The Application of Body Language in Teaching and its Role in Enhancing Vocabulary Acquisition
The case of first year middle school pupils at Mecheri Mouhammed Nasser middle school –Tebessa-

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Dedication

This dissertation is dedicated to

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Abstract

After discovering the crucial role that it plays in first language acquisition and second language learning. Vocabulary Acquisition has been highlighted by an enormous number of literature. In classroom contexts teachers opt for certain strategies in order to improve the quality of the teaching learning process, where teachers depend on a variety of vocabulary teaching strategies in order to facilitate the learners' acquisition of the vocabulary of the target language. The current research is a descriptive study that aims at exploring the role of body language of teacher in the acquisition of vocabulary by first year middle school pupils. It is organized into two main chapters, the first chapter is the theoretical basis about the area of interest whereas the last chapter is empirical and it is devoted to the data collection, analysis, interpretation, and discussion. This study was conducted in Mecheri Mouhammed Nacer middle school "Tebessa". It highlights the significance of using body language in ameliorating the quality of teaching-learning process. Moreover, it investigates the role of body language of teachers of English in facilitating knowledge transmission. Thus, learners' acquisition of the words of the English language will be enhanced. The data was gathered throughout teachers' and pupils' questionnaires. The research examines the hypothesis that body language of teachers of English has a pivotal role in enhancing first year middle school pupils' vocabulary acquisition, mainly, when it is used simultaneously with teachers' verbal language. The target population of the study is 30 first year pupils and 8 teachers of English. The main findings have drawn conclusions that body language has a paramount role in developing the teaching-learning process. Additionally, when teachers use body language in parallel with their word, they create a live and visual representation of what is being taught and facilitates the learning process. As a result, their acquisition of the target languages' words will be effectively enhanced.

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Background of the Study

English language teaching has developed with the changes that occurred in the communicative language teaching method, these changes were mainly to reveal the realistic communicative view of language whereas learning becomes mainly based on the use of language rather than memorization and translation. It is argued that vocabulary learning is the cornerstone of learning a foreign language, as David Wilkins said "without grammar very little can be conveyed, without vocabulary nothing can be conveyed ". Many studies highlighted vocabulary acquisition as being a crucial factor in first language learning and second language acquisition. Thought, it remains neglected for a long period of time. The teaching profession is said to be a noble and effortful profession, especially when dealing with young learners. Accordingly, teachers are required to use a variety of techniques in order to help learners overcome their deficits as well as learning the target language as well as its' aspects.

Statement of the Problem

First year middle school pupils seem to be active and curious by nature, they need to experience what they are learning because they encounter the language for the first time. In fact, when teaching-learning takes place, EFL teachers have to deal with the barriers they face when teaching young learners including vocabulary teaching and learning, because learners are facing something new and different from the native language. In this regard, body language is said to be a highly expressive strategy of vocabulary teaching which enables the teachers to break the gap learning English as a foreign language and acquiring its' vocabulary.

Aim of the Study

Body language has a central role in improving the quality of the English language teaching. The use of nonverbal cues in general and body language in particular can help teachers in optimizing the goals of teaching and maximizing the quality of learning. Hence, teachers' body language skills can enhance learners' acquisition of vocabulary items, which results in better acquisition of the words of the target language. In the light of what has been said, the ultimate aim of this study is to investigate the effectiveness of using body language as a vocabulary teaching strategy on first year middle school pupils' acquisition of vocabulary items, and discovering whether first year middle school teachers are applying this strategy or not.

Research Questions and Hypotheses

Body language cues play a crucial role in improving and facilitating the quality of the teaching-learning process, they contribute in the comprehension and acquisition of teachers' verbal language. The following questions are sign posts of the study:

1- To what extent is teachers' verbal language sufficient to teach English to first year middle school pupils

2- Do teachers of English use body language cues while explaining the lesson

3- Does teachers' body language enhance learners' acquisition of new vocabulary

To answer these questions, two main hypotheses are the basis of this research

1- Teachers' use of body language as a vocabulary teaching strategy enhances pupils' understanding of their words

2- If pupils are taught vocabulary throughout teachers' body language strategies, the, there would be a significant improvement in the process of vocabulary acquisition.

Research Methodology

The research attempts to examine the hypotheses and to obtain comprehensive answers to the research question through using one primary research tool which is the questionnaire. The research took place at Mecheri Mohammed Nacer middle school and the case study involved both the pupils and the teachers of the first level. The questionnaire was administered to first year middle school pupils and teachers. The main aim of this study was to investigate the role of body language cues in enhancing learners' acquisition of vocabulary items.

Structure of the Dissertation

The present study is organized into two chapters enlighten the reader about the field of the study. The first chapter is a theoretical background that is devoted to the concepts of body language and vocabulary learning. It is divided into two sections , section one tackles the background of body language studies, definitions of the concept of body language, features of body language, it's importance in EFL classes, and other concepts related to body language in teaching. Section two, underlines an overview about vocabulary learning and teaching, the second chapter describes the procedures of data collection, analysis, and interpretation. Besides it provides some recommendations for future researchers that are related to the role of teachers' body language in English language teaching.

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Chapter one: Body Language and Vocabulary Learning

Section One: Body Language in Teaching and Learning.

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Introduction

Nonverbal communication is defined as communicating without using words. A clear and effective communication requires the proper use of gestures, body movements, facial expressions, eye contact, and body distance for better substitution, modification, and regulation of verbal messages (Anderson &Arglyas cited in Klinzing, 2009,p. 2).Teaching the English language and especially to a young learner is a very challenging task. Thus, teachers' incorporation of their body language enhances the quality of the teaching-learning process. In this regard, Bungolwala&Bungolwala, 2015, p.372 contends that the proper use of nonverbal communication would enhance learners' understanding and command over knowledge, as well as learners' memorization.

1.1. 1. Background of Body Language Studies

Body language studies emergence dates back to the pre-twentieth century, when Charles Darwin published his work "The Expression of the Emotions of Man and Animals"in 1872(Pease, 1988as cited in Hismanoglu&Hismanoglu, 2008, p.166) .The published work has introduced the concepts of body language and facial expressions to modern studies. Further, the present day researchers from all parts of the world have identified and recorded approximately one million signs during that period(Hacks and Stacks ; Knapp and Hall1992,as cited in Hismanoglu&Hismanoglu, 2008, p.166)**.** Pease (1988) acknowledged that Albert Mehrabian conducted a study on peoples' communication. The latter has shown that human communication is almost nonverbal .55% is body language 38% is paralanguage while only 7% is verbal (cited in Hismanoglu&Hismanoglu, 2008, p. 166). In the same vein, he added that the Professor Bridewhistell estimated that the amount of words that a person speaks, perday, is for 10 till 11 minutes, where the sentence takes about

2.5seconds. Like Mehrabian and Bridewhistell, Mouhammed Ali (2011, p.1096) noticed that humans' communication is almost nonverbal and more than three quarters of their communication is maintained through nonverbal cues.

Figure1.: *Nonverbal communication*

Moreover, the 1950's has witnessed a development in nonverbal studies. New aspects were introduced to body language such as kinesics and proxemics .Knapp and Hall 1992 , as cited in Hismanoglu&Hismanoglu (2008, p.166) stated that some anthropologists have taken some linguistic principles and applied them to nonverbal phenomena. In the 1960's, nonverbal aspects have been analyzed actively, and were incorporated in different aspects of life .The notion of nonverbal communication was introduced due to Jacobson and Rosenthal's Pygmalion in 1968. The latter was one of the most arousing pedagogues who aim to shed light on the importance of teachers' nonverbal behavior in students' academic achievements (Miller as cited in Hismanoglu&Hismanoglu, 2008, p.167).

In the 1970's, Julius Fast published a book about body language, which was a summary of the notes that were made by the behaviorists concerning nonverbal communication. The latter, helped people to be more cognizant about nonverbal aspects. Later, in the 1980's, people started to pay more attention to how nonverbal cues help to accomplish various communicative objectives.

Body language then, was applied to several recent disciplines, such as linguistics, sociology, and anthropology. Body language studies has continued to evolve and researchers have integrated a new interdisciplinary approach that takes into account several factors, such as culture, psychology, and personality which emphasizes the importance of nonverbal communication findings and their contributions in studies and researches (Hismanoglu& Hismanoglu,2008,p.166-167).

This section will highlight a very beneficial teaching tool, which is body language. It starts with providing a general historical background and giving multiple definitions related to the concept. Next, it mentions its features and cross-cultural differences of common gestures. Then, there is an attempt to highlight certain DO's and DON'T's for EFL teachers and their implications inside the classroom. Finally, a distinction between verbal and nonverbal learning will be also covered.

1.1.2. Definitions of Body Language

Frank (2003) says that body language is a language without spoken words and is, therefore, called nonverbal communication (Andestha, Harmaini, Husnan, n.d. para.1). It is defined by "Merriam Webster Dictionary" as the gestures, movements, and mannerisms by which a person or animal communicates with others. Rogers (2003) claimed that body language is a version of language used by people to express their feeling through movements or their body organs (Andestha et al., para.1).

Body language is considered as a form of nonverbal communication, which relies on body movements such as gestures, posture, and facial expressions. It is the conscious and unconscious movements and postures by which attitudes and feelings are communicated without the use of words or sounds.

