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The effects of the use of mime as a communicative strategy in listening comprehension performance: a descriptive study on EFL beginners

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Acknowledgements

Abstract

The purpose of the following study is to describe the effect of mime as a communicative strategy in listening comprehension performance of EFL beginners. The procedure of this study, which developed according to the quantitative approach and a experimental design, can be divided into three stages. The first stage consisted of the application of a pre-test to two groups of ninth grade students without the use of mime as a communicative strategy in order to test the students' performance at the beginning of the study.

The second stage was the implementation of a treatment in the experimental group. It consisted of a class planned to review contents that students had already seen in class and check new vocabulary. The experimental group's tratment included the use of mime as a communicative strategy used by the teacher.

Finally, the performance of both groups was assessed by means of a post-test based on selective and responsive listening comprehension tasks. The application of the post-test included the use of mime as a communicative strategy in a video tape and an audio recording in order to gather information about the students' performance after the intervention and compare these results with those obtained in the pre-test.

Thus, it could be observed differences between the results obtained by the students in the control group and thoseobtained by the students in the experimental group, in which was given the class using mime as a communicative strategy. Showing a decreament in the deficiencies of the experimental group. Finally, these results were interpreted saying that mime as a communicative strategy enhances EFL beginners performance.

Resumen

El propósito de este estudio es describir el efecto de la mímica como estrategia comunicativa en el desempeño durante tareas de comprensión auditiva de principiantes en Inglés como lengua extranjera. el procedimiento de este estudio, el cual fue desarrollado de acuerdo al enfoque cuantitativo y un diseño experimental, puede ser dividido en 3 etapas. la primera etapa consistió en la aplicación de una prueba preliminar a 2 grupos de estudiantes de primero medio sin el uso de la mímica como estrategia comunicativa con el fin de evaluar el desempeño de los estudiantes al comienzo del estudio.

La segunda etapa fue la implementación de la intervención en el grupo experimental, la cual consistió en la realización de una clase para repasar contenidos que ya vistos en clase por los estudiantes e introducir nuevo vocabulario. esta clase fue realizada utilizando la mímica como estrategia comunicativa por parte del profesor.

Finalmente, el desempeño de ambos grupos fue evaluado por medio de una evaluación posterior basada en tareas de comprensión auditiva de reacción y selectivas. la aplicación de esta evaluación incluyó el uso de la mímica como estrategia comunicativa mediante el uso de un video y el uso de la mímica por parte del profesor al dar instrucciones con el fin de recoger

información sobre el desempeño de los estudiantes después de la intervención y comparar estos resultados con los de la prueba preliminar.

Fue así posible observar diferencias entre los resultados del grupo control y el grupo experimental en el cual fue usada la mímica como estrategia comunicativa, mostrando que las deficiencias en comprensión auditiva del grupo experimental disminuyeron.

Finalmente, esto fue interpretado de forma que el uso de la mímica como estrategia comunicativa mejora el desempeño de los principiantes en Inglés como lengua extranjera.

Introduction

The teaching of a new language is a very complex process which every single language teacher must always undertake. In a classroom, there can be at least twenty different types of student, and probably, every single one learns in a completely different way. Teaching English as a Foreign Language (EFL) for beginners is no exception, and a lot of educators always tend to struggle when trying to find effective and useful strategies for teaching a new language. The use of communication strategies (CS) in the process of language acquisition is presented as a valuable tool to simplify the comprehension for beginners. Aside from just teaching the new language and its rules, it also enables the circumstances to generate better communication instead of only applying verbal communication within the foreign language learning context.

This study concerns the use of *mime* which, as a communicative strategy to teach English to beginners, might be considered a plus in order to reach foreign language competence.

Consequently, the use of mime as a non-verbal communication strategy in EFL beginners may be considered a useful tool to cope with inefficient language knowledge. In fact, since 1976, the distinguished professor and director of The Center for Advanced Research on Language Acquisition, Elaine Tarone, has been studying how non-verbal strategies usefully enable

a faster input in foreign language learners, in comparison to only using direct communication such as writing or speaking.

Considering this, the main focus of our study intends to describe to which extent the use of mime as a communicative strategy may directly affect the learning process of EFL beginners in ninth grade in Santiago de Chile.

In the following chapters can be found the bases of the study including the variables related to the investigation and the hypotheses and research questions that will guide the study. this followed by the theoretical framework in which the concepts related to the study will be explained and the methodological framework in which are explained the procedures and instruments used in the study to collect the data necessary for the investigation. then in the two last chapters is possible to find the description of these results and if was possible to verify the hypotheses of the study.

Chapter I: The Study

The election of effective strategies to develop a competent level of comprehension in Foreign Language Learners (FLL) has been considered a concerning issue for decades. As a matter of fact, English teachers frequently attempt to improve the development of the four essential skills in their students; for instance, in connection with the writing skill, there are "the fill in the blanks" exercises, worksheets, creating stories; in the speaking skill there are the oral tests, dialogues in pairs, pronunciation tasks, role-playings; in the reading skill, there are Intensive, extensive reading comprehension tasks, vocabulary management; and regarding the listening comprehension skill, there are listening audios, listening and "Fill in the gaps" to complete a song. However, according to our experience and observation results with students of our regular English classes, there are evident complications at the moment of exposing students from beginner levels to listening comprehension tasks. Considering this, and also the deficient knowledge of communicative strategies among English teachers, this investigation points out precisely to enhance listening comprehension in EFL beginners through the use of communicative strategies.

Hence, the main purpose in this chapter lies on presenting five important items of our research: In the first place, the problem statement that we suggest according to what we experienced within the classroom; then, the justification of study, where the main motive to investigate about this issue is

briefly exposed. In the third place, six hypotheses have been proposed concerning the problem statement. In the fifth and sixth places, the general and the specific objectives are presented in order to clarify the main and specific purposes. And finally, the clarification of the research questions, which will be responded at the end of our investigation.

1.1   Problem statement

Considering the students' low exposure to the English language, which generates evident communicational shortcomings at the moment of facing listening comprehension tasks in English, the problem statement of our research is presented as follows: Spoken language and audio recordings used in current English classes might be difficult to understand by EFL beginners because of the misuse of communicative strategies that compensate their lexical deficits.

1.2   Justification of the study

For decades, listening comprehension has been considered an important skill in EFL teaching, but it has also been neglected due to the priority that the audio-lingual method has been assigned in teaching methodology. Within the audio-lingual method, the focus remains on the students' listening comprehension competences developed solely by drilling and repetition. It was not until the 60's that the listening comprehension skill gained

importance in language teaching, in fact, in accordance with Wilva Rivers "speaking does not of itself constitute communication unless what is being said is comprehended by another person" (Rivers, 1966, p. 196) Based on this explanation, it is possible to say that the comprehension of spoken language has great importance in the attempts to reach communicative goals. Consequently, listening comprehension began to be considered an active skill that involves different processes. As a result, listening comprehension has become the focal point in our research, due to the fact that it provides one of the most important inputs that might be meaningful for learning a foreign language.

In addition, the fact that the Chilean curriculum range is strongly focused on achieving the B2 English level[1], and considering the difficulties that EFL beginners have shown in listening comprehension tasks throughout their school years, improvements in listening comprehension tasks have been assigned as the central purpose of our research.

To extend this idea, the inefficient use of English when providing oral instructions and the repetitive use of complex audio recordings are crucial points that might directly affect the students' listening comprehension performance, due to the fact that it might provide a poor oral input and,

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[1]According to The Common European Framework, B2 English level refer to "Vantage" or Upper Intermediate level belonging to "Independent Speaker" within the three broad divisions.

therefore, ineffective communication. In order to outpace these issues, "mime" as a communicative strategy to support listening comprehension tasks while teaching EFL remains the main focus of our research, with the expectation of applying it in EFL teaching to clarify the effects on the students' performance.

1.3   Hypotheses

The empirical suppositions of the results that might be found at the end of our research, particularly focused on describing the effect of the use of mime as a communicative strategy in listening comprehension tasks lie on the following hypotheses:

Hi: Using mime as a communicative strategy in listening comprehension tasks affects EFL beginners' performance.

Ho: Using mime as a communicative strategy in listening comprehension tasks does not affect EFL beginners' performance.

Hi: EFL beginners exposed to mime as a communicative strategy demonstrate better performance in listening comprehension tasks than EFL beginners with no exposure to that visual channel

Ho: EFL beginners exposed to mime as a communicative strategy do not demonstrate better performance in listening comprehension tasks than EFL beginners with no exposure to that visual channel

Hi: the use of mime improves EFL beginners' performance in responsive listening comprehension tasks.

Hi: the use of mime improves EFL beginners' performance in selective listening comprehension tasks.

1.4   Objectives

1.4.1 General objective

To describe the effects of the use of mime as a communicative strategy in listening comprehension task performance of EFL beginners from ninth grade.

1.4.2 Specific objectives

With the aim of accomplishing the general objective of the study, the following specific objectives were developed:

a)   To test EFL beginners performance in listening comprehension tasks at the beginning of the study.

b) To measure the effectiveness of mime as a communicative strategy in EFL beginners' listening comprehension performance at the end of the unit.

c) To compare the results obtained in order to verify the hypotheses.

