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Larbi Ben M’hidi University-Oum El Bouaghi

Faculty of Letters and Languages
Department of English

Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items
Case Study of Middle School Pupils At L’AIOUAR L'AID Middle school, El Mahmel, Khenchela.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Language Sciences and Teaching English as Foreign Language.

By: Sarra HARRATH

Supervisor: Mrs. Meryem GUENDOUZE

Examiner : Mr. Haroun MELGANI

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Dedication

In the name of Allah the all Mighty, the Sustainer, the Most Merciful, all praise go to Him for enlightening my way to complete this work.

I dedicate this work:

To my parents who provided me with help, care, love, and support to complete this investigation.

To my sweet and lovely sister Ameera to whom I which success in the BAC exam.

To my beloved brothers: Coucou, Hamza, and Heythem.

To my dear friends: Mouni, Bouti, Bissou, Sabi, and Chouchou.

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Abstract

Vocabulary acquisition has been spotlighted by tremendous educational trends only during the past decades as a result of discovering its paramount importance in the teaching/learning process. Accordingly, many vocabulary teaching strategies have been opted for by English as a foreign language teachers to help learners acquire this incremental aspect of language. Therefore, the major aim of the present study is discovering the effect of using body language as a teaching strategy on middle school pupils' vocabulary acquisition, and it is reached by means of an experiment as the research main tool. Here, second year middle school pupils at L'aiouer L'aid middle school were the research target population, from which, two groups of sixteen were chosen randomly as the experimental and the control group. Obviously, both groups have been pre-tested. The experimental treatment involves teaching learners vocabulary throughout the implementation of body language (gestures, eye contact, facial expressions, body movement...). The control group, on the other hand, has been taught via ordinary methods (translation, using dictionaries...). Later, both groups have been post-tested. The questionnaire, as a complementary tool, was handed to middle school teachers to reveal whether or not they, actually, use body language as a teaching strategy in English language teaching; as well as, revealing their impressions on its usefulness on vocabulary acquisition. Results of both the experiment and the questionnaire demonstrate that most middle school teachers make use of this strategy as it has a significant effect on enhancing learners' vocabulary repertoires.

Keywords: Vocabulary acquisition, body language, middle school pupils.
List of Abbreviations

BA : License

EFL : English as a foreign language

EFLLs : English as a foreign language learners

ELT : English language teaching

ENS : Ecole Normale Supérieure [ Higher Educational Institution ]

FL : Foreign language

FLLs : Foreign language learners

L1 : First language

L2 : Second language

MA : Master

P : Productive knowledge

R : Receptive knowledge

TEFL : Teaching English as a foreign language

Vs. : Versus
List of Tables

Table 1: What is Involved in Knowing a Word (Nation, as cited in GRETA, p. 11)

Table 2: Experimental Group Sessions

Table 3: Control Group Sessions

Table 4: The Experimental Group Frequencies of the Pre-Test Scores

Table 5: The Control Group Frequencies of the Pre-test Scores

Table 6: Means

Table 7: Independent Samples t-Test

Table 8: The Control Group Frequencies of the Pre-test Scores

Table 9: The Control Group Frequencies of the Post-test Scores

Table 10: Means

Table 11: Experimental Group Frequencies on the Pre-Test Scores

Table 12: Experimental Group Frequencies of Post-Test Scores

Table 13: Means

Table 14: A Paired Samples T-test

Table 15: Means

Table 16: An Independent-Samples t-test on Post-test Scores

Table 17: Means and Standard Deviations

Table 18: Effective Vocabulary Teaching Techniques Used by Teachers
List of Figures

Figure 1. What is Involved in Knowing the Word "tangi" (Thonbury, 2002, p. 16)

Figure 2. Semantic Map for "metamorphosis"

Figure 3. Frayer Model of the Word "colony"

Figure 4. Concept of Definition map

Figure 5. Verbal and Visual Word Association

Figure 6. The Linkage Between the Cerebellum and Other Parts of the Brain (Jensen, 2005, p. 74)