1.1.3. Features of Body Language

Unlike verbal communication, which involves just oral and written aspects of language, nonverbal communication includes different forms and ithasan essential role in FL classes. Some of these forms are:

1.1.3.1. Eye Contact

The visual sense is dominant for most people. The way you look to someone expresses many things; hostility, interest, attraction, and affection. It is known that "the eye is the window to the soul". Our eyes take in most of the communicative information around us. Eye contact is used to show others our readiness of speaking or we use it to signal to others our intention to speak (Hans& Hans, 2015, p.48).

In the teaching and learning environment, the eyes are a powerful instrument, which can communicate numerous kinds of expectations, and emotions .A good teacher always knows how to use eye contact. By using it, the relationship between the teachers and the learners will be maintained through involving learners in the whole learning process, motivating them to be more engaged. By looking to pupils' eyes, teachers can comprehend their attitudes, questions, also selecting who is going to talk after the other .The teacher can reveal who is interested and who is not and checking whether the pupils understand or not. In other words, teachers' eye contact serves to manage, control, and understand pupils' needs (Tai, 2014, p. 1207).

1.1.3.2. Facial Expression

Our faces are extremely expressive and can communicate an array of countless emotions. Facial expressions are culture specific such as happiness, sadness, anger, and so on. In the classroom setting, teachers' facial expressions can affect learners' comprehension and impression (Tai, 2014, p. 1206). An amicable classroom would be created and better results would be achieved, only if teachers can use their facial expressions in a proper way (Tai, 2014, p. 1207). Thus, the appropriate use of teachers' facial expressions could create an effective learning environment.

Figure 2: Facial Expressions (Anwar, 2015)

1.1.3.3. Gestures

Gestures are a subcategory of kinesics. They may include pointing, head movements and head nods. Gestures are helpful in conveying meaning and compensating difficulties in speech

(Golden –Meadow, 2003; Gullberg 2008).In addition, it is believed that storytellers utilize their hand movements to clarify what they are saying.

Foreign language teachers use gestures as an instructional method, in order to facilitate the process of language acquisition, to capture pupils' attention as well as making the materials more interesting. When learning a new word in a foreign language, it is better to use gestures to ameliorate its retrieval in comparison to verbal learning(Macedonia & Von Kriegstein, 2012, p. 393). Teachers can use gestures for the explanations of words and sentences e.g. they can express the word *fat* by splaying hands around launch (Tai, 2014, p. 1)

1.1.3.4. Proximity

Miller (1998, p. 22) claimed: "The distance between teacher and students is a critical factor in the communication process." The positions maintained by the teachers may influence pupils' behaviors and feelings. When a pupil is reading, the teacher may go to pupil's zone so as to manage the disciplines and correct the pronunciation mistakes in a proper way. Moreover, when teachers are dictating and walking in the classroom, they can attract the pupils' attention. In this way, they will listen attentively. Meanwhile, capturing learners' attention and controlling their behavior would be difficult, if teachers sit far from them(Tai, 2014, p.1207-1208).To sum up, the right distance between teachers and learners inside the classroom makes the teaching learning process goes smoothly.

1.1.3.5. Postures

A posture is a manner of positioning one's body or body parts. The way a person stands, walks, sits or holds his hand is his postures. In fact, postures can illustrate attitudes, status, affective moods, approval, deception, warmth and other variables related to classroom interaction. (Kansas State University, 2003 cited in Roviello, 2004.p.8).Besides, when the teachers introduce a new word, they may perform it for the pupils for a better understanding e.g. expressing the verb"to

jump", the teacher may start jumping to clarify it for the pupils. In short, pupils are more attentive to the teacher's behavior than to his/her speech (Harrath, 2015, p. 20).

1.1.4. Cross Cultural Differences in the Interpretation of Common Gestures

Researchers over time have estimated that the teaching process is mainly composed of two elements, the teacher's knowledge and his mastery of the communicative skills. That is, the tutor has to be competent in using verbal and non-verbal communicative skills. Classrooms are mixed communities so the teacher is required to understand the nonverbal messages that he/she is sending and receiving in the classroom including his body language messages. Language and Culture are two interrelated aspects, which cannot be taught separately when learning English by foreign learners. They will acquire the culture of the target language simultaneously because usually foreign languages' textbooks are formed based on the target culture. The cues of body language such as postures, facial expressions, and all the other forms are culture -specific and could be interpreted differently (Ambady& Rosenthal, 1998, p.779).

Further, Haynes, 2004(as cited in Hismanoglu & Hismanoglu, 2008, p.170) estimated that gestures are everywhere and could be interpreted in every culture. Hence, what seems to be acceptable in one culture could be referred to as rude in the other one. Cicca and Turkistra as cited in Hismanoglu&Hismanoglu (2008,p.171) stressed that understanding and knowing when and how to use nonverbal cues are not sufficient. It is rather important to grasp the factors that affect the sending and reception of the non-verbal messages. Non-verbal messages are shaped by two main factors, which are the relationship between addresser and addressee, and the situation of speaking. Moreover, gender, type of relationship, physical and mental state contribute also to the interpretation of the verbal messages in several cultures.

Teaching English in foreign language classrooms is not easy, as it seems to be especially in a multi-cultural society because the teacher may face problems in intercultural communication.

Therefore, it is assumed that the success of the process is based on the same body language system. A good teacher has to learn about nonverbal behaviors that fit students 'body language system before starting to teach the foreign language itself. For instance, when teaching the English language to an Asian, Puerto Rican, West Indian, African- American, and native-American students, the teacher has not to use direct eye contact with them because it is considered a rude and disrespectful behavior towards them. Moreover, an American or English teacher should not form the "ok" sign with his fingers in front of students from the Brazilian, Germanic, and Russian cultures because they would misinterpret It (Hismanoglu & Hismanoglu, 2008, p.173).

In brief, nonverbal communication cues should not be taught as a medium to transfer knowledge only but should be taught as an aspect of the target culture so as to raise learners' awareness and overcome classroom intercultural communication problems including misunderstanding and misinterpreting(Hismanoglu & Hismanoglu,2008,p.170-173).

1.1.5. Do's and Don'ts in Body Language

It has been found that learners do not respond to the content of the lesson, if the way of presenting it is poor. Teachers need to be aware of how using their body language because the way of presenting a lesson affects it and helps to understand the input. Patryk and KasiaWezowski (cited in Mihoubi, 2015, p. 17)   propose the following instructions for teachers:

a) The Power of Face

The more expressive the teacher face is; the more pupils become attentive and engaged in the learning process. Thus, facial expressions assist in creating authentic teaching/learning experience when pupils rely on the teacher's face to better understand the lesson.

b) Hands and Gestures

Our hands play a major role in indicating trust. Therefore, teachers need to keep their hands open simultaneously with their speech in order to gain pupils' attention and indicate trustworthy

(Edwards, 2014 as cited in Mihoubi, 2015, p.18).

Figure 3: Hand gestures expression(Edwards, 2015).

c) Standing Tall

This aspect will show the pupils that the teacher can take control over the classroom. Also, it will raise credibility as well as confidence, and shows how charismatic the teacher is

(Mihoubi, 2015, p.18).

Figure 4: The Body Language of Posture (Al Noaimi, n.d)

d) Moving/Occupy Space

Teachers need to be flexible with their pupils and use movements as a tool to aid accomplishing the job. Providing space and moving in the classroom illustrate confidence and show that the teacher is comfortable. However, they have to find a way to use space effectively because the over use of moving may distract and confuse the pupils (Mihoubi, 2015, p.18).

e) Avoid standing behind the Table for too long

When the teachers stand too long behind the table without any movement, a physical barrier would be created and it may establish a gap in communication. In other words, the same phenomenon may create a sense of boredom (Mihoubi, 2015, p.17).

1.1.6. Importance of Using Body Language in EFL Classes

Traditional approaches to foreign language learning and teaching were mainly focusing on teaching grammar and vocabulary. Thus, modern approaches and new language teaching methods came to pay more attention to the communicative aspects of language, including verbal and nonverbal ones

(Bunglowala& Bunglowala,2015,p.372) .Thus, teachers of English should be aware of the importance of body language in teaching for various reasons to be mentioned bellow:

1.1.6.1. Body Language and Communication

During EFL classes, English has to be used as a tool for genuine classroom communication. Pease (1984) believed that our bodies, including gestures, postures and body movements, carry most of our communication. Goodwin (2000) as cited in Atkinson (2011, p.134-166) examined videotaped social interactions and found that there is a hidden meaning that is conveyed through gestures and body movements. According to him, words cannot convey messages properly during communication. As a part of nonverbal communication, body language occupies an influential position in teaching. Yang (2017) estimated that a competent teacher needs to profound a harmonized body language in parallel with knowledge (p.1).Body language in classroom settings is a fundamental tool through which teachers communicate, interact and maintain good relationships with pupils.Kinsbourne and Jordan, 2009 argued that body language in all its forms is crucial in communication because it helps in understanding what others say more than words (as cited in Atkinson, 2011, p.134-166).

1.1.6.2. Body Language and Mental Processes

Even though teachers' knowledge is mainly transferred through verbal skills, the nonverbal skills also facilitate the teaching process and enhance learners' comprehension (Hismanoglu & Hismanoglu, 2008, p.174). Macedonia (2003) also claimed that gestures along with foreign language items enhance memorization as a mental process .Feldman (1990)as cited in Okon (2011, p.35) contends that nonverbal communication skills have a notable impact on the teaching - learning process, researches have shown that the teacher transfers messages through their nonverbal channels such as facial expressions and the overall body language. These nonverbal cues have notable effects on the educational process.