1.5   Research questions

The research questions stablished by the group were proposed to be answered at the end of the study according to the results and with the corresponding conclusions:

a)   How does the use of mime affect EFL beginners' performance in listening comprehension tasks?

b)   What are the differences between the performance of EFL beginners exposed to the use of mime and the performance of EFL beginners without exposure to the use of mime?

c)   How does the performance of EFL beginners exposed to the use of mime compare with the performance of EFL beginners without exposure to the use of mime as a communicative strategy in selective listening comprehension tasks?

d)   How does the performance of EFL beginners exposed to the use of mime compare with the performance of EFL beginners without exposure to the use of mime as a communicative strategy in responsive listening comprehension tasks?

Having defined the design, the hypotheses and the research questions that will guide the investigation; the following chapter called "Theoretical Framework" will be focused on the explanation of the most important concepts of the study.

Chapter II: Theoretical Framework

One of the issues of concern for foreign language teachers lies in accomplishing effective communication with their students. Undoubtedly, generating the desired atmosphere is imperative throughout the process of foreign language learning. Also, teaching a class, in which most of the students are not familiar with the foreign language, constitutes a deep challenge for English teachers, due to the fact that teachers are constantly searching for strategies to facilitate understanding during the learning process. Under those circumstances, comprehensible input enables foreign language learning to proceed without any obstruction.

This chapter is meant to shed light on the field of communication and its communicative strategies used to accomplish understanding among speakers in the use of language. Specifically, mime as a communicative strategy and *multi-duality* input will also be tackled in order to address the reader to the central purpose. Finally, the last section is meant to clarify definitions regarding listening comprehension performance.

2.1 Communication

"The importance of communication in human society has been recognized for thousands of years, far longer than we can demonstrate through recorded history." (Richmond & McCroskey, 2009, p. 223)

If there is any action that humans have mastered, without hesitation "communication" appears in the mind. Also, it turns out that the concept of communication comes from the term "communis", where "com" is identified as an English version of the Latin "cum", which means "with"; likewise, the term "munis" comes from the Latin "moinis" that means "bound". As a consequence, the expression "communis" could be defined as a compulsory part of something. Thus, "to communicate" was defined early on as the action of conveying or exchanging (Adair, 2009) . However, the term communication remains older than "community" itself, and has always been evolving along with human nature.

An academically accepted definition of communication lies in: "to share information with others by speaking, writing, moving your body, or using other signals" (Cambridge Dictionary, 2015). Although the definition might sound quite simple, the large amount of cognitive processes that allows the human brain to decode thoughts through either written or spoken language is no less than amazing. To sum up, communication involves several connotations surrounding the concept of *sharing*, not only regarding physical and concrete things, but also in relation to thoughts (Adair, 2009).

Moreover, the communication process could be categorized according to the channel used to communicate, and divided into three academically acceptable categories:

a)   **Nonverbal Communication:** refers to communication without the use of words. The main focus of this sub-division involves non-verbal elements such as: paralanguage, body-language, mimicry, facial expressions, eye contact, posture, proximity, mime etc.

b)   **Verbal Communication:** verbal communication concerns the call-response process among speakers. It refers particularly to the use of words in order to communicate.

c)   **Written Communication:** First emerged through the use of pictographs, and it is now used in paper and computers as a mass media resource. The exchanging of ideas by the use of letters, e-mails, or chat devices, generates the use of written communication skill, as a sub-division of communication. Written Communication specially concerns terms of semantic, grammar and syntax.

One of the most important characteristics of communication is that the message must be understandable by the recipient, this means that communication must be effective in order to achieve communication.

2.1.1 Effective communication process

To understand Effective communication, it is first necessary to take into contemplation that human beings are essentially designed to develop strong communicative skills. Indeed, these skills are employed whenever human communication tends to present barriers. In other words, given that people attempts to develop their communicative skills, in order to communicate their thoughts, there is also an attempt at providing understandable messages.

Similarly, once the process of communication becomes concrete by verbalization, it is also reasonable to stress that this process is completed without necessarily relying on non-verbal communication. To be more specific, the decoding process might be completed without fundamentally organizing a high quality message. Consequently, the process of improving message quality is known as "Effective Communication" (Moscardo, 1999)

In order to prevent ineffective communication, people endeavor to use communicative skills to make the receiver feel empathy with the encoder's ideas. If the listener can empathize with our thoughts, the conversation has "significance" and effectiveness takes place. (Tarone, 1977; Moscardo, 1999)

"*Some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or*

movement of things, they mix languages, they create new words, they describe or circumlocute something they don't know the word for—in short, they use communication strategies" (Dörnyei, 1995, p. 56).To conclude, non-native speakers do not essentially need to manage much vocabulary to communicate their thoughts. Hence, the use of communicative skills to set the suitable strategy determines that the message has been understood.

In order to improve the quality of their messages people use different strategies besides verbal messages, in order to accomplish effective communication, these strategies are called communication strategies.

2.2 Communication strategies

Communication strategies are closely intertwined with the second language learning process, and consequently, are seen as a prominent feature of foreign language learners. As a matter of fact, communication strategies have been used as a beneficial tool for FLL to cope with interlanguage difficulties due to the lack of lexical management.

According to Dörnyei (1995), communicative strategies play a significant role in communication effectiveness, owing to the fact that they provide additional information in a different channel; as a result, there is a greater possibility for decoding. To put it in another way, Bialystok (1990) also postulates that taking ownership of language knowledge, including non-verbal, enables our

communicational system to be flexible and adapt itself to the learners' requirements. She also states that "communication strategies are an undeniable event of language use, their existence is a reliably documented aspect of communication, and their role in second-language communication seems particularly salient" (Bialystok, 1990, p. 196). Finally, the importance of communicative strategies within the context of foreign language learning process is recognized as a determining factor to accomplish effective communication.

2.2.1 Early frameworks

The initial concept of Communication Strategies (CS) was firstly proposed by Selinker (1972) in his journal "Interlanguage", where in CS is defined as an "aid for theoretical construct" (Selinker, 1972, pp. 209-241) and points out that CS establishes a salient process involved in second language learning. Although, Selinker did not go in depth in the field, Varadi (1973) in Tarone (1977) used the term CS to refer to "a conscious attempt to communicate the learner's thought when the interlanguage structures are inadequate to convey that thought" (Tarone, 1977, p. 195) Furthermore, Varadi (1973) explains that the FLL are conscious of their shortcomings in the target language, and try to compensate for their lexical deficits through the use of communicative strategies. Regarding this, it seems as if the early framework was totally focused on the learner's attempts to communicate

effectively in the target language, but not the other way around. Nevertheless, Tarone (1977, 1980, and 1983) in a serial of papers suggests a definition based on an interactional approach, in order to solve communicative situations through a mutual agreement between native speakers and non-native speakers: "A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared." (Tarone, 1980, p. 419)

According to Tarone (1980), when a shortage of lexical items becomes evident during communication process, non-native speakers are forced to find out optional ways to communicate. Also, breakdowns in communication become concrete when interaction is performed; throughout this phenomenon, native and non-native speakers make use of CS. Tarone's interactional approach is considered to be the most influential one in the field of CS, not only because it was the first tangible definition, but also because of her contribution in subsequent research.

The early framework of communicational strategies were strongly criticized and revised because of its limitations. these critics and revisions will be explained below.

2.2.2 Revisions and critiques

Faerch and Kasper (1983) strongly criticized Tarone's interactional approach with the justification that it was too limited in terms of focus, specifically because these approaches only included strategies that become concrete in language production, but there is no emphasis in *pre-verbal strategies*, or strategies used before verbal language. As a consequence, Faerch and Kasper (1983) proposed a psycholinguistic approach by taking in consideration these *pre-verbal strategies*, and define CS as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch & Kasper, 1983, p. 36) Considering this definition, it is also relevant to emphasize the factor "consciousness" as a distinctive feature between Tarone's and Faerch & Kasper's definition, owing to the fact that the second one considers CS as a "potentially conscious" process due that speakers are not always aware of using CS, in opposition to the just "conscious" definition provided by Tarone (1977, 1980). In other words, speakers are essentially meant to accomplish specific goals throughout the language process. Within these processes of attempting to reach each goal, the speaker enters in a phase of *planning* strategies to compensate the lacks that obstruct the language process, this planning process denotes a potentially conscious process, due to the fact that one is not always aware of planning these strategies. A priori, the

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speaker enters in an *execution face* in which the message is produced in accordance to a communicative strategy that the speaker set to communicate, this execution face points to a conscious process, due that the speaker is aware of what is producing in spoken language.

Earlier definitions were also criticized by Poulisse (1990), In view of the fact of being considered unclear and ambiguous. As a consequence, Poulisse (1990) defines CS in the first place as "Compensatory strategies" and provides the definition of "processes operating on conceptual and linguistic knowledge representations" (Poulisse, Bongaerts, & Kellerman, The Use of Compensatory Strategies by Dutch Learners of English, 1990, pp. 192-193); these are employed by speakers in the preferred mode as alternative ways to express their abstractions, when shortcomings in communication become evident. afterward, Poulisse(1993) (Poulisse, Bongaerts, & Kellerman, The Use of Compensatory Strategies by Dutch Learners of English, 1990) joint the crucial results of earlier researches (specifically the University of Nijmegen project, the speech production model from Levelt (1989), and Bialystok (1990) CS theory) and suggests a model for *bilingual speech production* (Levelt, 1989) which involves contextual factors within speech production processes, and afterward CS.To sum up, Poulisse (1993) deeply developed the psycholinguistic viewpoint, and adjusted it to Levelt's Bilingual speech production.

