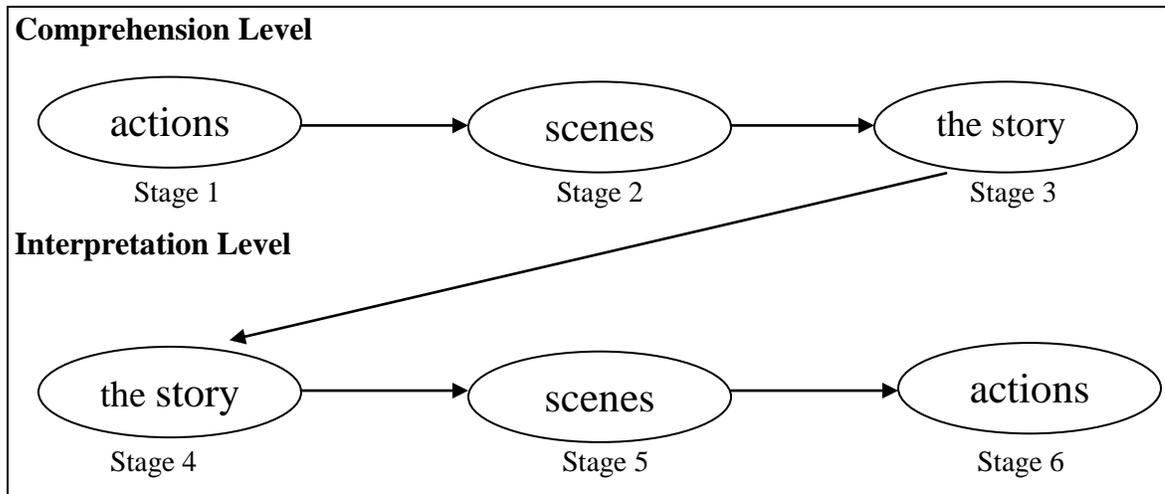


Figure 2: Process of Instruction

The first two stages, Stages 1 and 2, are conducted together in Period 1. Period 1 is divided into three major parts: pre-instruction; instruction; and post-instruction, with the details about learning activities and learning outcomes, as described in Table 1 below. During this time each learner has to sit alone in order not to be influenced by any of his/her peers while watching the video and answering questions, both in the test papers and interviews with the teachers. However, the teacher will control the show of the video and tell the learners when to answer each answer and each set of questions. Moreover, the interviews conducted here will help the learners to clarify their own understanding with the teacher's more reactions in addition to the test papers. At the same time, more details of the learners' reactions will also be recorded in the form of narrative accounts for further information.

Parts	Stages	Learning Activities	Learning Outcomes
1. Pre-instruction	1. comprehension of each non-verbal action	- Learners individually watching the video “The Crucible”, with the focus on each particular non-verbal action - Learners answering comprehension questions in a test paper and an interview, as in Appendices 1 and 2, respectively.	- Learners’ current comprehension in each non-verbal action
	2. comprehension of non-verbal communication in each particular scene	- Learners individually watching the selected non-verbal actions affecting to the whole scene, straightforwardly from the beginning to the end of the scene - Learners answering comprehension questions in a test paper and an interview about the ideas of the actions	- Learners’ current comprehension in non-verbal communication affecting to each scene
2. Instruction	1. & 2. (and also 3.) comprehension of non-verbal communication in each action and each scene (as well as the whole story)	- Teacher providing some information about the most often-used actions in non-verbal language, with some time for the learners to ask questions.	-N/A
3. Post-instruction	1. & 2. comprehension of non-verbal communication in each action and each scene	- Learners individually watching non-verbal communication in different actions and scenes again - Learners answering comprehension questions in similar test papers and interviews, as the Pre-instruction part again, but with different questions as in Appendix 3.	- Learners’ understanding of ideas about non-verbal communication in each particular action and actions affecting to the whole scene

Table 1: Details of Instructions in Period 1

Continued from Period 1, in which necessary information about non-verbal language has already been introduced to the learners, the Pre-instruction and Instruction Parts of Stage 3 in Period 2 are supposed to be continued from Period 1. So, the

learners' current knowledge from Stage 3 on will not be assessed any more. However, the Post-instruction of Stage 3 still exists, as in Table 2. The questions in the test papers and the interview will be about the direct meanings of actions which clarify the story, so the learners can describe each answer in a few sentences or in a short essay but cannot talk to their classmates, in Stage 3.