1.1.6.3. **Body Language and Learning Vocabulary**

The very first way to incorporate body as a device for foreign language learning was the "Total Physical Response". It is a teaching method that was adopted in the late 1960's by James J. Asher, which was built around the coordination of speech with functions. Asher and Price (as cited in Macedonia & Krieg stein, 2012, p.394) argued that TPR was applied not only to enhance understanding but also as a medium to acquire vocabulary items that can be learned through imperatives. Moreover, Krashen and Terrell; who are well known for their natural approach; assert that TPR is a very influencing technique for beginners because it helps at involving them to realistic language practices.

Furthermore, Alqahtani (2015,p.26) states: "teaching gestures may be presented in several ways, hand gestures, facial expressions, and body movements, a teacher can either mime or perform a concept to help learners to infer the meaning of a spoken word or expression and making them clear and understood ". Vocabulary is the basis of learning any foreign language. Yet, it is difficult for EFL learners to grasp the exact meaning of language vocabularies; especially for the beginners; because it is their first contact with language.

1.1.6.4. Body Language and Classroom Management

Specialists have examined teachers' use of non-verbal behaviours and its impact on learners' achievements and outcomes. They argued that what the teachers perform non -verbally would largely contribute in creating an engaging environment. Similarly, when they are highly engaged, they are more likely to attain their desired goals (Brophy 2004, p.29). Rupert and Neil (1991) asserted that how teachers use their nonverbal cues affects learners' outcomes as they serve at making them more curious and interested in learning the foreign language. Body language is important in achieving good classroom management. For example, if the teacher notices a learner making so much noise, he/she would adopt certain facial expressions to prevent making noise or put his/her hand on his/her hip without saying a single word. Also, postures when addressing the

classroom help at maintaining respect between the teacher and the learners so creating a respectful environment. Language teachers have to perform actions in the classroom and make the teaching process more vivid in order to achieve better results.

1.1.7. Nonverbal Communication vs. Verbal Communication

Verbal communication is used simultaneously with the nonverbal one. However, they have many differences. The major distinction between the two is the hemisphere specialization. Nonverbal communication is processed in the left-brain hemisphere in contrast to verbal communication, which is processed in the right one. Therefore, some people can use speech but they cannot recognize the expressions of the face. Spoken language is transferred via sounds and received by the ears i.e. verbal communication relies only on a single channel unlike nonverbal communication, which consists of many channels and can be identified by all the five senses (Hahn, Lippert & Paynton, 2011, p.20).

Additionally, verbal communication is restricted by rules of syntax. However, nonverbal one is free from rules. Verbal communication has plentiful dictionaries unlike nonverbal communication. Verbal communication is conscious and unique to humans. By contrast, non-verbal communication is not restricted for humans and may be conscious or unconscious. Besides, verbal communication is limited to a particular language. Meanwhile, non-verbal communication is universal to all users (Hall, Chia & Wong, 1996 as cited in Hahn et al., 2011, p. 3). Despite their differences, verbal and nonverbal communication complement, regulate and substitute each other (Jones, 2013, p. 224-225).

Conclusion

There is no doubt that teachers' use of body language facilitates the teaching-learning process and enhances their effectiveness and quality. In other words, teachers' use of body language helps in conveying the appropriate messages so as learners' comprehension would be achieved and

interaction will be elevated. In brief, body language plays a crucial role in the teaching-learning process. In this respect, it has to be applied by all language teachers in order to meet the curriculum objectives. The implementation of body language in teaching the foreign language vocabulary would be practical to some extent, at least, theoretically speaking. The following section will shed some light on this idea.

Section Two: Theoretical Overview of Vocabulary Learning and Teaching

Introduction

Despite the fact that English is not the first language of the majority of speakers, it has become the world wide lingua franca (Harmer, 2001, p.1).It started to be used in almost all fields including politics, society, economics, and education. It is obvious that learning vocabulary is the basis of learning any foreign language. Yet, English language learners have to acquire a large stock of vocabulary in order to gain efficiency in language skills. Vocabulary, as a focal part of the English language, has been widely neglected by some foreign language programs (Alqahtani,2015,p.22). In this regard, EFL learners tend to face various deficits in learning and understanding the new lexis because they usually fail to recall the new knowledge they receive regularly. In this respect, teachers are required to adopt useful and interesting techniques that can enhance vocabulary learning, understanding and recall. Accordingly, section two would shed some light on the concept of vocabulary, its definitions according to certain scholars, its main types and importance and description. The same part will cover some effective and useful techniques and strategies that are used in teaching and learning vocabulary.

1.2. 1. Definitions of Vocabulary

Vocabulary is the knowledge of words and their meanings, which are used by people in communication. There are multiple definitions related to the term 'Vocabulary'. It is defined by the "Online Cambridge Advanced Learner's Dictionary" as "all the words that exist in a particular language or subject". Hatch & Brown (1995) as cited in Fadel (2005, p.39) consider vocabulary as a set of words related to a specific language, or a set of words that might be used by an individual speaker of a language. Richards (2000) argued that vocabulary is one of the major components of language and the first thing that applied linguistics is interested in (Zahrotul, 2015, p.8).

In Merriam Webster Dictionary", vocabulary is defined as a list or collection of words and phrases usually alphabetically arranged and explained or defined. It is also a sum or stock of words employed by a language, group, individual, or work in a field of knowledge. This means that vocabulary is as a list of linguistic items, arranged and interpreted in any subject, by individual, group, or register.

Vocabulary is the number of words that exist in a given language. All of us must know, not only for the sake of communication but also to understand what is being said.

1.2.2. Receptive vs. Productive Vocabulary

Teaching and learning a foreign language cannot take place without learning its vocabulary since it represents the cornerstone of that language. Hence, Vocabulary has been distinguished into two main categories: receptive and productive. Nation (2000) stated: "Receptive and productive vocabulary are two terms that cover all aspects of knowing a word"(p.39). According to him, receptive vocabulary is the ability of recognizing the meaning of the word while listening or reading, while productive vocabulary is the ability of conveying the meaning producing the appropriate spoken word form while speaking and writing (p.38).

Moreover, the same scholar acknowledges that receptive knowledge is received through listening and reading to be able to recognize them later. Whereas, productive vocabulary is produced through productive skills which are speaking and writing to be able to use them. Furthermore, he extended his view about vocabulary construction by combining the form, meaning, and use. The following table emphasizes the necessary aspects any learner should know to learn lexis.

From spoken Written Word parts	R what does the word sound like? P how is the word pronounced? R what does the word look like? P how is the word written and spelled? R what parts are recognized in the word? P what parts are needed to express meaning?
Meaning form and meaning Concepts and referents Association	R what meaning does this word form signal? P what word form can be used to express this meaning? R what is included in the concept? P what items can the concept refers to? R what other words does this word makes us think of? P what other words could be used instead of this form?
Use Grammatical functions Collocations Constraints in use	R in what patterns does the word occur? P in what patterns do we use this word? R what words or type of words occur with this one? R where, when and how often do we use this word?

Table 1: What is involved in knowing a word (Nation, as cited in Greta, 1998, p. 11)

Schmitt (1997) on the one hand, has estimated that receptive vocabulary is much more demonstrated by learners than productive vocabulary. That is to say, they understand words when listening or reading without being able to involve them later when speaking or writing. In the same vein, Webb (2013) claimed that learning a language vocabulary receptively would only affect meaning , while learning it productively leads to develop the receptive and productive knowledge which results in acquiring the language effectively .

1.2.3. The Importance of Vocabulary

Vocabulary is considered as the most important element in the toolbox of language learning and teaching. It sustains in mastering and developing the language four skills (reading, writing, speaking and listening). As it was said in Wilkins (1972)'famous words: "while without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" (cited in Lessard-Clouston, 2013, p.2). Vocabulary is the most important component in any language, even without correct grammatical structures, the use of meaningful words can be sufficient for humans to communicate.

In the same line of thought, Lewis (1993)goes further in his argument to say: "lexis is the core or heart of language" (Cited in Lessard-Clouston, 2013, p2). The importance of vocabulary goes beyond being a set of words to being an essential component by which the existence of all other language features such as grammar, syntax, or phonetics becomes meaningful. Furthermore, vocabulary learning, within the teaching and learning field, gains its importance from being compared to grammar learning. This idea is well summarized in Schmitt's words (2010) as he notes: "learners carry around dictionaries and not grammar books" (cited in Lessard-Clouston, 2013, p. 2).

Additionally, within the field of second language learning and teaching, Alqahtani (2015) have summarized few other researchers' views such as Nation (1999), Maximo (2000) and Read

(2000) who realized that vocabulary acquisition is necessary for making the use of second language successful and helps in the formation of complete spoken and written texts. Alqahtani further cited Huckin's view of vocabulary knowledge importance for second language learners, especially readers, as being their major focus since the absence of this knowledge is regarded as an obstacle to overcome them (Huckin, 1995, as cited in Alqahtani, 2015, p.22). In short, vocabulary has a significant role in language mastery since it is a basic component of any language to be learned and developed.

1.2.4. Vocabulary Description

Linguistics is a field that is composed of many branches including lexicography and lexicology. These two branches are concerned with the different forms, meanings, and uses of vocabulary and used as a reference for its description (Boualleg, 2016, p.11)

1.2. 4.1. Lexicography

Lexicography is the act of gathering, comparing, defining and organizing lexical items in dictionaries. These lexical items are categorized in alphabetic order accompanied with information about their spelling, meaning, and usage. In general, dictionaries assist learners to understand lexis and to be autonomous from their teachers (Boualleg, 2016, p.18).