Figure 7. Research Design

Figure 8. Gender

Figure 9. Teachers' Qualification

Figure 10. Years of English Experience

Figure 11. Difficult Language Aspect to Teach

Figure 12. Learners' Challenging Aspect

Figure 13. Emphasized Language Aspect

Figure 14. Intensive Teaching of Vocabulary

Figure 15. Evaluation of Learners' English Vocabulary Stock

Figure 16. The Challenging Aspect of Word Knowledge

Figure 17. Use of Body Language

Figure 18. How Often Body Language is Used

Figure 19. Body Language and Learners' Engagement

Figure 20. Engagement and Vocabulary Acquisition

Figure 21. Usefulness of Physical Activities
Table of Content

General Introduction ................................................................. 1
Statement of the Problem .......................................................... 1
Aim of the Study ........................................................................ 1
Research Questions and Hypotheses .......................................... 2
Research Methodology ............................................................. 2
Structure of the Dissertation ..................................................... 3

Chapter one: Theoretical Background ........................................ 4

SECTION ONE: Vocabulary, Basic Concepts and Issues .............. 4

Introduction .............................................................................. 5
1.1.1. The Shift From Grammar to Vocabulary ............................. 5
1.1.2. What is Vocabulary? ....................................................... 6
  1.1.2.1. Definition ...................................................................... 6
  1.1.2.2. What Does it Mean to Know a Word ......................... 7
  1.1.2.3. Receptive Vs. Productive Vocabulary Knowledge ........ 9
1.1.3. The Importance of Vocabulary in ELT ............................. 10
1.1.4. Teaching the English Vocabulary .................................... 11
  1.1.4.1. It is Challenging ......................................................... 11
  1.1.4.2. Its Nature .................................................................... 11
1.1.5. Vocabulary Teaching Strategies .................................... 12
  1.1.5.1. Friendly Explanation .................................................. 12
  1.1.5.2. Semantic Maps .......................................................... 13
  1.1.5.3. Frayer Model ............................................................. 13
  1.1.5.4. Concept of Definition Map ......................................... 14
  1.1.5.5. Verbal and Visual Word Association ......................... 15
  1.1.5.6. Non Linguistic Representations ................................. 15
  1.1.5.7. Vocabulary Self-Collection Strategy ......................... 16
Conclusion .................................................................................. 16
Section 2: Body language

Introduction

1.2.1. Definition of Body Language

1.2.2. Features of Body Language

1.2.2.1. Eye Contact

1.2.2.2. Facial Expressions

1.2.2.3. Gestures

1.2.2.4. Proximity and Distance

1.2.2.5. Postures

1.2.3. Movement Vs. Learning

1.2.3.1. Anatomical Evidence

1.2.3.2. Cognitive Evidence

1.2.3.3. Functional Evidence

1.2.4. The Importance of Body Language in ELT

1.2.4.1. Body Language and Communication

1.2.4.2. Body Language and Language Teaching/Learning

1.2.4.3. Body Language and Learners' Engagement

1.2.4.4. Body Language and Vocabulary Learning

1.2.5. Characteristics of Young Learners

1.2.5.1. Young Learners Seem to Be Kinesthetic

1.2.6. How to Create Meaning to Words

Conclusion

Chapter two: Field Work

Introduction

2.1. Description of the Research Design

2.1.1. Choice of the Method

2.1.2. The Sample

2.1.3. Research Design

2.1.3.1. The Experimental Design

2.1.3.1.1. Procedures
2.1.3.1.1. Pre-Testing………………………………………………32
2.1.3.1.2. Treatment………………………………………………32
  2.1.3.1.2.1. Experimental Group Instruction…………………32
  2.1.3.1.2.2. Control Group Instruction……………………33
2.1.3.1.3. Post-Testing………………………………………………33
2.1.3.1.4. Scoring………………………………………………34
2.1.3.2. The Descriptive Design………………………………………………34
  2.1.3.2.1. Description of the Questionnaire……………………………34
  2.1.3.2.2. Administration of The Questionnaire…………………35