In spite of the critics to early frameworks, authors such as Dörnyei and Scott recover some ideas from them, in order to adapt these ideas to new approaches of communicative strategies.

2.2.3 A return to Tarone's interactional approach.

Regarding to Dörnyei and Scott (1997) they returned to Tarone's interactional approach by referring to CS as a tool for problem solving in interlanguage context. Consequently, they infer that CS should include "every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication " (Dörnyei & Scott , 1997, p. 179), and added that "CS constitute a subtype of L2 problem-management efforts, dealing with language production problems that occur at the planning stage" (Dörnyei & Scott , 1997, p. 177). In other words, enhancing effective communication by providing problem-solving mechanisms becomes crucial when referring to CS.

So far, Dörnyei and Scott (1997) definition of communicative strategies seems a mixture of the two most important definition throughout CS history (Tarone, 1977; Faerch & Kasper, 1983). Considering this, communicative strategies will be defined as conscious and unconscious attempts to communicate in second language, in favor to be understood.

2.3 Classification of Communicative strategies in L2

As a result of the endeavors of defining the concept, it seems as if each author constitutes a new definition for Communicative strategies (CS). Hence, many classifications have been proposed throughout the history of CS. In the following paragraphs, the most influential classifications will be briefly reviewed in order to address the reader to the target focus.

Initially, Váradi (1973) furnished the first influential classification. According to what he postulated, the CS classification is distinguished between *Meaning adjustment* (to replace or adjust meaning) and *Form adjustment* (adjust words to a more elementary form, or formal reduction that refers to the complete abandonment of messages). Furthermore, categories such as generalization (simplistic way of speaking), approximation (the use of similar words or synonyms), word coinage (invention of word or phrases), circumlocution (long-wind way of speaking) and paraphrase were also highlighted.

Afterwards, Varadi's category strongly contributed in Tarone's taxonomy (1977). The term "formal reduction" was enhanced by "avoidance", which subsequently was divided into "topic avoidance" and "message abandonment". Also, new expressions such as "appeal for assistance" and "mime" came into view.

Considering this fact, she provided a taxonomy (Tarone 1977,p.197) in order to systemize CSs into five categories:

i)   Avoidance: It refers to omit information because the learner does not have de sufficient lexical knowledge. This category is subdivided into *topic avoidance* (omit a concept) and *message abandonment* (the learner is not able to complete the whole message)

ii)   Paraphrase: deals with replacement of concepts or phrases with other words with similar meaning or creating relations with other related concepts.

iii)   Conscious transfer: deals with literal translation of messages into the native language, or the use of the native language instead of L2.

iv)   Appeal for assistance: in this case the language learner asks for clarifications or help to a more experienced speaker.

v)   Mime: refers to "the use of nonverbal strategies in order to communicate" Tarone (1997, p.197)

2.3.1 Faerch and Kasper's classification

So far, Faerch and Kasper's classification published in "Strategies in interlanguage communication" (Faerch & Kasper, 1983) has been considered as the most important one throughout CS history according to what they refer regarding to CS classification, they emphasize two types of strategies:

reduction and achievement. These strategies have been proposed as a scaffolding way to help non-native speakers with the purpose of improving production. Indeed, the speaker reduces their goals during the *planning process* mentioned within this chapter; these reductions are called "reduction strategies" with the purpose of providing solutions to language obstructions. On the other hand, if an obstacle is presented in the *execution phase*, the speaker recurs to "retrieval strategies" in order to reach the communicational goal. However, there is no well-defined limit between achievement and reduction strategies (Faerch & Kasper, 1983, p. 40).

The strategies that Faerch and Kasper (1983) recognized and researched have reduction and achievement behaviors, with the purpose of eliminating the communication difficulties caused by linguistic ineffectiveness in pronunciation, grammar structure, vocabulary, and inter-cultural knowledge. While these classifications construct an important part within the field of Communicative Strategies, they will not be developed in depth, due to the fact that this is not the focus of the present investigation.

2.3.2 Dörnyei and Scott classification

As exposed above, Dörnyei and Scott (1997) convey that CS should involve problem solving mechanisms required for L2 oral production. Thus, they suggested a taxonomy constructed from these problem solving strategies,

from three different categories: *direct*, *indirect*, and *interactional strategies* (Tarone's approach). They refer to direct strategies as those that help us to get the meaning in an alternative way providing alternative meaning structures, such as "circumlocution" or "approximation", in order to compensate lexical deficiencies (Dörnyei & Scott , 1997) Indirect strategies do not help us with another mean to solve the communicational problem, instead these strategies facilitate the transmission of meaning indirectly generating the conditions to reach mutual understanding (e.g. the use of fillers and repetitions for preventing breakdowns and keeping the Communication channel open). Even though indirect strategies are not related to meaning, they play an important role in communication related problems. On the contrary, interactional strategies include cooperative "trouble-shooting exchanges" which among others include "appeal for help" and "request for clarification". Similarly to Faerch & Kasper's classification, despite the fact that these categories ascertain an important theory within CS, they will not be considered in our research purposes.

These strategies used to facilitate to decode messages, specially when the interlocutors do not share the same language, might be applied in the foreign language learning context. Specifically, this studiy focuses on mime, a non verbal communicative strategy that might be usefull to cope with

shortcomings in communication. As a result, this concept will be presented in depth below.

2.4 Mime as a Communicative Strategy in Language Learning

According to Tarone (1977), the term *mime* refers to a non-verbal communication strategy. While the concept could certainly be confused with the noun *mimicry*, it is imperative to clarify that the divergence lies in their purposes. Concerning "Cambridge Online Dictionaries", mime is defined as "movement to perform the function of speech". On the other hand, the term mimicry concerns the act of imitation. Indeed, the verb "to mimic" refers to "imitate, especially with the intention of making him appear ridiculous or funny" (Cambridge Dictionary, 2015). Thus, mime strongly concerns a communicative function as opposed to mimicry.

In order to clarify this concept, mime belongs to the CS classification in which oral production is completely excluded. Indeed, the use of mime among speakers remains a useful tool for managing foreign language breakdowns. For this reason, second language learners employ body movements for the purpose of replacing the missing word or concept, and finally decode the message (Paribakht, 1984, p. 18).

Regarding this, the use of this strategy becomes concrete when the learner (by gesture or sound representation or acting out an action) tries to communicate the intended meaning. Tarone (1977) notes that communication problems "may occur when one speaks in one's first language, as well as when one attempts to communicate in an interlanguage" (Tarone , p. 195) thus, mime was recognized as a "conscious communication strategy", which might be used to overcome communicative problems in a foreign language. As a consequence, Tarone(1980) suggested extra information for her definition, claiming that mime is used to help learners that lack lexical items in order to reach communicative goals (Tarone, 1980).

In order to consolidate the definition, The Nijmegen group in Poulisse (1990) presented their taxonomy as two main strategies, which refer to *conceptual* and *linguistic* strategies: conceptual strategies describes the ability to compensate for a missing word by exploring conceptual knowledge; in contrast, linguistic strategies refer to communicative compensations through linguistic knowledge. Subsequently, Kellerman (1991) also described mime as a non-verbal linguistic strategy; belonging to the category "mimetic gestures". Subsequently, the desired target word is substituted by this "mimetic gesture", which then becomes a "conceptual strategy". Eventually, Kellerman (1991) suggested that the *linguistic strategies* provided by Nijmegen group should be renamed as "code strategy". Similarly, Paribakht

(1984) determines that mime belongs to a "conceptual approach" and concerns "the use of meaningful gestures" (Paribakht, 1984) to convey the core point of the message, and subdivides the concept as follows:

a. Replacing Verbal output : the speaker uses it to completely replace a verbal message

b. Accompanying Verbal Output: the speaker uses it to potentiate a verbal message.

To conclude, mime is defined as a non-verbal strategy that focuses on body movements, in order to aid foreign language beginners to express their ideas and replace a conceptual lexical item with the purpose of accomplishing communicative goals.

The use of this non verbal strategy is related to the use of two channels in order to enhance communication, that is to say, to generate meaningful stimuli in order to reach effective communication during the foreign language learning process. The channels involved in the use of mime as a communicative strategy are related to both visual and auditory input. As a matter of fact, the use of two channels to communicate are denominated Dual Modality of Input.

2.5 Modality of input

Throughout the process of communication, it is essential for speakers to set the accurate *mode* of transmission, with regard to our communicational purposes. According to Jacobson (1971), the term "mode" could also be defined as "code", which refers to the channels employed in order to communicate. Therefore, the communicational modality concerns the specific channel employed during the process of communication.

2.6 Dual-modality input in language teaching

The importance of employing two modalities within language learning process has been researched by cognitivists during decades. According to what cognitivists alleged, language learning can be enhanced by putting special emphasis on the mental processes when people acquire new information (Mitchell, Miles, & Mardsen, 2004). Furthermore, the input provided within the classroom may be manipulated through the use of strategies, with the intention to facilitate comprehension (Fotos, 2001) . According to what Krashen postulated in "the Input Hypothesis" (Krashen, 1985) non-native speakers acquire language by receiving a comprehensible input, in which "we are able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information" (Krashen, 1985, p.

80). Accordingly, when the sufficient input is provided, grammar explanation becomes unnecessary for students.