1.2.4.2. Lexicology

Lexicology is concerned with studying, analyzing language items as well as their meanings and evolution. First, it focuses on word classes and how it is classified; according to its function; into nouns, pronouns, preposition, adjectives, verbs, adverbs, conjunctions and determiners (Thornbury, 2002. p.3).Second, the same field focuses on how words are formed by affixation and compounding and their meaning (Fadel, 2005, p.41). Word formation is building a word by changing its form to create a new one with another meaning. This can be done through affixation, compounding, and conversion (Boualleg, 2016, p. 13).

A. Affixation: by adding letters to the beginning of a word 'Affixation' or its end 'Suffixation' (Boualleg, 2016, p.14).

B. Compounding: According to Mc Charter (1992), compounding is to create new words with different meanings through the combination of two or more other words (cited in Boualleg, 2016, p.14)

C. Conversion: using an item in a different word class without changing its form. For example, the word "swim" is a noun "a swim" or a verb "to swim". Sometimes the word may have the same form but it differs in pronunciation. For instance, "present"/'preznt/ (noun or adjective) and "present"/pri'zent/ (verbs) (cited in Fadel, 2015, p. 44).

1.2.5. Teaching English Vocabulary

Teaching the English language vocabulary is a very central topic of many researches and studies. Ramlan (1994) as cited in Octaviany (2007. p.6) assert that teaching English language vocabulary is difficult because teachers cannot be sure about the exact and appropriate activities they have to imply inside their classes. Furthermore, he claimed that learning a foreign language can be challenging because learners will face some obstacles that are related to the learning of the sound system, new vocabulary items, and knowing how to arrange the foreign sentences into sentence structures. In the same vein, Cook (2008) argued that the main goal of teaching a foreign language is to maintain an approximate level with the native speakers' proficiency of language. Teaching the foreign language vocabulary is considered to be always problematic.

Moreover, tutors have to be aware about the fact that learners are learning something different from their native language, Thornbury (2002) advocated that learning vocabulary is not easy for learners and also claimed that the same process requires the ability to relate the form and the meaning of the word and distinguishing between the words that are closely related at the same time (p.2).In addition, learning other language aspects such as grammar and pronunciation is generated by rules

that need to be followed while learning the foreign languages' vocabulary cannot be established by certain rules (Alqahtani, 2015, p.24). In the same line of thought, Anderson &Free body (1981) cited in Schmitt (2010, p.15) contends that learning vocabulary requires the proficiency of both ″depth″ and ″breadth″ vocabulary knowledge. In other words, depth involves learning the word with all its components, while breadth learning involves knowing its form and meaning.

1.2.6 .Vocabulary Learning Strategies

In the field of vocabulary mastery, learning strategies can be referred to as a way of learning a language that can be adopted according to the learners and needs and preferences (Susanto, AbHalim, Nuwrun, 2019, p.323). Vocabulary learning strategies are categorized under four main categories, Meta-cognitive, cognitive, memory, and activation strategies (GU & Johnson 1996as cited in Goundar, 2015, p.295).

Meta-cognitive strategies denote that the learner will be attentive to which words are essential and important to learn first. They also facilitate the comprehension of the context. Cognitive strategies, on the other hand, comprise guessing strategies and consist of using dictionaries and note taking. Learners who use cognitive strategies tend to rely on their existing knowledge and use their linguistic knowledge to guess the meaning of words. Accordingly, memory strategies depend on rehearsal and decoding, such as, word lists, repetition, association, and imagery. Finally, activation strategies refer to using new vocabularies in different contexts .Learners do not rely on only one strategy to practise and retain vocabulary. They rather imply a variety of strategies in order to consolidate their knowledge (Ghazal, 2007, p.295).

1.2.7. Teachers' Strategies in Teaching Vocabulary

There is a variety of techniques that are adopted by teachers for vocabulary instruction. The same techniques may vary according to learners' needs and the way they learn vocabulary items. In this regard, Gairns & Redman (1986) have investigated the most common ways by which

vocabulary items are presented and conveyed. They assumed that these techniques are either visual or verbal. A FL teacher may use a combination of two or more of these techniques due to the fact that the learners do have different learning needs and styles.

1.2.7.1. Visual Techniques

Visual techniques are composed of visuals, mime and gestures. Visuals refer to the use of real objects, pictures, photographs, flashcards, and drawing on the board. These techniques are very helpful in learning vocabulary items and especially for young learners (Amalia, 2019, p.5).Takac (2008) states that the use of objects would help learners to better learn words because they are more reliable for the storage and retrieval processes. Bringing objects to the classroom as a helping tool in presenting the lesson content could also assist learners 'memory words through visualization. They are useful in teaching tangible vocabulary items, such as food or furniture, places, professions, and description of peoples' appearance.

Mimes and gestures, on the other hand, are techniques that are used in conveying meanings. Teachers can either mime or symbolize something in order to help learners to grasp the meaning. Gestures are used simultaneously with oral language that would facilitate learners' comprehension and make the lesson more dynamic by capturing learners' attention. Gestures are also relevant to the learners' memorization of the second language lexis. Teachers, when addressing young learners, usually observe the use of the exact gestures that were used before when saying the same word (Takaç, 2008).

1.2.7.2. Verbal Techniques

This category comprises the existence of multiple processes. First, guessing from the context, which denotes the morphological, semantic, and syntactic information that is included in the text and the already existing knowledge in the learners' mind (Nation and Coady, 1988) Guessing from the context necessitates the presence of four main elements: the reader, the text, the unknown lexis,

and the clues in the text that are related to knowledge about the word. The absence of one of these elements would lead to the failure of guessing. Similarly, the learner may adopt certain strategies that would help to guess meaning appropriately such as similarity of the spelling or the sound of the mother tongue (Walters, 2004). Second, translations considered as an effective technique of acquiring vocabulary. Cameron (2001) argued that translation is a method that does not create a motivating environment but it remains effective for teachers. Besides, it is not time-consuming and permits to explain the ambiguous words. Third, using synonyms and opposites is an effective way that expands the storage of vocabulary. Besides, some learners acquire items when they are contrasted to each other. The word contrast may also mean showing the difference e.g. the photos that are used to reveal how much weight a person loses by contrasting the "before" and "after" shots (Alqahtani, 2015, p.27).

1.2.8. Learning Vocabulary

To master a language, it is necessary to learn its words. Thus, learning vocabulary is a basic step for foreign language learners. It is considered as the heart of acquiring a second language and it is important for the development of language skills. Besides, EFL learners need to know how vocabulary can be learned. Several studies confirm that learning vocabulary can be either incidentally or intentionally (Rahmani, 2016, p.28).

1.2.8.1. Incidental Learning

In incidental Learning, vocabulary will be picked up without any plan or intention, but via exposure to speeches and texts without involving memorization. (Singleton, 2001 as cited in Fadel, 2005 p.55). It is considered as the process of learning something without intended to do so (cited in Ahmed, 2012, p.71)   Incidental vocabulary learning is learning through exposure without a particular focus or plan. Learners' focus is just on the use of language rather than learning itself. The assumption is that when learners practice an activity, they succeed in learning several words

without planning or intention. Hulstijn (1992) agrees to the view that some words tend to be acquired in an incidental way, from any particular occasion or context. In reading contexts, learners are not demanded to focus on the meaning of unknown words, but they find themselves learn these words. Incidental learning gives them a stock of words with meaning (cited in Fadel, 2005, p.55).

1.2. 8.2. Intentional Learning

Intentional learning happens when the teacher and the learners plan for it by preparing various tasks where the primary concern is vocabulary (Fadel, 2015, p. 54). Hulstijn(2001) defines intentional learning as:"any activity geared at committing lexical information to memory" (p.271).In intentional learning, the teacher informs learners that he/she will test their recall. Therefore, learners involuntary will memorize words even if they will not be tested.

Conclusion

In FL / SL acquisition, learners must know a large number of words in order to master the target language and communicate effectively. Vocabulary learning and teaching is not an easy task and its importance in language learning is significant. Hence, teachers have to find the appropriate techniques and strategies to help learners in improving their lexicon. However, it is necessary to know how to learn vocabulary; either incidentally or intentionally. The following chapter would investigate whether teachers are applying their body language as a helping tool to teach vocabulary and achieving the desired academic objectives or not.

Chapter Two: The Field Work

Section One: Research Methodology

Introduction

Teacher's use of body language has a significant role in the teaching and learning process. Teachers of English are required to incorporate their body language cues as a teaching strategy in parallel with their verbal behavior during vocabulary classes. Based on this idea, the second chapter is divided into section one which introduces the research procedures, setting and participants. Section two demonstrates the analysis of data, interpretation as well as its discussion. It ends up with some limitations and recommendations to be done in the same field of study.

2.1.1. Research Design

It is worth to mention that the choice of the procedures of data collection depends highly on the topic being investigated. Accordingly, the current research paper is supposed to take the form of an experimental research design which has a quantitative nature. The aim, again, is to discover the impact of the use of teachers 'body language in the classroom on the acquisition of new vocabulary items. Some circumstances imposed to use other data gathering tools which stand for to gather the data, the main primary procedure used was teachers' and learners' questionnaires as to try to obtain reliable and credible findings.