2.2. Data Analysis / Statistical Analysis………………………………………………35
  2.2.1. Analysis and Interpretation of the Experiment…………………………35
    2.2.1.1. Experimental Group Vs. Control Group Scores on the Pre-Test…35
    2.2.1.2. Control Group Post-Test Vs. Pre-Test Scores…………………39
    2.2.1.3. Experimental Group Post-Test Vs. Pre-Test Scores……………41
    2.2.1.4. Experimental Group Vs. Control Group Scores on the Post-Test…45
    2.2.1.5. Discussion of the Results………………………………………49
  2.2.2. Analysis and Interpretation of Teachers’ Questionnaire………………50
    2.2.2.1. Part One: Preliminary Information……………………………50
    2.2.2.2. Part Two: Vocabulary Teaching and Learning…………………52
    2.2.2.3. Part Three: The Effect of Using Body Language on Vocabulary Acquisition………………………………………………57
    2.2.2.4. Discussion of the Results………………………………………65

Conclusion…………………………………………………………………65
Limitations of the Study………………………………………………………67
Pedagogical Implications and Recommendations…………………………67
General Conclusion…………………………………………………………68
References……………………………………………………………………69

Appendices
Appendix A: The Pre-Test and Post-Test
Appendix B: Phases of the Treatment Period

Appendix C: Teachers' Questionnaire

Résumé
General Introduction

Statement of the Problem

Due to the fact that the English language is a lingua franca, teaching English as a foreign language (TEFL) has been incorporated in a countless number of educational programs of many countries all over the world, from the very early stages of learning. It is assumed among researchers that learning a foreign language and communicating using it effectively involves learning its lexis, i.e., learning the vocabulary of the language. Those researchers do believe that learning vocabulary is of a great importance, simply because they know that communication would be blocked if vocabulary lacks.

It is astonishing that tremendous educational systems are still following the model for formal learning. In this model, vocabulary is taught mainly through reading and listening activities (Jensen, 2005). In the same vein, most middle school pupils may encounter deficits while learning the English vocabulary; that is, they may be incapable of understanding the meaning of the newly presented words.

It is worth mentioning that middle school pupils, as young learners, seem to be more hectic and super active because of their physical and biological nature, as well as their joy for learning and curiosity to discover new things. Presumably, their engagement, comprehension, and achievement would be enhanced if physical movements are opted for by the teacher whenever presenting a new vocabulary item. Thus, the instructor might be able to bridge the gap between learning English as a foreign language (EFL) and learning its vocabulary if new words are presented and explained using body language.

Aim of the Study

As the tendency of most middle school pupils to be super active, they need to live what they learn. Hence, incorporating kinesthetic activities can help them develop their metacognitive thinking, discourse knowledge, and more precisely, their vocabulary knowledge.

This study aims at:

a. Investigating the effect of using body language on middle school pupils' vocabulary acquisition.

b. Discovering whether or not teachers do use this strategy in English Language Teaching (ELT).
c. Advocating the use of body language in foreign language teaching as a teaching strategy that stimulates the mind in general, and vocabulary learning in particular.

**Research Questions and Hypotheses**

**a) Research Questions:**

On the light of what has been mentioned previously, the following questions have emerged:

- Can body language help middle school pupils expand their English vocabulary stock?
- Do teachers use body language as a teaching strategy to help learners acquire new vocabulary?

**b) Research Hypothesis:**

To answer the research questions we hypothesize:

**H₁**: If pupils are taught vocabulary throughout their teachers' body language, then there would be a significant progress in their vocabulary learning.

**H₀**: If pupils are taught vocabulary throughout their teachers' body language, then there would not be a significant progress in their vocabulary learning.

**Research Methodology**

Our target population is second year middle school pupils. The total number is sixty nine (69) pupils, the whole population is taken as the sample. Unfortunately, not all learners were cooperative; the reason why we have worked with a very limited number sixteen (16) pupils for the experimental design. For the descriptive design, fifteen (15) middle school teachers have been chosen randomly as the sample for the questionnaire. However, we have faced a kind of resistance on the part of directors, who did not allow us to get in touch with EFL teachers.