For decades, modality input has shown great potential in the effectiveness of teaching a foreign language. In fact, providing input in different modes or channels has been seen as a valuable manner to enhance the language learning process. This idea is supported by Paivio (1991, 2006, 2007) and is clarified by the fact that the application of two modalities provide better recall of messages to learners, due to the fact that it allows students to rapidly interpret and produce ideas; in opposition to the use of mono-modality process. Furthermore, it makes foreign language learners aware of the efficiency of using visual modality (for instance non-verbal strategies) to compensate for the absence of knowledge of one of the modalities, in this case auditory modality. It Also lowers the necessity to necessary recur to "repeat the message" in the class-room (Yeu-Ting Liu, 2014). Also, providing input through both visual and auditory channel facilitates memorization afterwards. (Paivio, 2006)

For dual-modality theory, there are two single mental illustrations for each channel. Concerning this, Paivio (2006) suggests that dual modality or dual coding, "involves two systems: a verbal system specialized for dealing directly with language and a nonverbal system specialized for dealing with

nonlinguistic objects and events". As a result, owing that verbal and non-verbal messages are commonly used to transmit thoughts, it is right to say that communication takes place in a Dual-modality process, also known as *Multimodality* (Stöckl, 2004; Yeu-Ting Liu, 2014)

2.6.1 The role of visual channel in communication

As mentioned, dual modality input promotes communication process in terms of providing verbal and Non-verbal information to make certain that the recipient has already understood the message. Whereas, the availability of a visual element not only enables to decode nonverbal messages, but also students are exposed to a contextual reference (Willis, 1983). In accordance with Dave Willis in his chapter "The potential and limitations of video" (Willis, 1983, pp. 17-27), throughout the process of communication speakers are token for granted a common knowledge, one of this knowledge deals with a common universal visual channel. Thus, the visual element in English teaching contributes to enhancing communication, and consequently understanding.

2.6.2 How non-verbal information is processed

So far, what has been stated regarding processing nonverbal information is owed to the American Psycho-biologist Roger Sperry's experiments developed in the late 1960s. Namely, he states that both hemispheres of the

brain are able to process a set of information during the communication process. Furthermore, he postulates that non-verbal messages could be decoded in function to both hemispheres. However, the main part of the work is exclusively carried out by the right hemisphere. (Knapp, Hall, & Horgan, 2014). It is important to mention that Roger Sperry states that the left hemisphere is dominant in verbal language processes, owing to the fact that it concerns analytical processes, for instance: Verbal messages decode the personal sense of what should be said, and memorizing information. On the contrary, the right side focuses on images and feelings; as a consequence, human beings perceive through a visual channel, and intuitively make sense of what is seen. To sum up, the right hemisphere is interpretative, and it is strongly pertinent with non-verbal communication owing that it enables interpretation of visual elements. (Remy, 2011).

2.7 Listening comprehension, more than an auditory skill.

Why is listening comprehension considered to be one of the most important skills within language teaching? Arguably, Listening comprehension is "required for obtaining comprehensible input in one's first and any subsequent languages" (LeLoup & Ponterio, 2007).Also, it is well known that the fundamental function of this skill is linked to simplifying the comprehension of spoken discourse (Richards, 2008, p. 3) Considering this,

the accurate management of this skill might determine a better input on learner.

Whenever one makes the mere mention of listening (considered a synonym of Listening comprehension (Richards, 2008, p. 3).) the mental association to hearing and auditory elements becomes almost unavoidable. Therefore, the distinction between hearing and listening is related to attention, in which hearing only refers to the unconscious sense of perception (Matter, 2012). Thus, listening requires more than the sense of hearing. According to Robert Kastenbaum, (1993) the listening process involves a set of stages, in which perceiving by senses only denotes the first stage. With regard to psychological literature, these stages are described as "reception, attention and perception" while literature related to the act of listening concerns "receiving, attending and assigning meaning to stimulus" (Wolvin & Coakley, 1988). Hence, when a message is provided in two modalities, visual in conjunction with an auditory stimulus, "seeing a stimulus would be the first stage of listening to a message in the visual channel" (Kastenbaum, 1993, p. 279). In short, listening comprehension does not only involve the auditory channel, due to the fact that attention also requires what one's senses perceive, for instance, non-verbal messages. (Kastenbaum, 1993, pp. 278-279). (eliminar paginas de esta cita)

In other words, the verb "to Listen" is defined by Longman's dictionary as "to pay attention to what someone is saying or to a sound that you can hear", while the International Listening Association considers it "the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages" (ILA, 1996). Later, Purdy (1997) considered perception and attention as determining factors within the listening process, and identified listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings" (Purdy, 1997, p. 8).According to this, listening is accepted as an internal process, this idea reinforces tightly the relation to the field of psycholinguistics. In accordance to early frameworks, Clark & Clark (1977) also stated that listening comprehension is related to an internal process of interpretation of meaning and that this process might not end only in interpretation. (Clark & Clark, 1977, pp. 43-44)

In essence, the listening comprehension process includes attention to what is detected by one's senses. Once these stimuli (verbal and non-verbal) are perceived, they are intuitively interpreted in order to make sense of what is heard.

2.8   Bottom up and top down processes

In order to understand the concept of listening comprehension it is necessary to know the processes used by listeners to decode a message and comprehend it. Listeners understand a message; decoding it by applying two different types of listening processes called "bottom up" and "top down"

On one hand the concept "bottom up" was defined by J. Richards (2008) as: "using the incoming input as the basis for understanding the message. Comprehension begins with the data that has been received which is analysed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is arrived at" (Richards, 2008, p. 52). This means that the listener uses his linguistic knowledge to analyse the message from simple units of speech to more complex ones creating relations between these units to achieve comprehension.

On the other hand, the concept "top down" is defined by Larry Vandergrift as the "use of prior knowledge to understand the meaning of a message" (2008). Vandergrift defined previous knowledge as "knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized)." (Vandergrift, 2008) This means that

the listener uses his previous knowledge to detect and use contextual clues to analyse and decode the message and achieve comprehension.

These two processes must not be considered in isolation, because both are usually used simultaneously by the listeners to decipher verbal and/or nonverbal messages during the interpretative process while listening.

According to the previous definitions, listening comprehension will be considered as an active process in which the listener pays attention to spoken and/or nonverbal messages in order to construct an interpretation and produce a response based on his competence and previous knowledge.

2.9   Performance in Listening comprehension

In order to understand the concept "performance" used in the study it is necessary to review the origin of the definition of performance. "Langue" and "parole" coined in "Course in General Linguistics" (Saussure, 1959). The first concept "la langue" (tongue in French) refers to the internal compilation of rules, elements and agreements that form the language, while on the other hand the second concept "parole" which means "speaking" in English, refers to the external manifestation of language used in real instances by the linguistic subject. This concept is closely related to "performance", concept developed in the book "Aspects of the Theory of Syntax" (Chomsky, 1965) performance is defined basically as the visible use of language emphasizing

the difference between performance and the concept of competence which can be related to the concept of "langue" developed by Saussure. Chomsky (1965) also claimed that performance cannot be developed before the development of competence considering performance the result of the acquisition of language components and rules. According to this, performance will be defined as the observable outcome of the use of acquired internal language components and rules by a linguistic subject. Based on this, performance as an observable outcome can be basically described as the product of competence and is not necessarily produced orally.

Based on the previous definition of listening comprehension and based on what was already said about performance, the concept of listening comprehension performance will be defined as the observable outcome or response of the active process in which an individual pays attention to and decodes a spoken and/or nonverbal message by using his language competence and previous knowledge.

Additionally, Brown in the book "Teaching by principles: An interactive approach to language pedagogy" (Brown, 1965) He describes 6 different types of listening performance: reactive, intensive, responsive, selective, extensive and interactive, which will be briefly explained below.

Reactive performance can be related to repetition of utterances by the listener and hardly needs any meaning process. The listener acts like a "tape recording" (Nunan, 1991 p. 18) repeating what in this case the teacher says, paying attention only to the surface structure of utterances to complete tasks

Intensive listening performance refers to "techniques that only focus on to components" (Brown, 1994) closely related to the "bottom up" process, the listener focus his attention on isolated components of discourse such as phonemes, words, intonation and so on. Therefore, performance will be related to identification and production of these components.

Another type is the *responsive* listening performance. In this case, the listener's performance ascertain in performing an appropriate response to what is listening a good example of this is when students have to follow teacher's oral instructions while the teacher expects a specific response of the students.

Additionally, in *selective* listening performance the listener does not need to process the whole ideas of what is listening. In this case, the listener has to scan the discourse looking after specific information like names, dates, locations or other ideas to complete tasks.

According to what *Extensive* listening performance stands for, listeners are asked to use the information in discourse to complete tasks in which they

apply their knowledge to produce other ideas based on what they understood. For example, listeners are ask to create summaries, reports or discuss the information. Extensive listening performance is intertwined with the process of "top down" because the listener uses previous knowledge to be able of generate new ideas based on the given information.

And finally, *interactive* listening performance includes all the other types of listening performance. In this case the listener's performance must be related with oral production in order to show comprehension actively while participating in discussions, interviews, debates, role plays and other similar activities.

Regarding what has been stated along the theoretical framework, the use of mime as a Communicative Strategy might affect EFL beginners' performance in listening comprehension. Specifically, employing body movements might strengthen effective communication within the classroom, owing to the fact that the use of non-verbal strategies in spoken discourse has been considered an important element to cope with shortcomings in foreign language learning. Furthermore, providing extra information to students through both nonverbal communication and contextual reference might enhance understanding, and subsequently, students' performance. However, the use of *mime as a communicative strategy accompanying verbal output*

has not been studied in depth, nor their effects in the foreign language learning process. Thus, one of the central purposes of the current research lies in describing these effects through listening comprehension performance.