2.1.2. Research Participants and Setting

This research is conducted at "Mechri MouhammedNacer Middle School" in Tébessa. The target population is first year pupils whose age is between 11 to 13 years old and teachers of English. In fact, the choice of the participants falls on first year level because they experience English for the first time. Hence, they need to learn English vocabulary more than the other

components. This fact is also expected to help in proving the effect of using body language to deliver new vocabulary knowledge.

2.1.3. Questionnaire Administration

A according to Abawi (2013) a questionnaire is a data collection instrument contains multiple questions and other prompts for the sake of collecting data from the respondents (p.3). Questionnaires are practical, easy to design, administer, and analyze which make it the most common instrument to gather information (Rabehi, 2016, p.94). For the purpose of answering the questions of this study and dis/confirming the hypothesis it turns around, two questionnaires are designed and administrated to both teachers and pupils.

The pupils' questionnaire is designed to examine whether teachers' body language assists them to expand their vocabulary stock or not. Nevertheless, we have administrated this questionnaire with the help of some of our neighbors and cousins who study first year. The questionnaire was given to a sample of 30 pupils .It is composed of thirteen statements under two major sections. The first section is designed to seek background information about the respondents 'age, gender and desire to learn English. The second section questions aim to investigate the teachers' body language and its effect in enhancing learners' acquisition of vocabulary. The questions are also written in Arabic (Appendix 2) since the participants are beginners and cannot understand English well. Afterwards, it was translated into English (Appendix 1).

Another questionnaire is designed to the teachers of 'Mecheri Mohamed Nacer' middle school. Unfortunately, we could not administer it during classes due to the current pandemic situation but we administered it through e-mails. The questionnaire consists of thirteen questions divided into three sections.   The first section contains three questions about the teachers' background information. Five questions under the second section are designed to examine the importance of vocabulary in teaching. The last section is composed of five questions, to check whether middle school teachers use body language to teach vocabulary and its impact on pupils' acquisition.

Section two: Analysis and Interpretation of the Results

Fekih (2015) described the process of data analysis in research as the process of shifting, organizing, summarizing, and synthesizing the collected data for the purpose of obtaining results and drawing conclusions of the study (p.35-36). In this respect, this phase was devoted to summarize the results, extract useful information, and draw general conclusion of the result.

2.2.1. Analysis and Interpretation of Teachers' Questionnaire

The teachers' questionnaire is designed to invite first year middle school teachers to participate in the investigation of the role of using body language in the acquisition of vocabulary items. This section represents the analysis of the data collected from 8 questionnaires which consist of thirteen questions that will be analyzed as follows:

Section one: Participants Background Information

Table 01: Teachers' Gender

Gender	Male	Female	Total
Number	2	6	8
Percentage %	25%	75%	100%

Table 01 reveals a description of the sample, which denotes that female teachers are more than males (75% females, 25% males). This may be due to the fact that the teaching profession is more preferable by females rather than males.

Table 02: Teachers' Qualification

Educatioanal Qualifications	Bachelor	Master Degree	Magister Degree	Others	Total
Number	00	01	07	00	08
Percentage%	0%	12.5%	87.5%	0%	100%

The table above shows distinct educational qualifications of English language teachers, 12.5% have the master degree, 87.5% have the magister degree, while no one of them have the bachelor degree only (0%).

Table 03: English Teaching Experience

Years	3-8	5-10	10 and more	Total
Number	02	04	02	08
Percentage%	25%	50%	25%	100%

Table 03 shows teachers' years of experience in teaching English. The majority of them said that they were teaching English from 5-10 years (50%), 25% said that they have an experience of 3-8 years, and the rest 25% said that they have an experience of more than 10 years.

Section two: Teaching and Learning Vocabulary

Question One: Which of the following aspects you do focus more during the lesson?

Table 04: Central Aspects of Focus when Teaching

Aspetcts	Grammar	Pronunciation	Vocabulary	Total
Number	03	02	03	08
Percentage %	37.5%	25%	37.5%	100%

It is noticed that teachers focus more on teaching vocabulary and grammar as two main aspects of language with similar proportions (37.5%), while pronunciation is given less interest by 25% of the teachers because teachers believe that vocabulary and grammar are two challenging aspects of language that need to be learned.

Question two: Which of the following aspects is the most difficult for learners to acquire?

Table 05: Learners' Challenging Language Aspects

Aspects	Grammar	Pronunciation	Vocabulary	Total
Number	02	03	03	08
Percentage%	37.5%	37.5%	37.5%	100%

The table above reveals that most of the learners face difficulties in learning pronunciation and vocabulary, 37.5% answered that it is pronunciation, and 37.5% answered that it is vocabulary, besides, 25% of the teachers see that grammar is more difficult to be learned than other aspects.

Question three: Do you present new words in every lesson extensively?

Table 06: Extensive Teaching of Words

Opinion	Yes	No	Total
Number	05	03	08
Percentage%	62.5%	37.5%	100%

Table 6 displays teachers' opinions about whether they tend to present new words in every lesson or not. The majority of the participants answered by "yes" (62.5%), while the rest 37.5% answered by"no".

Question four: What is the difficult aspect of vocabulary that pupils encounter?

Table 07: Learners Difficult Vocabulary Aspects

Aspects	Word form	Word pronunciation	Word meaning	Total
Number	01	03	04	08
Percentage %	12.5%	37.5%	50%	100%

This question is planned to investigate what is the most difficult aspect of vocabulary that pupils encounter when learning. The results show that the large proportion with 50% argued that pupils face difficulties in word meaning, 37.5% face word pronunciation difficulties, while only 12.5% face difficulties in word form.

Question five: How do you describe the average word stock of your pupils?

Table 08: Evaluation of Pupil s' Word Stock

Word stock	Poor	Moderate	Total
Number	05	03	08
Percentage%	62.5%	37.5%	100%

Table 08 evaluates teachers' opinions towards their learners' English vocabulary stock.62.5% of the teachers answered that their learners' vocabulary repertoire is poor while 37.5% of them denote that the vocabulary stock is moderate. This divergence maybe related to the fact that learners are experiencing English language for the first time.

Section Three: Body Language and its Role in Acquiring Vocabulary

Question one: When you teach vocabulary you use

Table 09: Vocabulary Teaching Techniques Used by Teachers

Techniques	Always	Sometimes	Rarely	Never	Total
Dictionaries	0	01	05	02	08
Percentage%	0%	12.5%	62.5%	25%	100%
Mothertongue	03	02	03	0	08
Percentage%	37.5%	25%	37.5%	0%	100%
Definitions	01	02	04	01	08
Percentage%	12.5%	25%	50%	12.5%	100%
Pictures	04	02	02	0	08
Percentage%	50%	25%	25%	00%%	100%
Body Language	05	01	02	00	08
Percentage%	62.5%	12.5%	25%	00%	100%

The table above illustrates the extent to which teachers adopt some vocabulary teaching techniques which they think they facilitate the process of vocabulary acquisition. Four frequency adverbs are used (always, sometimes, rarely, never). The results demonstrate that "using the mother tongue" is always and rarely used by the same proportion (37.5%), and sometimes by 25% of the teachers, and never being used by any one of them. Pictures, on the other hand are always opted by 50% of the teachers, sometimes used by 25% of them and rarely used by 25% as well. Body language as a vocabulary teaching technique is used by the majority of the teachers with 62.5%, rarely opted by 25% of them, and sometimes used by 12.5%. Results from this question reveal that

body language is highly opted by EFL teachers as a teaching strategy and shows that it is needed in ensuring vocabulary learning.

Question two: As an English teacher, do you use body language (gestures, body movements, facial expressions or others …) to explain new words?

Table 10: Teachers' Use of Body Language

Opinion	Yes	No	Sometimes	Often	Total
Number	06	0	02	0	08
Percentage%	75%	00%	25%	00%	100%

The aim of this question is to discover whether or not EFL teachers use their body language including all its' features in order to explain new words. The results obtained show that 75.5% of the teachers use body language to explain new words, while 25% of them sometimes use it. In fact, by means of teachers' body language cues words would be clear and authentic to first year middle school pupils which indicates that body language as vocabulary teaching strategy is effective and contributes to increase learners' repertoire.

Questio Three: Do nonverbal cues help pupils in understanding and enriching their vocabulary stock?

Table 11: Nonverbal Cues Enriches Vocabulary Stock

Opinion	Agree	StronglyAgree	Disagree	StronglyDisagree	Total
Number	04	01	03	0	08
Percentage%	50%	12.5%	37.5%	00%	100%

The objective behind this question is to see teachers' view whether they agree or not that nonverbal communication helps in enriching pupils' vocabulary stock. 50% of them agreeabout this concept, 37.5% strongly agree, while a small proportion (12.5%) disagrees. This indicates that

nonverbal cues are helpful in enriching and expanding first year middle school pupils' vocabulary stock.

Question four: Do you believe that physical activities improve vocabulary acquisition?

<div align="center">

Table 12: Usefulness of Physical Activities

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Opinion	Yes	No	To some extent	Total
Number	05	00	03	08
Percentage%	62.5%	00%	37.5%	100%

From the table above, it is noticed that middle school teachers are aware about the significance of their physical activities while teaching, 62.5% of them confirm that their physical activities improve vocabulary acquisition. Besides, 37.5% of the tutors said that it is helpful but only to some extent.

Question Five: Do you think that nonverbal expressions in learning are?