To test the alternative hypothesis (H₁) and to answer the research questions, we have followed two research tools. First, the experiment was held mainly to reach the research major aim, in which the sample (16 pupils) have been divided into two groups:
Experimental and control group, each consists of eight (08) pupils. Both groups have been pre-tested to pave the ground to depict the pupils' actual knowledge of the presented vocabulary items. During the treatment period, learners of the control group were taught vocabulary via listening and reading activities, including mainly usual vocabulary teaching techniques, while learners of the experimental group have been taught vocabulary through the implementation of body language. Then, both groups have been post-tested to discover the effect of body language in understanding and acquiring vocabulary items for learners in the experimental group. Second, the questionnaire, as a complementary tool, was administered to reach the research minor aim to see if middle school teachers do use body language or not.

**Structure of the Dissertation**

This present study is divided into two chapters. The first chapter is a theoretical background that is divided into two sections: section one tackles the definition of vocabulary, its importance in learning a foreign language, and many other issues related to vocabulary. Section two highlights the definition of body language, its features, and how it is related to learning. The second chapter, mainly practical, will be devoted to analyze and interpret the data obtained from the experimental design and the questionnaire.
CHAPTER ONE:
THEORETICAL BACKGROUND
Chapter one: Theoretical Background

SECTION ONE: Vocabulary, Basic Concept and Issues

Introduction

1.1.1. The Shift From Grammar to Vocabulary
1.1.2. What is Vocabulary?
    1.1.2.1. Definition
    1.1.2.2. What Does it Mean to Know a Word
    1.1.2.3. Receptive Vs. Productive Vocabulary Knowledge
1.1.3. The Importance of Vocabulary in ELT
1.1.4. Teaching the English Vocabulary
    1.1.4.1. It is Challenging
    1.1.4.2. Its Nature
1.1.5. Vocabulary Teaching Strategies
    1.1.5.1. Friendly Explanation
    1.1.5.2. Semantic Maps
    1.1.5.3. Frayer Model
    1.1.5.4. Concept of Definition Map
    1.1.5.5. Verbal and Visual Word Association
    1.1.5.6. Non Linguistic Representations
    1.1.5.7. Vocabulary Self-Collection Strategy

Conclusion
Introduction

In fact, not all people are aware of how important vocabulary is except experienced teachers do; they do know that foreign language learners (FLLs) need to have a large stock of words to be competent speakers and writers. However, it was noticed that during much of the 20th century, vocabulary was neglected by foreign language (FL) programs. That is why, foreign language learners are facing many deficits to learn and understand new words. Thus, the following section would shed light on the shift from grammar to vocabulary; we would be reporting definitions according to different scholars and dictionaries. We would also see the major components needed to know a word, and some effective strategies to bridge the vocabulary acquisition gap.

1.1.1. The Shift from Grammar to Vocabulary

According to Harmer (2001), "Although English is not the language with largest number of native or 'first' language speakers, it has become a lingua franca", which he defined it as "a language widely adopted for communication between two speakers whose native language are different from each other's…" (p.1). Due to the current trend of globalization, many learners around the world want to learn English, which has given birth to new areas of research concerning how language is taught and learned. In 2002, Thornbury asserted that the previous teaching approaches and methods gave much importance to grammatical structures without an attempt to develop learners' vocabulary knowledge. Typically, Thornbury (2002) stated "…most course books still adopt a grammatical syllabus, vocabulary is no longer treated as an 'add-on' " (p. 14). In 1972, Wilkins (as cited in Schmitt, 2010) argued that "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed". During the 1980s, after asking students whether they are taught vocabulary or not, Morgan and Rinvolucri asserted that "… two-thirds of them said they were not taught enough words in class. Teachers seemed keen to teach grammar and pronunciation…” (2004, p.5). At that time, researchers started to cast light upon lexis after realizing how important vocabulary is and its pivotal role in the process of learning a foreign language.

1.1.2. What is Vocabulary?
1.1.2.1. Definition
Vocabulary, like any other aspect of language, is very crucial in the learning process. Hence, researchers, scholars, and dictionaries defined the concept "vocabulary" differently, each according to his own view and according to the nature of vocabulary itself. The online Cambridge Advanced Learner's dictionary defined vocabulary as "all the words that exist in a particular language or subject". A full definition was provided by Merriam-Webster dictionary "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge".