Within this study, student's performance in listening comprehension has been considered the suitable way to gather the required information, due the observable outcome or response of the active process that it provides. Similarly, the listening comprehension skill ascertain the central tool in which an individual pays attention and decodes a spoken and/or nonverbal messages by using his language competence and previous knowledge.

Chapter III: Methodological framework

In this chapter, the investigation process will be explained piecemeal. This pilot study was carried out in a group of 9th grade students, with the purpose of proving the veracity of our hypotheses. Such hypotheses were based on the proposal that the use of mime as a communicative strategy in listening comprehension tasks has a beneficial effect on students' performance.

The investigation process consisted of an intervention, which involved a class, a pre-test, and a post-test, in order to collect the data required to analyze the effects in listening comprehension performance of EFL beginners using mime as a communicative strategy.

3.1   Type of study

The elaboration of the present investigation is based on a positivist paradigm, with a quantitative approach and an empirical-analytical method. According to the purposes of this investigation, our research will be implemented as an exploratory study, given that the information about the use of mime as a communicative strategy accompanying verbal output is quite limited, that is to say, the effects of this non-verbal strategy has not been clearly defined throughout the CS framework. Consequently, the present research will be developed as a descriptive study owing to the attempts to explore and explain such effects in listening comprehension tasks.

Furthermore, the positivist paradigm enables the explanation, prediction, and control of the phenomena in classroom. Also, it is important to highlight that the active agents are 9th grade students involved in a context with low exposure to English language.

Subsequently, the quantitative approach facilitates us to analyze a situation by gathering data in order to accomplish measurable results. As an effect, the results will attempt to provide responses for our research questions.

3.2 Design

With the intention of providing a descriptive investigation based on how the use of mime might affect EFL beginners' performance in listening comprehension tasks, the study was addressed by the quantitative method application, in the hope that the effectiveness of the use of "mime" in listening comprehension tasks might be measured in quantifiable data to analyze it and verify our hypotheses .

Furthermore, the planned test was created according to an experimental cross-sectional design, owing to the information collected in a specific moment of time, and it is not possible to measure changes in individuals' performance, in view of the fact that individuals will be tested once. In addition to this, the experimental design was assigned because the research establishes equivalence among subjects belonging to different groups, while

the researchers are able to manage and manipulate one of the variables, so that it allowed us to describe the effect of using mime in EFL beginners' listening comprehension performance.

3.3 Variables

The present study has two variables; the dependent listening comprehension performance of EFL students/beginners, and the independent related to the use of mime as a communicative strategy in the class. The use of mime is defined as a non-verbal strategy that focuses on body movements which can be carried out by the teacher, in order to help EFL beginners to express and understand ideas supporting a conceptual lexical item or instruction in the target language. On the contrary, the independent one is related to the listening comprehension performance of EFL beginners, which consist of what is shown by in this case students after listening a message. Our goal is related to describe the effects of the independent variable in the independent one, in this case the effect of the use of mime in listening comprehension performance of EFL beginners.

3.4   Subjects

Ignacio Domeyko School, located in Recoleta, Santiago. Is a delegated administration establishment which gives students the chance to study a technical career such as geology, electricity or mechanics. The population is

composed by a huge quantity of men and a limited number of women. Students attend this school from 9th grade to 12th grade of High School.

The subjects were 72 ninth grade students. The students were divided into two groups formed by 37 or 35 students from 14 to 17 years old. The majority of them were male (65). The criterion for the selection of the sample was the low exposure to the English language of students, due to the fact that English classes within the school are carried out in Spanish (students' mother tongue) which negatively affects the performance of students when working on listening comprehension tasks. Our availability and accessibility to collect data within the school was also considered an important factor to select the sample.

3.5   Procedure.

The research was divided into different stages or steps; we began establishing our hypotheses and objectives. The next step was to analyze and recognize the contexts in which the test could be taken. Then, those contexts were compared in order to select the sample among the population studied. After that, the theoretical framework was developed to collect information about the concepts related to our hypotheses in order to define these concepts and identify the variables in the study. The following stage was the creation of original material to plan one class to review contents

already studied by the students related to the theme "shopping and clothes". These contents are consequently related to the tests created to collect the data necessary to develop the study. These tests were validated by experts in EFL teaching in order to improve their reliability. After that, the material used in each test was gathered or created.

 In the realization of the intervention the pre-test (see sample test on appendix 1) was applied to both groups of investigation (control and experimental). This instrument was designed to test EFL beginners performance at the beginning of the study using only auditory channel stimulus (audio recording). This step was followed by the intervention which consists in the implementation of an 80 minute class based on contents that students were studying related to "shopping and clothes" (see sample of lesson plan on appendix 2) using mime while explaining instructions and vocabulary in the experimental group and other 80 minutes class applied in the control group but without the use of mime as a communicative strategy.

Afterwards a post-test (see sample test on appendix 1) will be applied to both groups of students with both auditory (recording) and visual channel (mime of video and instructions) stimuli to test and compare the differences between EFL beginners' performance after the intervention. The obtained results of both tests were quantitatively analyzed by the tabulation of the tests' results

in order to describe the performance of each group in the different items of the pre-test and post-test, dividing the results according to the type of listening activity presented.

These types of listening comprehension tasks are selective listening comprehension tasks which are related to scanning for specific information and responsive listening comprehension tasks related to the listening comprehension of students when following oral instructions. The results were compared by using charts and graphics, so that we will find out the effects (negative or positive) of the use of mime in listening comprehension performance and verify the veracity of our hypotheses to conclude if they were correct or not.

3.6 Intervention stage

The intervention in the establishment consisted of a pre-test designed to test students' performance in selective and responsive listening comprehension tasks while listening to a recording without the use of mime of both groups (control and experimental). The pre-test's instructions were given only orally without the use of mime. The pre-test was followed by an 80 minutes class applied in the experimental group planned to review the contents of the unit related to "clothes and shopping" that students had been studying during the last months before the research, in addition to new content related to the

same theme. The next step was to apply a post-test to both groups created, according to the same contents but in this case the lesson plan includes the use of mime while explaining vocabulary and giving instructions related to both selective and responsive listening comprehension tasks. On this occasion, the post-test includes the use of mime in a video which supports the same recording used in the pre-test. This video recording includes the use of mime as a communicative strategy. In contrast to the pre-test, post-test instructions were given orally but accompanied by the use of mime as a communicative strategy.

3.7   Mime selection

All the mime used in the study was used accompanying the verbal output and not replacing it because the idea is to describe how the use of mime as a communicative strategy affects the comprehension of verbal output, not the isolated comprehension of mime.

The following chart shows the mimes used as communicative strategies in the video recording used in the post-test and in the instructions given to answer the test. This, in order to reveal the effect of the use of mime on the listening comprehension performance of EFL beginners in this case 9th graders. Expecting that according to our hypotheses this communicative strategy could have a positive effect on 9th graders' performance in selective listening

comprehension tasks in relation to the comprehension of phrases and vocabulary related to the contents of shopping and clothes, and in responsive listening tasks in relation to performance of instructions given to answer the test.

The mimes related to selective listening comprehension performance were selected based on the vocabulary related to the unit of content and were designed in order to be easy to apply and understand. On the other hand, the mimes related to responsive listening comprehension tasks were related to common verbs used for instructions in EFL evaluations and were developed in order to be easily used and remembered by teachers.

Vocabulary	Mime	Type of related listening task
Necklace	The actor puts his fingers around his neck, to represent the necklace.	Selective
How about this one?	The seller grabs on his hands the product and shows it to the customer.	Selective
How much is it?	At the beginning of the question, the actor move his thumb along with his other fingers, making the sign of money"	Selective
I'll take it	By showing the thumb finger, the costumer makes the sign of "alright".	Selective

Briefcase	The actor shows the size with the right hand, and the other hand pretend to grab it from the handle.	**Selective**
Pair of jeans	By touching his superior legs and pants, the actor asks for a pair of jeans.	**Selective**
T-shirt	By using both forefingers, the costumer draws a shirt over his chest to represent the product.	**Selective**
One hundred dollars	The actor shows his forefinger while saying "one hundred".	**Selective**
May I help you?	The actor extends his right hand open.	**Selective**
Sixty five dollars	The actor shows the finger of one hand and his forefinger of the other at the same time, then shows only five fingers of the other while saying "sixty five".	**Selective**
Circle	The teacher draws a circle in the air using his forefinger while saying "circle".	**Responsive**
Complete	The teacher creates a gap using both hands and then uses his right hand to write in the air in the space that was between both hands when miming the gap.	**Responsive**
Order	The teacher extends his right hand in front of him and moves it to the left in two or three occasions with short and fast movements.	**Responsive**

True	The teacher with both hands creates a "T".	Responsive
False	The teacher shakes his head while saying "false".	Responsive
Hoodie	Teacher mimes the action of putting a hood in his head.	Selective
Coat	Teacher hugs himself as if he was wearing a coat.	Selective