<div align="center">

Table 13: Effectiveness of Nonverbal Expressions

</div>

Opinion	More effective	Effective	Not effective	Total
Number	03	05	0	08
Percentage%	37.5%%	62.5%	00%	100%

Table 13 shows that the majority of the teachers think that the nonverbal expressions in learning are effective (62.5%). Moreover,37.5% of the teachers see that it is more effective while no one of them thinks that it is not effective.

2.2.2. Analysis and Interpretation of Pupils' Questionnaire

The questionnaire has been designed to first year middle school pupils. It aims at answering the research major question whether the application of body language in teaching helps in the acquisition of vocabulary and expanding learners' repertoire or not. We opted for using the SPSS

in order to enter, organize and analyze the data according to the sample. The results are demonstrated in different tables. Accordingly, the following hypotheses were formulated:

H: if pupils were taught vocabulary throughout teachers' body language techniques, then, there would be a noticeable improvement in the process of vocabulary learning and acquisition.

And the null hypotheses was formulated:

H_0: if pupils were taught vocabulary throughout their teachers' body language, there would not be an improvement in vocabulary learning and acquisition.

Hence, the data was analyzed as follows:

1. Background to Pupils

Table 14: Pupils' Gender.

Gender	Frequency	Percent
Male	8	26.7
Female	22	73.3
Total	30	100.0

The first table reveals that the number of female pupils is more than male pupils. It shows that female pupils represent 73.3% 7 while male pupils represent 26.7% from the whole population.

Table 15: Pupils' Age

Age	Frequency	Percent
11 years old	10	33.3
12 years old	16	53.3
13 years old	4	13.3
Total	30	100.0

The table above represents different pupils' age categories; it reveals that the pupils' age ranges from 11 to 13 years old. These differences indicate that 33.3% are new pupils in middle school, 53.3 % of them have repeated the year once, and 13.3% have repeated it twice.

Section One: Evaluation of Vocabulary Learning in the Teaching -Learning Process

Question one: What do you think about English as a new language for you?

Table 16: Pupils Attitudes towards English Language.

What do you think about English as a new language for you	Frequency	Percent
Easy	3	10.0
Acceptable	8	26.7
Difficult	19	63.3
Total	30	100.0

The table above shows learners' attitudes towards learning English language for the first time. The majority of them (63.3%) believe that learning English is difficult whereas 26.7 said that it is acceptable, neither easy nor difficult, and 10% find it easy to be learned.

Question two: How often do you study English per week?

Table 17: English Sessions' Frequency.

How often do you study English per week	Frequency	Percent
3 times	30	100.0

Table 04 was designed to know the number of English sessions that first year pupils study per week and all them answered that they study English 3 times per week, two ordinary sessions which are programmed for lectures, a third session which is a tutorial one .

Question Three: How much vocabulary you think you have acquired in a period of 6 months?

Table 18: Pupils' Vocabulary Stock.

How much vocabulary you think you have acquired in a period of 6 months	Frequency	Percent
10 to 20words	15	50.0
20 to 30words	10	33.3
30 to 40 words	5	16.7
Total	30	100.0

Table 05 shows the amount of words that first year middle school pupils have acquired in a period of 6 months. The results show that the majority of them have learned the lowest amount of words, 50% have learnt about 10 to 20 words, 33.3% have learned 20 to 30 words, while the rest of them have acquired from 30 to 40 words. The results denote that the acquisition of new English words at early stages is difficult.

Question four: How can you describe vocabulary learning?

Table 19: Pupils' Opinions towards Vocabulary Learning

How can you describe vocabulary learning	Frequency	Percent
Easy	12	40.0
Difficult	18	60.0
Total	30	100.0

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Table 06 shows that first year middle school pupils have different levels of learning vocabulary, 60% of them evaluated vocabulary learning as being difficult, and the rest 40% evaluated it being easy. This may be interpreted by the fact that they are still beginners and did not receive enough practice to English.

Question five: Do you understand the teacher's words?

Table 20: Pupils' Understanding of Teachers' Words.

Do you understand the teacher's words	Frequency	Percent
Always	3	10.0
Usually	9	30.0
Sometimes	9	30.0
Rarely	9	30.0
Total	30	100.0

In the 7th table, four frequency adverbs were proposed to explore the frequency of understanding the teachers' words. The results indicate that10% of the participants always understand their teachers' words, 30% answered that they usually understand the teachers ' verbal language, 30% reported that they sometimes understand it, and the rest claimed that they rarely understand it. This leads to say that teachers vocabulary seems to be ambiguous to first year middle school pupils and they are required to adopt certain strategies to help them to overcome this ambiguity.

Question six: Do you pay attention to the nonverbal signs of your teacher**?**

Table 21: Pupils' Attention to Teachers' Nonverbal Signs

Do you pay attention to the nonverbal signs of your teacher	Frequency	Percent
Yes	22	73.3
No	8	26.7
Total	30	100.0

Table 08 reflects the extent to which middle school pupils are attentive to the nonverbal signals of their teachers' , 73.3% of them confirmed that they are attentive to their teachers nonverbal signs, and 33.3% of them stressed that the teachers nonverbal signs does not attract their attention .

Section two: The Role of Teacher's Body Language in Acquiring Vocabulary Items

Question one: Are you engaged more when your teacher uses his/her gestures to explain vocabulary?

Table 22: Pupils' Opinions of Teachers' Gestures.

Are you engaged more when your teacher uses his/her gestures to explain vocabulary	Frequency	Percent
Yes	20	66.7
No	10	33.3
Total	30	100.0

Table 09 seeks at exploring whether first year middle school pupils are more engaged during classes when the teacher uses his gestures while explaining vocabulary. 66.7% of the participants agree about this but 33.3 % of them disagree.

Question two: When you do not understand the meaning of a word, the teacher makes it clear by using:

Table 23: The Teachers' Adopted Methods to Clarify Words.

When you do not understand the meaning of a word, the teacher makes it clear by using	Frequency	Percent
The mothertongue	6	20.0
Nonverbalcues(gestures)	19	63.3
Definitions	5	16.7
Total	30	100.0

Table 10 provides different strategies that the teacher follows in order to make the meaning of the words clear to the pupils. 63.3 % conceded that the teacher attempts to facilitate the meaning of the through nonverbal cues (gestures). This means that the tutor is using her body language in vocabulary classes. 20% of the participants opted for the use of mother tongue; this proves that some teachers are still using traditional approaches to vocabulary learning. Besides, the rest 16.7% say that the teacher tends to define the words in order to facilitate the acquisition of meaning which is much better.

Question three: How often does your teacher use nonverbal signs to explain difficult words?

Table 24: Frequency of Teachers' Use of Nonverbal Signs during Vocabulary Classes.

How often does your teacher use nonverbal signs to explain difficult words?	Frequency	Percent
Always	17	56.7
Often	6	20.0
Sometimes	7	23.3
Total	30	100.0

Table 11 reveals the frequency of teachers' use of nonverbal cues for the purpose of explaining difficult words. 3 frequency adverbs are used to help answering this question.56.7% of the pupils claimed that their teachers always use nonverbal cues to make the words clear. This indicates that the participants are already familiar with body language use in vocabulary classes. 23.3% claimed that nonverbal cues are sometimes used, while 20% of them answered by saying that their teachers often use nonverbal cues. This demonstrates that even when the body language is used, those pupils are not aware about it.

Question four: What are the main types of nonverbal signals that your teacher uses?

Table 25: Types of Nonverbal Signs Used by Teachers.

What are the main types of nonverbal signs that your teacher uses	Frequency	Percent
Gestures	14	46.7
Facial expressions	6	20.0
Eye contact	7	23.3
Other body movements	3	10.0
Total	30	100.0

The 12th table explores the main types of nonverbal signs used by teachers in the teaching process that attracts the pupils' attention. The results show that the main used types are gestures and facial expressions (20%, 46.7%) while 23.3% is devoted to maintain eye contact and only 10% to other body movements.

Question five: Do you better acquire the word when your teacher explains it by using gestures, body movement, and facial expressions?

Table 26: The Usefulness of Body Language Cues in the Acquisition of Words

Do you better acquire the word when your teacher explains it by using gestures, body movement, and facial expressions	Frequency	Percent
Yes	24	80.0
No	6	20.0
Total	30	100.0

Table 13 reflects whether first year middle school pupils acquire the new vocabulary better when the teacher applies the previously stated nonverbal cues or not. The majority answered by confirming that they do acquire new items when the teacher applies nonverbal cues (80%) and 20% answered by disconfirming this. This proves that the pupils find body language practical to help them during vocabulary classes.

Question six: To what extent the teachers' nonverbal language helps you to understand vocabulary.

Table 27: The Extent to which Nonverbal Language Helps in Understanding Vocabulary.

To what extent the teachers' nonverbal language helps you to understand vocabulary	Frequency	Percent
It helps me to understand	20	66.7
It helps me to remember	8	26.7
It does not help	2	6.7
Total	30	100.0

Table 14 shows the extent to which teachers' body language cues helps in learning English vocabulary. 66.7% answered by ensuring that the teachers' body language cues help them to understand vocabulary, 26.7% said that it helps them in the process of recall while a minority of 6.7% said that it does not help them in both processes.

Question seven: What are the techniques you prefer your teacher to use during vocabulary classes?

Table 28: The Preferred Techniques for Pupils during Vocabulary Classes.