Parts	Stages	Learning Activities	Learning Outcomes
3. Post-instruction	3. Comprehension of non-verbal communication in actions affecting to the whole story	- Learners individually watching the whole movie, straightforwardly from the beginning to the end, with the focus on non-verbal communication in actions affecting to the whole story - Learners answering comprehension questions in a test paper (See Appendix 4) and an interview.	- Learners' understanding of ideas about non-verbal communication in actions affecting to the whole story
2. Instruction	4. Interpretation of non-verbal communication in general	- Teacher having the learners practice thinking more carefully and profoundly to relate their understanding from the non-verbal communication to possible prediction of further events, in the logical way.	- N/A
3. Post-instruction	4. Interpretation of non-verbal communication in the whole story	- With information from the video recently seen, learners individually answering interpretation questions in a test paper and an interview.	- Learners' ability in relating ideas gained from non-verbal communication with some predictions about the whole story

Table 2: Details of Instructions in Period 2

Then, at the beginning of the new level, the interpretation level, in Stage 4, the teacher will have the learners practice thinking more carefully and profoundly to relate their understanding from the non-verbal communication to verbal communication in the literary language to make possible predictions of further events, in the logical way. The teacher is on standby to help the learners, in terms of comprehension. All learners can discuss with their peers, for comprehension is not assessed here. With the ideas about interpretative skills presented by Freeman Tilden (*Interpretative Skills I*, 1992: 7), the

Department of English Studies, University of Stirling (*Department of English studies: Aims and objectives*, 2005) and William Alderson & Shirley Paine Low (*Interpretative Skills I*, 1992: 7), the learners need to show their own understanding, or their ‘recreating of understanding’, of the whole story, with the support of the evidence from the story. For instance, the learners have to interpret a character’s facial expressions and literary language in the story which affect to the story as a whole. Sometimes, the learners also have to make the balance between the messages from verbal and non-verbal language as mentioned by Phipps in 2.1. (Phipps, 2004), in interpreting literary texts.

In Period 3, the instruction is not included, but the activities in the post-instruction in Stages 5 and 6 are conducted similarly to what has been done in Stage 4, Period 2. The details are provided in Table 3 below. The scenes chosen to be shown in Stage 5 must consist of some examples of evidence for interpretation. The learners can sit together and discuss with one another before answering the questions in a test papers or an interview alone. However, while answering the questions, the learners have to relate their argument with the supportive evidence from each scene and make sure that they are showing their interpretation of information. Likewise, in Stage 6, each learner has to make the most benefits from watching each action by linking non-verbal communication with the verbal literary language for their own interpretation. Again, the learners have to relate their argument with the supportive evidence from each action.

Parts	Stages	Learning Activities	Learning Outcomes
3. Post-instruction	5. interpretation of non-verbal communication in each particular scene	<ul style="list-style-type: none"> - Learners watching non-verbal communication in actions affecting to a different scene. - Learners answering comprehension questions in a test paper and an interview, with different questions. 	<ul style="list-style-type: none"> - Learners’ interpretation by relating ideas about non-verbal communication to the prediction of the whole scene
	6. comprehension of each non-verbal action	<ul style="list-style-type: none"> - Learners individually watching the video “The Crucible”, with the focus on each particular non-verbal action. - Learners answering interpretation questions in a test paper and an interview, with different questions. 	<ul style="list-style-type: none"> - Learners’ ability in relating ideas gained from non-verbal actions to verbal literary language for interpretation of each action

Table 3: Details of Instructions in Period 3

In brief, the process of the instruction in this program starts from the smallest part, each action, expands to the bigger part, each scene, and finally to the biggest part, the whole story, before turning back in the reverse way. Such the design is made up in order to stimulate the learners to pay attention to most of the details of the language in the story in the comprehension level first. Then, when the interpretation level starts from the large scale, the whole story, it corresponds well to the concepts of the contexts of the language which consists of both verbal and non-verbal parts. So, the learners should be able to understand the message presented through literary language, or illocutionary act, by looking at all of the elements of the language, like the verbal parts and other contexts, like the non-verbal parts, before they can make any conclusions.