Scarf	The teacher, does the movement with his hands, as if he was putting a scarf around his neck.	Selective
Gloves	The teacher shows his hands as if he were wearing gloves. It also makes the technical gesture of putting them on.	Selective
Boots	Teacher makes only the movement to get boots. From his feet to the knees.	Selective
Woolen hat	The teacher makes the gesture of putting a woolen hat, put his hands around his head as he was fitting the woolen hat in his head.	Selective
Umbrella	The teacher acts as if he was opening an umbrella and put it on his shoulder.	Selective
Cap	The teacher makes a gesture with his hands as if he was fixing a cap.	Selective

Sunglasses	The teacher making gesture with her hands that bothers the sun, and then make the gesture of putting some sunglasses.	**Selective**
Shorts	The teacher takes his pants but, with his hands indicating that reach the knee pants.	**Selective**
Skirt	The teacher makes the gesture of wearing a skirt, with her hands. It puts on either side of his hips, pretending to hold a skirt.	**Selective**
Earrings	The teacher touches her earlobe simulating playing their earrings.	**Selective**
Ring	The teacher shows his hand, and indicates the other finger as if wearing a ring, turning his thumb and index finger around the ring finger of his other hand.	**Selective**

3.8   Instruments

The instruments used to gather the information necessary for the study were two content based tests related to contents already studied by the students; these contents are "shopping and clothes". The pre-test based on an audio recording created in base of a script developed according to the contents is divided into three items ordering composed of 4 questions, fill in the gaps compose of 5 questions and true or false composed of 4 questions. Beginners answered this pre-test only listening to the audio recording and oral instructions without the use of mime as a communicative strategy.

In contrast, the post-test was based on the same contents and a video tape is divided into 3 items multiple choice composed by 4 questions, fill in the gaps composed by 5 questions and a true or false item composed by 4 questions. Beginners answered the post-test listening oral instructions supported by the use of mime as a communicative strategy and watching a video tape in which mime is used as a communicative strategy.

3.9   Expected results

At the end of the investigation, our findings will reflect that mime has an effect as a communicative strategy on EFL beginners' performance in listening comprehension tasks. Additionally to this, it is expected that the effect of mime on EFL beginners' performance will be positive, which might prove the veracity of the use of mime as an effective communicative strategy to facilitate understanding and enhance students' performance in listening comprehension tasks, such as responsive listening comprehension tasks, when scanning for specific information in selective listening comprehension tasks.

Chapter IV: Presentation of results

4.1   Data description

The following charts and graphs show the results of the pre-test applied to the students in order to assess their performance in listening comprehension tasks at the beginning of the study.

4.1.1   Pre-test: General data presentation

Chart 1 below shows the results of the pre-test answered by a group of 58 students. The graph is composed by 3 items, "ordering", "fill in the gaps" and "true or false", these objects are measured according to the level achieved by the students. To pass each item students had to answer correctly at least 60% of the questions (4 questions per item). The answers are considered null when students did not answer the item.

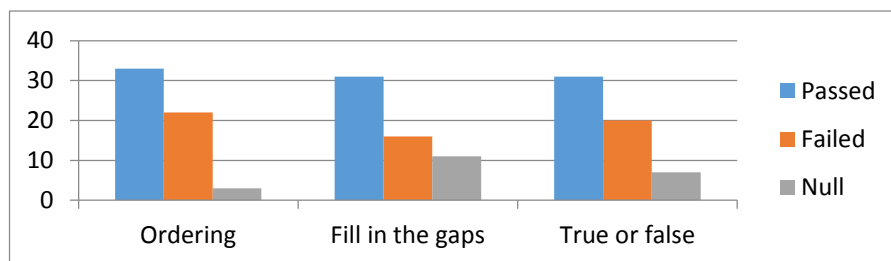| Items	Passed	Failed	Null
Ordering	33	22	3
Fill in the gaps	31	16	11
True or false	31	20	7

Chart 1 Pre-test – Selective task

The "ordering column" shows that 33 students passed the item, while other 22 failed answering the item, and 3 gave null answer.

The "fill in the gaps column" shows that 31 students passed the item, while other 16 fail answering the item, and 11 gave null answers.

The "true or false columns" shows that 31 students passed the item, while 20 fail answering the item, and 7 gave null answers.

Chart 2 shows the level of success of students when following instructions related to responsive listening comprehension tasks. The graph is divided into three columns related to each item of the pre-test "ordering", "fill in the gaps" and true and false". The columns present the number of students able to follow the instruction of each item.

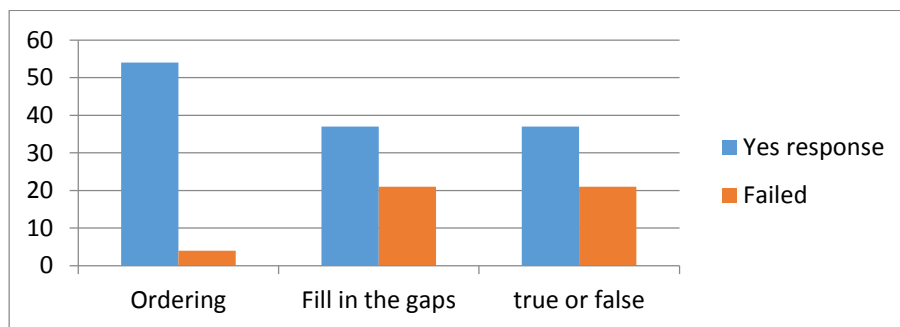| Items	Yes response	Failed
Ordering	54	4
Fill in the gaps	37	21
True or false	37	21

Chart 2 Pre-test Response

The "ordering column" shows that 54 of 58 students were able to follow correctly the instructions of the item.

The "fill in the gaps column" shows that 37 of 58 students were able to follow instructions of the item correctly.

The "true and false column" shows that 37 of 58 students were able to follow instructions of this item correctly.

4.1.2 Post test data presentation

The following charts and graphs show the results of the post-test applied to the control and experimental group in order to illustrate the differences between both groups' performances in listening comprehension tasks after the intervention.

The Control group

Chart 3 shows the results corresponding to the post-test answered by 28 students, dividing their level of success in selective listening comprehension tasks, depending on the amount of students that passed or failed each of the three items presented in the test; "multiple choice", "fill in the gaps" and "true or false". To pass each item students have to answer correctly at least 60% of the questions (4 questions per item). Answers are considered null when students did not answer the item.

Items	Passed	Failed
MultipleChoice	19	9
Fill in the gaps	12	16
True or false	13	15
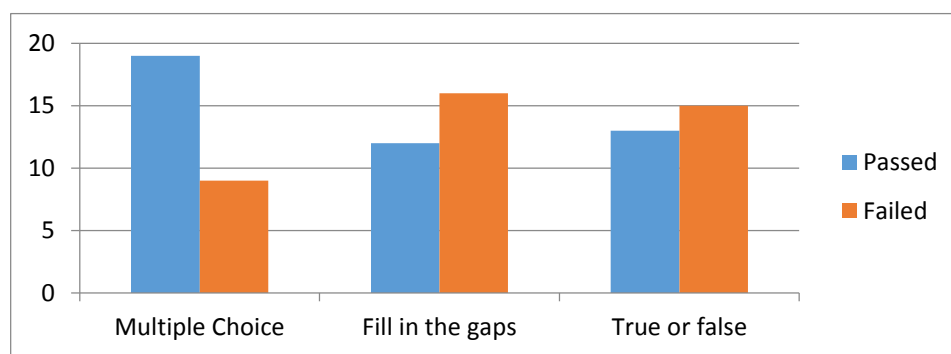
Chart 3 Post test Control group

The "multiple choice item" shows 19 students passed, while 9 students failed the item. The "fill in the gaps item" shows 12 students passed, and 16 failed. The last item, "true or false", was passed by 13 students and failed by 15 students.

Chart 4 shows the level of success of the 28 students while following instructions related to responsive listening comprehension tasks the graphic is divided in three columns related to each item of the post-test "multiple choice", "fill in the gaps" and "true and false".

Items	Yes response	Failed
Multiple choice	25	3
Fill in the gaps	14	14
True or false	23	5
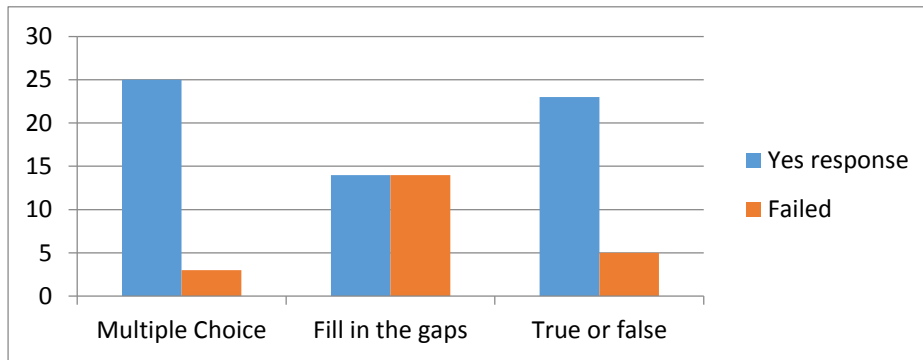
Chart 4 post – test control group response

The "multiple choice" item shows that 25 students were able to follow correctly the instructions. The "fill in the gaps" item shows that 14 students were able to follow the instructions, and the remaining 14 students failed following the instructions of the item. The "true or false" item shows that 23 students follow correctly the instructions given, while 5 students failed following instructions of the test.