Ur (1991) argued that "Vocabulary can be defined, roughly, as the words we teach in the foreign language" (p. 60). Respectively, he believed that a vocabulary item is rather composed of two words or more, yet, conveys a single idea like: "post office" and "mother-in-law". Stahl and Nagy (2006) stated "… by vocabulary we will be referring to students' knowledge of words meanings" (p. 3).

We can conclude and say that vocabulary is the total stock of words that exist in a language which a person needs to know not only to communicate ideas throughout speaking and writing, but to be able to understand what is being said to him as well.

1.1.2.2. What Does it Mean To Know a Word?

Nation (2000) believed that words are not separate language units, but rather they occur and fit in many systems and levels. The reason why there are plenty of aspects that should be known about any particular item as there are many degrees of knowing. Hence, Ur (1991) suggested "the Cambridge International Dictionary of English (1995)" and "the Longman Dictionary of Contemporary English (1995)" for teachers as the most useful dictionaries, simply because they provided us with the following word information, which, i.e., word information, he considered very crucial to know and understand a word:

- Form including both pronunciation and spelling;
- Grammar of the word;
- Collocation;
- Aspects of meaning (1): denotation, connotation, appropriateness;
- Aspects of meaning (2): meaning relationships;
- Word formation.

The essence behind learning vocabulary according to Nation (as cited in GRETA, 1998), is making the learner able " … to know what vocabulary to learn, what to learn
Table 1 illustrates important aspects of word knowledge needed to know and use a given word adequately. In fact, this categorization of word knowledge is the revised
version expanded by Nation in 2001, and it is said to be the best classification that covers the most important aspects of word knowledge up till nowadays.

The basis of knowing a given word, according to Thornbury (2002), is making a relation between the form of the word and its meaning. However, at a later stage, word knowledge would involve knowing many aspects of the word. The following diagram was given by Thornbury to summarize word knowledge.

**Figure 1.** What is Involved in Knowing the Word "tangi" (Thornbury, 2002, p. 16).

![Diagram of tangi knowledge](image)

Similarly, Cook (2008) held that knowing a word means knowing its:

- Spoken form (pronunciation);
- Written form (spelling);
- Grammatical properties (grammatical category, possible and impossible structures, idiosyncratic grammatical information, and word building);
- Lexical properties (collocations and appropriateness);
- Meaning (both general and specific meaning) (pp. 50-51).
Respectively, Cook (2008) claimed that "Acquiring a word is not just linking a form with a translated meaning… It is acquiring a complex range of information about its spoken and written form, the ways it is used in grammatical structures and word combinations, and diverse aspects of meaning" (p. 51).

Typically, Schmitt (2010) asserted that the word form (spoken and written) and its meaning are consciously learned by the learner; that's why, it is the first step to know a vocabulary item. However, other parts of word knowledge (like: register, collocation…) would better be learned in context through "… massive exposure to L2" because they are pretty hard for learners to learn them explicitly (p. 16).

1.1.2.3. Receptive Vs. Productive Vocabulary Knowledge

It is worth pointing out that many language researchers tried to explain these two notions: receptive and productive vocabulary knowledge or mastery. According to Nation (2000), "…these terms cover all the aspects of what is involved in knowing a word" (p. 39). Nation (2000), defined receptive vocabulary use as "…perceiving the form of a word while listening or reading and retrieving its meaning”; however, productive vocabulary use involves "…wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (p. 38). Nation (2000) believed that receptive knowledge implies that we receive pieces of information through receptive skills (listening and reading) with the ability to recognize them. Productive knowledge, on the other hand, implies that we produce something through the productive skills (speaking and writing) with the ability to use it correctly. Thus, according to Nation (2000), receptive and productive can be referred to as passive and active knowledge. From another perspective, Schmitt (2010) argued that most people think that learning a word means knowing its spoken/written form and its meaning regardless of other types of word knowledge. According to him, knowing these components is the essence of acquiring words; however, it will not help learners use it "productively" (p. 15). What can be concluded from Schmitt’s view is that, knowing the form and the meaning of a given word help us just to recognize it without being able to use it correctly in other contexts; reference here is given to receptive knowledge. However, productive knowledge requires a complete mastery of the word, i. e., knowing all parts of word knowledge. Actually, many language researchers have found that language learners "…are able to demonstrate more receptive than productive knowledge" (Schmitt, 2010, p. 80). That is, being able to understand
vocabulary items via listening and reading, receptive knowledge, without being able to produce them in their writings or speeches. Presumably, the main reason behind this gap is that learners did not reach a productive level of mastery because of a lack of some word knowledge aspects (Schmitt, 2010). Accordingly, Waring (1991, as cited in Schmitt, 2010) argued that "These notions [receptive and productive vocabulary] on closer examination are extremely difficult to pin down, despite the average teacher and language researcher being able to come up with a 'good enough' definition or description" (p. 84).