5. Evaluation Framework

Since the innovative program above is conducted in a small scale, the evaluation is consequently done in a particular area, that is, in the level of a lesson only. According to Lynch's definition of evaluation as 'the systematic attempt to gather information in order to make judgements or decisions' (Lynch, 1996: 2), the evaluation framework here has the purposes to make judgements on both areas of assessment and process, through the summative approach (Jacobs, 2000: 266). The judgements on assessment are aimed to check the accountability of the learning outcomes gained through the test papers and interviews; whereas the judgements on process will be done through the questionnaires to show the accountability of the learning process, the increase in the learners' motivation and the factors that influence upon the learners' interest in language learning.

5.1. Evaluation Purposes

The purposes of the evaluation can be divided into two major areas: assessment and process. In terms of assessment, the evaluation program is aimed for three major areas of learning outcomes. First, it is aimed to examine whether the learners can get more achievements in the learning interpretative skills or not when they are stimulated to think further with the help of non-verbal communication in the film 'The Crucible'. At the same time, the stimulation with the video will also affect to the learners' ability in learning critical skills. This results from the fact that critical skills require the learners to think more profoundly with the support of concrete evidence in the same way as when the learners learn interpretative skills. Secondly, this evaluation is carried

out to experiment whether the integration of non-verbal communication in video can really help the learners to gain more development in language learning in general or not. The program is particularly assessed in order to check whether this instruction can probably be used with teaching English in other course in order to provide the learners with more understanding. Thirdly, the evaluation of each learner's achievement in learning interpretative skills and critical thinking skills and in using this particular instruction can also predict whether the learner has potential to analyze, criticize and interpret ideas logically without getting stuck with the language barriers further in the higher level of learning English or not. In terms of process, this evaluation is also conducted in order to examine the accountability of the following areas of process of instruction. First, the six stages of instruction are going to be evaluated particularly one by one and as a whole. The evaluation of the whole process is done for accountability; whereas the evaluation of each particular stage is done to find the best stage that best supports teaching interpretative skills. Secondly, the increase in the learners' motivation in learning English or other languages through this process of instruction is going to be evaluated for the accountability of the motivation in this instruction. Thirdly, the factors affecting to the learners' interest in language learning, like the use of visual images in video is also going to be evaluated, in terms of success.

5.2. Design of Evaluation

The evaluation here is designed in naturalistic paradigm, though this evaluation almost seems to be able to be classified into the positivistic paradigm due to its traditional experimental approach to evaluation, as defined by Lynch (Lynch, 1996: 13-14). This evaluation cannot be exactly classified into any of the research designs in positivistic paradigm at all, for the experimental approach used in this evaluation does not consist of two groups of respondents, the one in the program of interest or the one in a "control" condition, as mentioned by Lynch (Lynch, 1996: 13-14), at all. The evaluation here is designed for the program of interest only. So, there are not really true experiments or quasi-experiments, as what from Cook and Campbell (cited in Ibid). As a result, part of this evaluation should be classified to be in naturalistic paradigm due to the fact that the evaluation here is done with the focus on interpreting and understanding information collected from the learners through the open-ended question part of the questionnaires before and after the program. The evaluation here consists of the

innovation attribute of ‘compatibility of the innovation with previous practice’ as quoted from Rogers (1983) in Markee’s article ‘The Diffusion of Innovation in Language Teaching’ (Markee, 1993: 236), for it compares the innovative program here with the previous instruction in order to check the accountability of the innovative one. The evaluation will be carried out with the following activities in the classroom only. The activities described below are conducted through both quantitative and qualitative methods for summative models of evaluation, according to the models classified by Jacobs (Jacobs, 2000: 261), as follows.