What are the techniques you prefer your teacher to use during vocabulary classes?	Frequency	Percent
Miming and gesturing	12	40.0
Translation	4	13.3
Pictures and photographs	8	26.7
Synonyms and opposites	6	20.0
Total	30	100.0

The 15th table seeks to know pupils opinions towards the techniques they fit their needs during vocabulary classes. 40% said that they prefer their teachers' use of miming and gesturing, 26.7 % prefer the use of pictures and photographs. The two mentioned results prove that the pupils prefer to learn vocabulary through non verbal channels more than the verbal channel. 13.3% represents the learners who prefer the translation technique, while 20% prefer the use of synonyms and opposites.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.722[a]	3	.002
Likelihood Ratio	14.210	3	.003
Linear-by-Linear Association	9.700	1	.002
N of Valid Cases	30		

Source: Prepared by the Researcher

Degree of Freedom =7

By means of the results in the table above, we see that $R^2 = 0.002$ and the critical value with a degree of freedom that is equal to 14.72. These results show that there is no statistically significant difference. Hence, the null hypothesis H_0 is rejected because the R^2 is less than 0.005 and the alternative hypothesis H which denotes that if pupils are taught vocabulary throughout body language techniques there would be a significant improvement in the acquisition of vocabulary items is accepted. Therefore, we conclude that body language plays a crucial role in learners' acquisition of vocabulary items.

2.2.3. Discussion of the Results

This section is concerned with the discussion of the main results of the data that was gathered from teachers' and pupils' questionnaires. These results will be discussed in relation to the already raised questions. Teachers' and pupils' questionnaires were helpful in collecting data concerning the use of body language as a key factor in enhancing first year middle school pupils' vocabulary acquisition. The main aim of this study is to highlight the role of teachers of English body language in enhancing learners' acquisition of English language lexemes as a new subject matter.

The questionnaires' major aim is to discover to what extent middle school English teachers apply body language in delivering knowledge. Besides, it seeks to reveal the effectiveness of using body language as a teaching strategy in the acquisition of vocabulary. From question 5 part 1, it seems that the majority of pupils have responded that they do not understand teachers' verbal language, the findings of the study reflect that the teaching learning process does not rely on teachers' verbal messages only, but also on their nonverbal cues including their body language, due to the fact that the teaching and learning process highly depends on an effective communication. Moreover, when teaching English to first year middle school pupils, teachers may face comprehension difficulties in which teachers' words seem to be ambiguous and unclear to pupils and they cannot decode the teaches' verbal messages. The results mirror that teachers' verbal language is insufficient in transmitting knowledge to first year middle school pupils, teachers are required to not depend only on verbal language when teaching first year middle school pupils, it has to be accompanied with other teaching strategies for better transmission of knowledge as well as facilitating the acquisition of the words of the target language.

Throughout the answers of question 5 part 2, it is clear that gestures, facial expressions , and body movements are highly used by EFL teachers in order to make words clearer and their physical activities useful to foster the process of vocabulary acquisition. In short, the results demonstrate that the use of body language by first year middle school teachers is significant in enhancing learners' vocabulary. The results reflect that when words are accompanied with illustrative gestures, facial expressions, and body movements, there will be an improvement In vocabulary comprehension as well as vocabulary acquisition. So far, the results show that when teachers language is supported with body language skills , it provides the learners with vivid description and visual representation of what is being studied which results in better understanding, interacting, and recalling of what was taught. Thus, teachers' words are supposed to be insufficient in conveying the exact meaning of words while teaching first year middle school pupils. Hence, teachers' use of body language will improve vocabulary acquisition.

2.2.4. Limitations of the Study

Throughout the process of this research, a number of obstacles have been encountered and handicapped the flow of the investigation, the most serious ones are related to the current pandemic. The study was supposed to take the form of an experimental research but schools are suddenly closed because of covid 19. Besides, we did not receive all the questionnaires that were administered to all the population for both teachers and pupils. In addition, there was a lack of sources in the university library.

2.2.5. Recommendations and Implementations

Using body language in teaching is an art that only few teachers can appropriately apply. It has a great role in maximizing the quality of the teaching-learning process. Therefore, the teachers are invited to transfer knowledge to the learners through the proper use of various body language cues.

On the basis of what have been analysed and interpreted, it has been derived to a number of recommendations:

1) Using body language is a skill, which should be applied by all teachers of English at all levels of education.

2) Teachers should be encouraged to use body language cues in order to facilitate the transmission of knowledge and make learners attentive. Thus, their interests and comprehension will be enhanced.

3) Teachers are recommended to use their facial expressions properly to enhance learners' understanding of concepts taught in the classroom.

4) Teachers should use their facial expressions as channels to transmit instructions and school commands in order to improve the teaching-learning process.

5) Teachers' use of eye contact with learners is essential for active participation and interaction in the classroom.

6) Learners may lose their interests, attentions and enthusiasm in the teaching-learning process due to the lack of eye contact. Hence, teachers should ensure the use of eye contact in teaching.

7) Teachers' body movements can create interest and attract learners' attention especially in teaching the first level in middle school. Therefore, teachers should purposefully use their body movements and gestures while teaching

8) Body distance between teachers and learners has fundamental role in classroom management. Hence, it should be taking into consideration and teachers should be aware of the proper distance with learners in order to maintain teachers-learners' relationships and keep the classroom active.

9) Teachers should possess different communicative skills and be aware of its significance in teaching.

10) Teachers should use body language simultaneously with verbal communication to support, regulate, substitute, and complement their verbal language.

11) Teachers should be active, innovative, competent and versatile as well as possess the sense of humour in order to be able to break the learners' silence, shyness, lack of understanding and lack of self-confidence by playing various roles, such as actor, monitor, facilitator and motivator.

12) Curriculum planners and policy makers are recommended to be aware of the importance of teachers' body language and make it as a part of the teachers' educational programs so that prospective teachers are trained in this essential skill.

General Conclusion

Effective teaching and learning in a foreign language class are based on effective communication. It is agreed upon among researchers that teachers send very clear and distinct messages through their nonverbal behaviors during the lecture, which have direct consequences in enriching pupils' vocabulary repertoire.

The present research has been undertaken to identify the effect of teachers' body language as a supportive tool in the acquisition of vocabulary items. In this regard, this work consists of two chapters; the first one is a space in which the researchers provide a general overview of the main concepts related to this study specifically the notions of body language in teaching as well as the acquisition of the vocabulary items. On the other hand, the second chapter is the practical phase, it is concerned with the description of the methodology and research instrument used by the researcher as well as an in-depth interpretation and analysis of the results reached through this study.

Along with this investigation, two questionnaires were used for both the teachers and the pupils as the research main tool. The questionnaires were designed for the sake of obtaining insights about their attitudes towards integrating body language in EFL classes particularly in improving vocabulary acquisition. The results have reflected the positive opinions and attitudes of both teachers and learners about the usefulness of using body language as a medium in the teaching-learning process.

Hence, the findings proved the fundamental hypothesis of this research. It exposed that teachers' nonverbal skills play a vital role in enhancing pupils' vocabulary acquisition. In the same vein, the questionnaire affirmed that teachers of middle school use body language as a teaching technique to teach vocabulary. Briefly, this study provides insights that body language is important in the teaching process and teachers should not teach only through the verbal medium but also by using the nonverbal one. In addition, they should mix different teaching methods so as to create an active teaching and learning environment that help learners to learn the English language.

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<center>**Appendices**</center>

<center>**Pupils' Questionnaire**</center>

Dear pupils,

This questionnaire contributes in the preparation of a research work. We will be very grateful if your answers are honest and straightforward. Please, read every question carefully then put a cross in the right box.

<div align="right">Thank you.</div>

1. Background to pupils

1. Gender**:**

a. Male ☐

b**.** Female ☐

2.age ☐

Section one : An Evaluation of Vocabulary Learning in the Teaching -Learning Process

1. What do you think about English as a new language for you?

a. Easy ☐

b. Acceptable ☐

c. Difficult ☐

2. How often do you study English per week?

a. 3 times ☐

b. 4 times ☐

c. 5 times ☐

3. How much vocabulary you think you have acquired in a period of 6 months?

a. 10 to 20words ☐

b. 20 to 30words ☐

c. 30 to 40 words ☐

4. How can you describe vocabulary learning?

a. Easy ☐

b. Difficult ☐

5. Do you understand the teacher's words?

a. always ☐

b. usually ☐

c. sometimes ☐

d. rarely ☐

6. Do you pay attention to the nonverbal signs of your teacher**?**

a. Yes ☐

b. No ☐

Section two: the Role of Teacher's Body Language in Acquiring Vocabulary Items

1. Are you engaged more when your teacher uses his/her gestures to explain vocabulary?

a . Yes ☐

b. No ☐

2. When you do not understand the meaning of a word, the teacher makes it clear by using:

a. The mother tongue ☐

b**.** Nonverbal cues (gestures) ☐

c.Definitions ☐

3. How often does your teacher use nonverbal signs to explain difficult words?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Almost Never ☐

e. Never ☐

4. What are the main types of nonverbal signals that your teacher uses?

a. Gestures ☐

b. Facial expressions ☐

c. Eye contact ☐

d. Other body movements ☐

5. Do you better acquire the word when your teacher explains it by using gestures, body movement, and facial expressions?

a. Yes ☐

B. no ☐

6. To what extent the teachers' nonverbal language helps you to understand vocabulary.

a . It helps me to understand ☐

 b. It helps me to remember ☐

c. It does not help ☐

7. What are the techniques you prefer your teacher to use during vocabulary classes?

a. Miming and gesturing ☐

b. Translation ☐

c. Pictures and photographs ☐

d. Synonyms and opposites ☐

استبيان

يدخل هذا الاستبيان ضمن التحضير لاستكمال الجزء التطبيقي للحصول على شهادة الماستر. نرجو منكم قراءة الاسئلة بعناية ووضع علامة صحيح في الخانة المناسبة. تقبلوا منا فائق الشكر والعرفان.