Experimental group

Chart 5 shows the results corresponding of the post-test answered by 27 students. this is the control group according to our intervention project using mime inside the classroom, to dividing their level of success in selective listening comprehension tasks, depending on the amount of students that passed or failed each of the three items presented in the test; "multiple choice", "fill in the gaps" and "true or false". To passed each item students should answer correctly at least 60% of the questions; answers are considered null when students did not answer the item.

Items	Passed	Failed
Multiple choice	26	1
Fill in the gaps	20	7
True or false	19	8
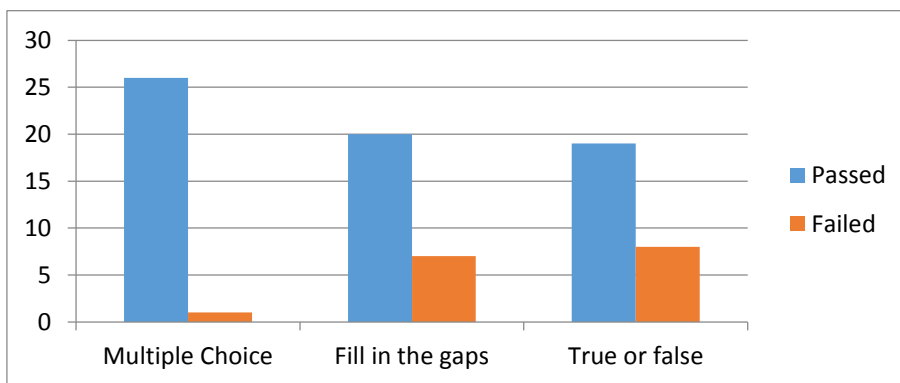
Chart 5 Post – test experimental group

The "multiple choice item" shows 26 students passing, and only 1 student failing. The "fill in the gaps item" shows that 20 students passed, and 7 students failed in answering the item. The "true or false item" shows 19 students passing, and 8 students failed the item.

Items	Yes response	Failed
Multiple choice	27	0
Fill in the gaps	19	8
True or false	24	3
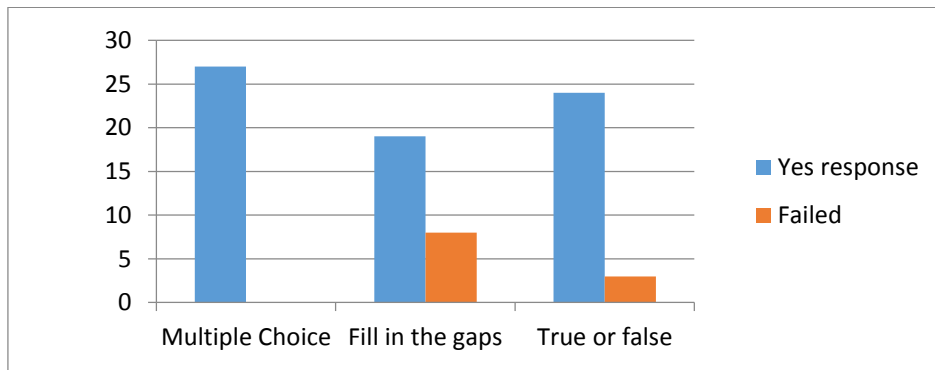
Chart 6 Post – test experimental group response

Chart 6 shows the level of success of the 27 students while following instructions related to responsive listening comprehension tasks the graph is divided in three columns related to each item of the post-test "multiple choice", "fill in the gaps" and "true and false".The "multiple choice item" shows that 27 students were able to follow instructions and no students failed. The

"fill in the gaps item" shows that 19 students were able to follow instructions correctly and 8 students failed in following the instructions given. The "true or false item" shows 24 students following instructions correctly and 3 students failed in following instructions.

4.2   Data   interpretation.

The following interpretation corresponds to the pre-test, before executing the intervention inside the classroom.

4.2.1 Pre-test general interpretation

According to Chart 1 (selective task), high levels of accomplishments were observed in the three items, especially in the "ordering" item, which concentrates 57% of the students.

Afterwards, similar results are observed in the amount of students who failed the three items, which concentrates 48% of the students. Regarding the null answers, only 5% of the students did not answer the questions.

According to Chart 2 (response task) there are evident differences between "yes response" and "not response". The ordering item concentrates 93% of students who followed correctly the instructions and only 7% of students did not response. While the "fill in the gaps" and "true or false" item show similar results in terms of "yes and no response"

4.2.2 Post-test control group interpretation

According to Chart 3, the "multiple choice" item shows the higher level of accomplishment, concentrating the 68% of students. On the contrary, the "fill in the gaps" item shows the higher level of failure, concentrating 57% of the students. A similar case is demonstrated with the "true or false" item.

In agreement with Chart 4, the level of approbation in "multiple choice" and "true or false" items are similar, concentrating 89% and 82% respectively. While the "fill in the gaps" item shows the same level of response and not response (50% each).

4.2.3 Post-test experimental group interpretation.

After the intervention using mime as a communicative strategy in a class, the results are presented as follows: According to Chart 5, great differences can be observed, when comparing the levels of accomplishment and failure, in which "Multiple choice" 96%, "fill in the gaps" 74% and "true or false" 70% respectively. In agreement with Chart 6, it is observed 100% of response in the item of "multiple choice", 70% of the students passed the "fill in the gaps" item, and 89% in the "true or false" item. That is to say that only 41% did not respond the task.

Chapter V: Conclusions

Throughout the whole investigation, the importance of mime as a communicative strategy in listening comprehension performance has not only been evidenced, but it has also been demonstrated that it might be a useful tool within the classroom in order to facilitate English comprehension, especially in EFL beginners.

To clarify, at the beginning of this study our hypotheses were proposed as a possible explanation of what might guide the investigation. Furthermore, given that the experimental and control group demonstrated a significant variation in the test results, in which only 10% of the experimental group failed after the intervention stage, as opposed to the control group, of whom 24% of the students that did not experience the treatment failed, the results of the experimental group were better than expected, considering they had little exposure to the English language, in which the best results were 100% of students passing the multiple choice item in responsive listening comprehension tasks. As a result, it turned out that the suggested hypotheses "using mime as a communicative strategy in listening comprehension tasks affects EFL beginners' performance", "EFL beginners exposed to mime as a communicative strategy demonstrate   better performance in listening comprehension tasks than EFL beginners with no exposure to that visual channel" and finally, "the use of mime improves EFL beginners' performance in responsive listening comprehension tasks", were

positively proven. This was evidenced by the fact that the percentage of the experimental group that failed the test was less than half of the control group. That is to say that using a visual channel stimulus such as mime in listening comprehension tasks does have an effect in EFL beginners, in terms of enhancing their performance, especially in responsive listening comprehension tasks.

Similarly, regarding the specific objectives to achieve the main purpose of the investigation, they were achieved by testing the students' performance in the listening comprehension skill through selective and responsive tasks. Also, by measuring the effectiveness of mime through a pre and a post-test, the results between the control and the experimental group were compared. Correspondingly, it is considered that the main objective, "to describe the effects of the use of mime as a communicative strategy in listening comprehension task performance of EFL beginners from ninth grade", was admittedly achieved granted that the intervention, in which mime accompanying verbal output was applied in English classes for beginners level, was successfully carried out. Additionally, the application of the pre and the post-tests enabled the data collection, and consequently, the comparison of the aforementioned groups.

It is also important to emphasize the set of limitations found while the investigation was carried out, for instance, the time devoted . Specifically, We consider that the time was not enough to achieve the highest level of accomplishment that we could have reached if we had had more time. Being that the case, our results could have been more reliable.

Furthermore, the main problem was gathering information about communicative strategies, specially about the use of mime applied to the teaching context. For that reason, we recommend to contact experts in communicative strategies in order to find useful material for further investigations. Given that condition, for further investigations we suggest that it would be important to study how students use mime as a communicative strategy during the learning process and how teacher might be affected while using these type of strategies.

To sum up, and in spite of the narrow extent of the sample, it was successfully confirmed and verified that using mime as a communicative strategy allows students to improve their listening comprehension performance in the English language .To illustrate, in response to the implementation of a dual coding or dual modality input, the students were able to comprehend specific information, but also follow instructions correctly by completing listening comprehension tasks. It goes without saying that the

main focus of the class did not change, but the class was carried out in a different way; that is to say, the teacher manipulated the input by using communicative strategies to facilitate the comprehension.

As a final point, the importance of employing a dual modality input in spoken language, specifically mime as a visual channel, lies in moving away from the overused Audio Lingual Method, as well as the memorization of concepts. Moreover, it is imperative to consider that language learners are able to understand a foreign language before they learn about it. Hence, the students truly comprehend verbal messages accompanied by a non verbal strategy. Under those circumstances, the use of non verbal strategies is considered a useful tool that every English teacher should try within their classes, especially in those cases where students are not familiar with a second language.

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Appendix 1: Tests samples

Test de comprensión auditiva 01

Curso: **Edad:**   **Nombre del establecimiento:**

Instrucciones generales para la realización del test

Por favor, leer las siguientes instrucciones antes de la realizar el test

Verificar antes de comenzar el test, que posee los materiales necesarios para la realización

del test (lápiz grafito Nª2, goma de borrar y lápiz pasta) de no constar con estos solicítelos a

el profesor supervisor.