1.1.3. The Importance of Vocabulary

"The limits of my language are the limits of my mind. All I know is what I have words for."


In his introduction of his book "Vocabulary", McCarthy considered vocabulary as a very crucial aspect in a language that makes communication possible. He claimed "No matter how the student learns grammar, no matter how the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way" (1990, p. VIII). Yet, still, vocabulary is given less importance in a foreign language classroom. Harmer (2001) stated "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.246). Later in 2005, Linse (as cited in Alqahtani, 2015) came to assert the importance of vocabulary development in enhancing learners' language development, arguing that the ultimate goal behind learning English is to communicate effectively with people from different countries. In 2006, Saville-Troik noted that vocabulary "is the most important level of L2 knowledge for all learners to develop" especially to gain a communicative competence with foreigners (p. 138). Willis; also, believed that the importance of vocabulary is clearly depicted in the way we communicate our ideas, thoughts, and knowledge (2008). In this respect, Schmitt (2010) held that "The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books" (p. 4). He continued by giving evidence to his observation by linking language proficiency to vocabulary size. According to him,
vocabulary knowledge contributes to language success in language skills: reading, writing, listening, and speaking (Schmitt, 2010).

1.1.4. Teaching the English Vocabulary
1.1.4.1. It is Challenging to Learn Vocabulary

Ramlan (1994, as cited in Octaviany, 2007) asserted that learning a foreign language is challenging because learners would face some learning difficulties. According to him, these difficulties "have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences" (p. 6). In the same vein, Cook (2008) assumed that the ultimate goal behind language teaching is having an approximate level with the native speakers' competence, proficiency, or knowledge of the language. He, also, claimed "… success is measured by how close a learner gets to a native speaker in grammar, vocabulary and particularly pronunciation" (p. 5). In 2002, Thornbury asserted that learning vocabulary is challenging on the part of the learner. According to him, learning the vocabulary and understanding it means being able to relate both "the form" and "the meaning of the word", and, at the same time, being able to distinguish between words that are tightly related (p. 2). For most people, communication is seen as an easy going process; however, according to Cook " The acquisition of vocabulary at first sight seems straightforward; we all know you need a large number of words to speak a language" (2008, p. 46).

1.1.4.2. Its Nature

It is worth mentioning that learning vocabulary is pretty hard and challenging for learners because of its complex nature. Noticeably, other language aspects; such as grammar and pronunciation, provide the learner with rules to follow in order to develop their learning. However, there is no rule provided for EFL learners to develop their vocabulary knowledge (Alqahtani, 2015). Moreover, knowing a word is characterized by several components, as discussed previously, which makes the nature of some words pretty complex for many EFL learners. Thornbury, also, believed that what makes the nature of vocabulary complex is its features; like its pronunciation, spelling, meaning … etc. (2002). Meanwhile, Schmitt (2010) believed that using a vocabulary item appropriately requires knowing "a great deal" about it(p. 15). This claim came because many teachers and learners do believe that knowing the form of the word and its meaning are enough to learn it and use it well. According to him, knowing a great deal of an item "… is often referred
to as quality or 'depth' of vocabulary knowledge" (p. 15). According to Anderson & Freebody (1981, as cited in Schmitt, 2010), depth of vocabulary knowledge is an overall proficiency or a complete mastery of the word (p. 15). That is, it involves knowing a word deeply which requires knowing all parts of word knowledge. On the other hand, "breadth" of vocabulary knowledge is a superficial understanding of the word which involves knowing the form and the meaning of the word.