5.2.1. Activities of Evaluation

The activities of evaluation are divided into two major steps: pre-program evaluation; and after-program evaluation, as follows.

Steps of Evaluation	Periods of Evaluation	Things to Evaluate	Instruments Used	Types of Data
1. Pre-program Evaluation	Pre-instruction period in Stages 1 and 2	1. Learners’ current ability	1.1. Test paper	1.1. Quantitative
			1.2. Interview	1.2. Quantitative
		2. Learner’s interest in interpretative skills	2.1. Questionnaire (Part 1)	2.1. Quantitative
			2.2. Questionnaire (Part 2)	2.2. Qualitative
2. After-program Evaluation	After-instruction period in Stages 1-6	3. Learners’ learning outcomes: comprehension and interpretation ability in non-verbal communication	3.1. Test paper after six stages	3.1. Quantitative
			3.2. Interview after six stages	3.2. Quantitative
		4. Learner’s interest in Interpretative skills	4.1. Questionnaire (Part 1)	4.1. Quantitative
			4.2. Questionnaire (Part 2)	4.2. Qualitative

Table 4: Summary of Evaluation Activities

Step 1: Pre-program Evaluation

In this step, the evaluation is done first in the pre-instruction period in Stages 1 and 2 in order to collect the information of the learners’ current ability in comprehension skills. Both quantitative and qualitative data are collected at this time. Quantitative data are collected from open-ended questions both in a test paper and an interview with the teacher to assess the learners’ current ability in interpretative skills, as in No.1. in Table 4 above. The two kinds of assessment data above are used to cross-check the learners’ current ability, in terms of validity. Quantitative and qualitative data about the

learners' interest in learning interpretative skills are also collected from two major parts of a questionnaire, as in No.2. in Table 4. The quantitative data in the former part appear in the answers ranked from 1 (least satisfactory) to 5 (most satisfactory), as in No.2.1.; whereas the qualitative data in the latter part appear in the form of narrative accounts for further suggestion to language learning, as in No. 2.2.

Step 2: After-program Evaluation

After each stage of the program evaluation, quantitative data about the learning outcomes are collected from the post test paper and another interview with the teacher, as in No.3. in Table 4. The first set of test papers and interviews examine the learners' ability in comprehending non-verbal communication affecting to each action, each scene and the whole story, respectively. The other test paper and the other interview assess the learners' ability in interpreting the non-verbal communication in each action, each scene and the whole story, respectively. In addition, the learners' interest in learning interpretative skills are also collected from the two major parts of the questionnaire as in No. 4 in Table 4. The quantitative data in the former part appear in the answers ranked from 1 (least satisfactory) to 5 (most satisfactory), as in No.4.1. ; whereas the qualitative data in the latter part appear in the form of narrative accounts for further suggestion to language learning, as in No. 4.2.

The data collected from the two steps above are used to show the learners' significant progress in learning interpretative skills gained from the comparison between their current ability before and the learning outcome after this evaluation program. The learners' general language development is also shown through the data collected from the interviews with the teacher and the questionnaire after the evaluation program. The significant progress in the learners' comprehension and interpretation abilities and the learners' increasing interest in the lesson can show that this particular instruction affects to the learners' general language development and their tendency of further development in English-language proficiency in the higher level.

5.2.2. Criteria of Evaluation

The answers gained from the students' test papers and from the interviews will be analyzed with the following criteria classified in two major levels: comprehension level and interpretation level, as shown in Tables 5 and 6, below.

Criteria	Learning Performance
Comprehension with accuracy information	The learners can answer the questions in the test paper and in the interview with accurate information to support their ideas.
Comprehension with inaccurate information	The learners are supposed to understand the situation of the non-verbal communication well but cannot really express their opinions out with accurate information.
Insufficient Comprehension	The learners do not show that they can grasp the ideas about the non-verbal communication in the film at all.