- Apague celulares o cualquier otro artículo electrónico.
- Compruebe que el test está impreso correctamente.
- Complete los datos requeridos en la parte superior de esta hoja.
- Escuche con atención las instrucciones entregadas por el profesor.
- Responda cada ítem cuando el supervisor del test lo mencione.
- El audio será reproducido en 2 ocasiones antes de cada ítem después de esto Ud. cuenta con 7 minutos para responder luego de esto se continuara con el ítem siguiente.
- En caso de completar el ítem antes de 7 minutos espere a que el supervisor indique continuar con el próximo ítem.
- Responda según a sus conocimientos.
- Este test no será evaluado de forma sumativa.
- Al finalizar el test espere en su lugar al supervisor del test para entregarlo.

Specification's chart

Outcome Aims Objective	Ordering	Fill in the gaps	True or false	score
Number of questions	4 questions 1 point each	5 questions 1 point each	4 questions 1 point each	13 points
%	30,76 %	38,48 %	30,76 %	100%

I. **Put he items of clothing in the correct order according to their order in the recording. (4ptos).**

┌───┐
│ **Pair of jeans   -T-shirt -necklace - briefcase** │
└───┘

1st_____. 2nd _____ 3rd _____ 4th _____

II. **Listen to the recording and complete with the words missing. (1 point each).**

1). Customer 3: yes, I'm looking for a _____ of _____.

Saleswoman: how about these ones?

Customer3: I like it, how _____ are they?

2). Saleswoman: may I ____you?

Customer 4: yes, I'm looking for a _____.

III). **According to the text indicate if the following sentences are "True" (T) or "False" (F").   (1 point each)**

_____ The first customer was looking for a sweater.

_____ The second customer was looking for a briefcase.

_____ a pair of jeans costs one hundred dollars.

_____ The third customer was looking for pair of shoes.

Test de comprensión auditiva 02

Curso: **Edad:**   **Nombre del establecimiento:**

Instrucciones generales para la realización del test

Por favor, leer las siguientes instrucciones antes de la realizar el test
Verificar antes de comenzar el test, que posee los materiales necesarios para la realización del test (lápiz grafito Nª2, goma de borrar y lápiz pasta) de no constar con estos solicítelos a el profesor supervisor.

- Apague celulares o cualquier otro artículo electrónico.
- Compruebe que el test impreso correctamente.
- Complete los datos requeridos en la parte superior de esta hoja.
- Escuche con atención las instrucciones entregadas por el profesor.
- Responda cada ítem cuando el supervisor del test lo mencione.
- El audio será reproducido en 2 ocasiones antes de cada ítem después de esto Ud. cuenta con 7 minutos para responder luego de esto se continuara con el ítem siguiente.
- En caso de completar el ítem antes de 7 minutos espere a que el supervisor indique continuar con el próximo ítem.
- Responda según a sus conocimientos.
- Este test no será evaluado de forma sumativa.
- Al finalizar el test espere en su lugar al supervisor del test para entregarlo.

Table de especificaciones

Outcome Aims	Multiple choice	Fill in the gaps	True or false	Score
Number of questions	4 questions 1 point each	5 questions 1 point each	4 questions 1 point each	13 points
%	30,76 %	38,48 %	30,76 %	100%

I). **Circle the correct response for each question. Make sure that your answer is clearly marked. (1 point each).**

1). the first customer was looking for a:

    A) a skirt   B) shirt   C) hat   D) necklace

2). who were talking in the audio

    A) A teacher and his students   B) Saleswoman and his customers   C) A doctor and his patients   D) None of the above

3). where they were talking?

    A) A hospital   B) a school   C) a shopping center   D) a park

4). what was bought by the customer 4?

    A) a T-shirt   B) a pair of jeans   C) a jacket   D) necklace

II) Listen to the recording and complete with the words missing (1point each)

1). Saleswoman: May I _____ you??

Customer 1: yes, I'm looking for a _____.

Saleswoman: how about a pearl one?

Customer 1: I like it, how _____ is it?

2). Customer 2: yes, I'm looking for a _____.

Saleswoman: how about a small one?

Customer 2: I like it, how _____ is it??

Saleswoman: it's sixty five dollars

III) **According to the text indicate if the following sentences are "True" (T) or "False" (F").** **(1 point each)**

_____ The customer 1 didn't buy the product.

_____ The customer 2 didn't ask for the price.

_____ The customer 3 bought a pair of jeans.

_____ The briefcase costs thirty dollars.

Appendix 2: Lesson planning sample

LESSON PLANNING ESA-PPP (2015)

Group:9th grade	Date: November 18th	Time: 80 minutes	Sequence: 1/1
PRE SERVICE TEACHER: Daniel Sánchez, Angélica Miño, Francisca Urzúa		SCHOOL:Liceo Industrial y de Minas Ignacio Domeyko	

Main Objective: At the end of the lesson students will be able to identify specific vocabulary of the unit "clothes and shopping".
Subsidiary aims: students will be able to use WH questions
Key Activities: flashcards activity, matching activity, worksheet
Contents

Skills/procedures:	Lexis: clothes and	Grammar	Function
- Speaking (for asking questions) - Listening (for recognition)	accessories (Jeans, necklace, briefcase, t- shirt, cardigan, coat.) -	- Vocabulary of the unit - Wh questions (How much, how about, etc)	- Shopping clothes.

Assumptions: This class mix content already seen and adds some new words of the vocabulary. Students might get confused identifying the vocabulary, also might get troubles with the spelling of the vocabulary. Students might have problems with the listening task and identify specific information.

| Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	- Students answer questions such as: What do you wear in summer? What do you wear in winter? - Students play a game guided by the teacher called "can't say yes or no", consisting on asking questions to the students such: are you wearing earrings? Are you	Check by asking some students Check by asking some students to participate in the game.	-Whiteboard -Markers 10 minutes

	wearing a sweater? etc. Students may answer with: of course, I guess so, usually, maybe, etc.		
Study / Presentation	- The teacher makes a brief presentation of the vocabulary on the whiteboard. (Clothes of summer: t.shirt- skirt- cap- short- sandals- sunglasses and winter: coat- gloves- woolen hat- scarf- jeans).	Check by. asking some students if they can recognize some vocabulary.	-Whiteboard -Markers -15 minutes
Practice	- The teacher shows some flashcards with the vocabulary selected and asks questions as: what is this? When do we use it? Do we use it in summer or winter? Important note: every single time the teacher shows a flashcard, he will make a mime, indicating the shape or the place where the mentioned object correspond. - Students complete a matching activity using the vocabulary.	Check by asking some students Check by asking some students to share their answers.	- Flashcards - Worksheet 20 minutes
Activate/ Production	- Students listen to an audio record and make a list with the clothes they heard. - Students develop a worksheet according to the audio. First, they choose the correct alternative. Second, they answer questions with specific information. - finally, they create 5 sentences using the summer vocabulary and create 5	Check as a class Check as a class, and asking some students to share their answers. Check by asking some students to write their	- Speakers - Audio record. - Worksheet - 30 min

	sentences using winter vocabulary.	answers in the whiteboard	
Close up/ Wrap-up	- Students answer different questions about the content.	- Verbal feedback	5 minutes

Appendix 3: Worksheet sample

Worksheet

I.   Look at the flashcards, pay attention to the given description, and match the
      following images with the correct word

_____

_____

_____

_____

_____

_____

_____
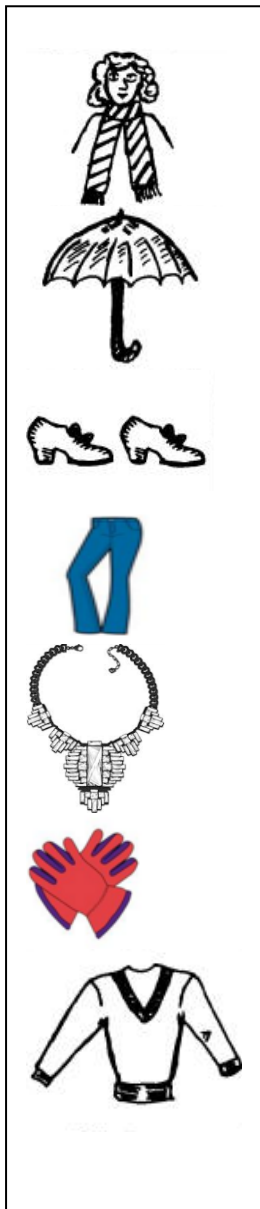
1- Sweater

2- scarf

3- Pair of jeans

4- Pair of shoes

5- Necklace

6- Gloves

7- Umbrella

II.   Listen to the audio and make a list with the clothes you heard.

1.- _____   6.-_____

2.- _____   7.- _____

3.- _____   8.- _____

4.- _____

5.- _____

III .- Multiple choice section. Listen to the audio and circle the correct alternative.

1.- Where did Mrs. Cook go yesterday?

a) the swimming pool   b) Her best friend's house   c) The shopping

2.- how much did the sweater cost?

a) 20 cents   b) 20 dollars   c) 20 pounds

3.- What other things Mrs. Williams bought?

a) a pair of jeans and a skirt   b) a necklace and a briefcase   c) gloves and a scarf

4.- How much did the briefcase cost?

a) 5 dollars   b)10 dollars   c)15 dollars

5.- How much did the scarf cost?

a) 5 dollars   b) 10 dollars   c)15 dollars

III.- Create 5 sentences using clothes from summer and 5 sentences using clothes from winter

_____

_____

_____

_____

_____