محور البيانات الشخصية

1.الجنس

أ.ذكر ☐

ب.انثى ☐

2. السن ☐

المحور الاول : تقييم تعلم المفردات في التعليم

1. ما هو رأيك في اللغة الانجليزية كونك لأول مرة تقوم بدراستها؟

أ.سهلة ☐

ب. مقبولة ☐

ت. صعبة ☐

2.كم مرة في الأسبوع تدرس اللغة الإنجليزية؟

أ.ثلاث مرات ☐

ب.أربع مرات ☐

ت.خمس مرات ☐

3.في رايك ما هو عدد المفردات التي تعلمتها خلال 6 اشهر؟

أ.من 10 الي 20كلمة ☐

ب.من 20 الى 30 كلمة ☐

ت . من 30 الي كلمة40 ☐

4. هل تعلم المفردات سهل ام صعب ؟

أ.سهل ☐

ب.صعب ☐

5.هل تفهم مفردات الأستاذ الشفهية؟

أ. دائما ☐

ب. غالبا ☐

ت. أحيانا ☐

ث. نادرا ☐

6. هل تلفت انتباهك حركات وإيماءات الأستاذ أثناء الشرح؟

أ. نعم ☐

ب. لا ☐

المحور الثاني اهمية لغة جسد الاستاذ في تعلم و اكتساب مفردات اللغة

1. هل تكون في حالة انتباه عندما يكون جسد استاذك في حالة عمل؟

أ. نعم ☐

ب. لا ☐

2. عند عدم فهمك لبعض المصطلحات، هل يقوم الأستاذ بــ:

أ. شرحها باللغة الام ☐

ب. استعمال لغة غير لفظية (الاشارات) ☐

ت. اعطاء تعريف لها ☐

3. متى يستعمل الاستاذ الاشارات والحركات؟

أ. دائما ☐

ب. غالبا ☐

ت. احيانا ☐

ث. تقريبا لا يستعملها ابدا ☐

ج. لا يستعملها ابدا ☐

4. ما هو نوع الاشارات الغير لفظية التي يستعملها الاستاذ فيما يخص تدريس المفردات والمفاهيم؟

أ. حركات اليد ☐

ب. تعابير الوجه ☐

ت. التواصل البصري ☐

ث. حركة الجسم ☐

5. هل تكتسب المفردات عندما يقوم الاستاذ بشرحهم عن طريق استعمال حركات اليد حركات الجسد وتعابير الوجه؟

أ. نعم ☐

ب. لا ☐

6.الى اي مدى تساعدك اشارات وحركات الاستاذ في فهم واستيعاب محتوى دروس اللغة الانجليزية؟

أ.تساعدني علي الفهم ☐

ب. تساعدني علي التذكر ☐

ت. لا تساعدني ☐

7. ما هي التقنيات التي تفضل ان يقوك بها معلمك اتناء تدريس المفردات؟

أ.التقليد و الايماءات ☐

ب.الترجمة ☐

ث.استخدام الصور ☐

ث.المرادفات و المضادات ☐

Teachers' Questionnaire

Dear Teachers,

This questionnaire serves as a data collection instrument in a research study of a master degree.It attempts to check whether teachers' body language (as a teaching tool) assists learners in acquiring new vocabulary items or not.We would be grateful if you could answer the questions inside which will be of a great help for this study. You are kindly requested to fill this questionnaire by ticking the appropriate box/boxes and add your justification whenever required.

Thank you for your collaboration

Section One: General Information

1.Gender**:**

a.Female ☐

b. Male ☐

2. Describe your educational qualification

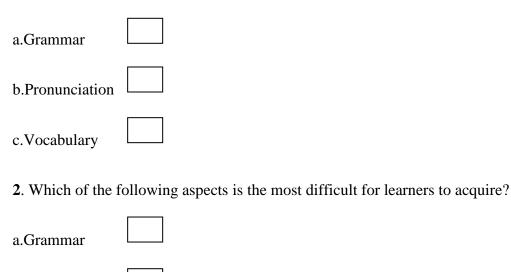a. Bachelor degree ☐

b.Master degree ☐

c. Magister degree ☐

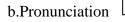d. Others ………………………………………………………………………………

3. How long have you been teaching English in middle school?
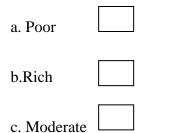
a. 3 to 8 years ☐

b. 5 to 10 years ☐

c. 10 and more ☐

Section Two: Teaching and Learning Vocabulary

1. Which of the following aspects you do focus more during the lesson?

a.Grammar ☐

b.Pronunciation ☐

c.Vocabulary ☐

2. Which of the following aspects is the most difficult for learners to acquire?

a.Grammar ☐

b.Pronunciation ☐

c. Vocabulary ☐

3. Do you present new words in every lesson extensively?

a. Yes ☐

b. No ☐

4. What is the difficult aspect of vocabulary that pupils encounter?

a. Word form ☐

b. Word pronunciation ☐

c. Word meaning ☐

5. How do you describe the average word stock of your pupils?

a. Poor ☐

b.Rich ☐

c. Moderate ☐

Section Three: Body Language and its Role in Acquiring Vocabulary

1. When you teach vocabulary you use

a. Dictionaries   Always ☐ Sometimes ☐   Rarely ☐   Never ☐

b. Mother tongue   Always☐ Sometimes ☐ Rarely ☐ Never ☐

c. Definitions   Always ☐ Sometimes ☐ Rarely ☐ Never ☐

d. Pictures   Always☐ Sometimes ☐ Rarely ☐ Never ☐

e. Body language   Always ☐ Sometimes ☐ Rarely ☐ Never ☐

Others: …………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

2. As an English teacher, do you use body language (gestures, body movements, facial expressions

…) to explain new words?

a. Yes   ☐

b. No   ☐

c. Sometimes   ☐

d. very often   ☐

3. Does nonverbal communication help pupils in understanding and enriching their vocabulary

stock?

a. Agree   ☐

b. Disagree   ☐

c. Strongly agree ☐

d. Strongly disagree ☐

4. Do you believe that physical activities improve vocabulary acquisition?

a. Yes ☐

b. No ☐

c. To some extent ☐

5. Do you think that nonverbal expressions in learning are?

a. More effective ☐

b.Effective ☐

c. Not effective ☐

Résumé

La présente étude vise à faire ressortir l'importance d'utiliser la communication linguistique comme moyen d'acquérir du vocabulaire et le vôtre gestes, expressions faciales, mouvements, communication visuelle et autres marqueurs chimiques non linguistiques supposons que l'utilisation modérée du langage corporel par les enseignants dans l'enseignement aux élèves de première année contribue à renforcer leur vocabulaire. Pour valider cette hypothèse, nous avons vu l'utilisation de l'approche descriptive. Nous nous sommes appuyés sur deux questionnaires, le premier pour les enseignants, et le deuxième pour les étudiants de l'année intermédiaire. Les professeurs et les étudiants avaient une vision claire de l'utilisation du langage corporel comme moyen d'acquérir du vocabulaire. Grâce à ces deux questionnaires, notre argument selon lequel l'utilisation du langage corporel a des effets positifs sur la promotion du vocabulaire des apprenants anglais a été validé. Enfin, nous recommandons que les enseignants utilisent des étiquettes de langue ainsi que des étiquettes non linguistiques parce qu'elles aident les élèves à en apprendre davantage sur les éléments les plus attrayants qui améliorent la compréhension de la langue, surtout lorsqu'il s'agit d'une langue étrangère que les élèves étudient pour la première fois.

ملخص

تهدف الدراسة الحالية إلى استنباط أهمية استخدام التواصل اللغوي كوسيلة لاكتساب المفردات وذلك بالاعتماد على الإيحاءات، تعابير الوجه، الحركات، التواصل البصري وغيرها من العلامات السيمائية الغير لغوية. فافترض أن استعمال المعلم للغة الجسد في تعليم تلاميذ السنة الأولى متوسط يساعد في تعزيز المفردات لديهم. ولإثبات صحة هذه الفرضية ارتأينا إلى استخدام المنهج الوصفي. حيث اعتمدنا على استبيانين كان الأول خاصا بالمعلمين بينما خص الثاني تلاميذ السنة أولى متوسطا. كانت نظرة كل من الأساتذة والتلاميذ واضحة حول استخدام لغة الجسد كوسيلة لاكتساب المفردات. ومن خلال هذين الاستبيانين تم التأكد من صحة فرضيتنا التي أوضحت أن استخدام لغة الجسد له تأثيرات إيجابية على تعزيز ذخيرة مفردات المتعلمين في اللغة الإنجليزية. وفي الأخير ننصح المعلمين باستخدام العلامات اللغوية بجانب العلامات الغير لغوية لأنها تساعد التلاميذ على تعلم أكثر للبنود المعجمية التي تزيد من فهم للغة وخاصة إذا تعلق الأمر بلغة أجنبية يدرسها التلاميذ لأول مرة.