Table 5: Evaluation Criteria in Comprehension Level

Criteria	Learning Performance
Interpretation Ability	The learners can interpret the situation well by relating the ideas gained from the non-verbal communication in video with the situation in the story to make predictions further.
Sensibility with inaccurate information for interpretation	The learners are sensible with the relationships between the non-verbal communication and the situation in the story but cannot really use the accurate information to support their ideas.
Comprehensiveness in information with no interpretative ability	The learners can just get most concepts from the non-verbal communication but cannot really relate the concepts with the situation in the story in order to predict anything in a logic way.

Table 6: Evaluation Criteria in Interpretation Level

5.2.3. Evidence of Evaluation

The evaluation evidence that shows the ranges of the quantitative data collected in this program consists of the two sets of scores: the one for assessment data and the other for the process data. For the assessment data, the scores are ranged from 1 to 3, according to the three criteria in the comprehension level and interpretation level, from the best (3) to the weakest (1), as in Table 7. The quantitative process data are ranged from 1 to 5, according to the criteria in all questionnaires, from most satisfactory (5) to

the least satisfactory (1), as in Table 8. However, the qualitative data collected from Part 2 of the questionnaires before and after the evaluation program will be recorded in the form of narrative accounts for further suggestion in the report.

Levels of Learning	Criteria	Score Range
Comprehension Level	Comprehension with accuracy information	3
	Comprehension with inaccurate information	2
	Insufficient Comprehension	1
Interpretative Level	Interpretation Ability	3
	Sensibility with inaccurate information for interpretation	2
	Comprehensiveness in information with no interpretative ability	1

Table 7: Evidence of Assessment Data in Test Papers and Interviews

Criteria	Score Range
Most satisfactory	5
Very satisfactory	4
Satisfactory	3
Quite satisfactory	2
Least satisfactory	1

Table 8: Evidence of Process Data in Questionnaires

5.3. Data and Instrumentation

The data in this evaluation program are arranged through the following instrumentation. The quantitative data are collected in the form of learners' answers in the two major forms of instruments, namely the test papers, both before and after the program, and interviews with the teachers. Both instruments are interpreted into three ranges of scores in both comprehension level and interpretation level. The data from these two instrument forms are used to cross-check the data from each other to confirm the validity of the findings. Besides, questionnaires are the instruments used to collect quantitative data about the learners' interest in and satisfaction with learning interpretative skills, both before and after the evaluation program, with the interpretation of answers ranking from 1 to 5 (least satisfactory to most satisfactory). In the same questionnaires, some more qualitative data in detailed answers to open-ended questions are also collected to be recorded in the form of narrative accounts for further

suggestion. In brief, the data instrumentation used here consist of document reviews (reviews of the test papers), interviews structured by information collected, questionnaires with closed questions and narrative accounts from the open-ended questions about the factors affecting to the learners' interest in learning interpretative skills.

6. Discussion

This evaluation program with the intervention of non-verbal communication to denote and connote literary meanings in illocutionary act can be discussed in the following aspects of informal reporting and teacher's use.

The result of this evaluation study can be informally reported to most people who are interested in comprehension, interpretation and linguistic analysis. This study shows some interesting findings, as follows. First, the use of non-verbal communication really works in improving language learners' comprehension, especially the ESL learners', in addition to verbal communication only. Secondly, interactions can stimulate learners to maximize their potential in learning. Without classroom interactions with such non-verbal communication in the video, most learners may not be able to make better understanding of the literary text 'The Crucible' so clearly. Thirdly, it is quite clear that the meaning of each message sent through both verbal and non-verbal languages can vary along each particular context. Sometimes, a message can be denoted in one way but connoted in another way, depending on the situation. This corresponds to Van Dijk's illocutionary act (1997: 14) mentioned above.

In terms of *teacher's use*, this evaluation study has brought some significant ideas to teachers, especially language teachers. First, the use of non-verbal communication can be combined with the instruction with verbal communication in order to increase learning. Learners can be stimulate with non-verbal communication to think more carefully while they are learning something. Secondly, video is another interesting teaching tool that can be used to make learners understand language lessons in a better way. Thirdly, the idea of comprehensible input that can stimulate negotiated interaction in class to bring language acquisition is applicable to motivating most learners to learn better.

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