Because of this complex nature of vocabulary, it is learned gradually "… over a period of time from numerous exposures" (Schmitt, 2000, p.4). According to Thornbury (2002), there are easy and complex words; easiest words to be learned are those that have equivalents in learners' L1, especially when words derive from one origin.

1.1.5. Vocabulary Teaching Strategies

Bishop et al. (2009) stated that "… students learn huge number of words incidentally—that is, through everyday experiences with language" (p. 20). Incidental learning, according to Bishop et al., occurs when learners are exposed to a massive exposure to L2. However, this is not the only way through which good teaching would take place, and a good teacher would depend on other strategies. In fact, there is no one best single technique or method to teach English in general and vocabulary in particular. Instead, a good and accurate teaching depends on keeping in view of the growing needs of students, new teaching strategies, techniques and methods being invented and implemented to help the students acquire the language skills. We have been talking about teaching strategies, but what is a teaching strategy? Actually, teaching strategies in general highlight whatever the teacher does in order to help his students learn adequately the language (Takač, 2008). However, vocabulary teaching strategies are rather "…ways in which the teacher introduces and presents the meaning and the form of new lexical items, encourages learners to review and practice, i.e. recycle what is known, and monitors and evaluates the level of acquisition of various components of lexical knowledge"(Takač, 2008, p.19).

Bishop et al. (2009) proposed some techniques that would help teachers present new vocabulary items to help learners acquire them:

1.1.5.1. Friendly Explanation

As an alternative to the dictionary and, according to most EFLLs, its "odd language", "student-friendly explanations" is an appropriate strategy to highlight the meaning of a lexical item providing much details about it using a familiar language with
enough examples to illustrate its use. Actually, it is advisable to make a friendly explanation, then review the meaning in the dictionary.

1.1.5.2. Semantic Maps

In order to review already presented words or to introduce new words, teachers would better use some graphic organizers or maps best known as "Semantic maps". This strategy would help EFLs explore new words based on their origins or thematic relationships giving synonyms, opposites, examples related to the same theme or concept. In the following figure, the teacher is attempting to introduce the concept "metamorphosis" to her students indicating to them that they would be reading *Monarch Butterfly*. Later, she asked them if they know anything related to butterflies. Fortunately, a student said that "butterflies come from caterpillars". At that time, the teacher explained the concept "metamorphosis" saying that it stands for the transformation from caterpillars to butterflies.

**Figure 2. Semantic Map for Metamorphosis**

1.1.5.3. Frayer Model

The Frayer Model (Frayer, Frederick, & Klausmeier, 1969) is another vocabulary teaching strategy. In a table or a graph, students, working in groups, are asked to give a definition of the concept, its characteristics, as well as examples and nonexamples. It is mainly used to "… help students develop a deeper understanding of a word…"( Bishop et al., 2009, p. 128).
1.1.5.4. Concept of Definition Map

This strategy was developed mainly to help students for self-determining word meaning from the context. In this strategy, students are taught that to be able to understand a word they need to know vital elements related to the word including its category, characteristics, and examples. In order to provide a visual input for the learners, these elements are depicted in a graph or a map.
Figure 4. Concept of Definition Map "Sandwich"

Actually, these vital elements have been translated by Schwartz and Raphael into the following questions: 1) what is it (the category)? 2) what is it like (its characteristics)? 3) what are some examples?

1.1.5.5. Verbal and Visual Word Association

This strategy requires students to think in terms of boxes providing both a verbal definition and a visual definition represented in a drawing. In the upper left box, learners are supposed to write the word; in the lower left box, they write the verbal definition. In the upper right box they provide the visual representation, and beneath it an example (as illustrated in the figure).
**Figure 5.** Verbal and Visual Word Association

<table>
<thead>
<tr>
<th><em>isolate</em></th>
<th>When I was sick, my mom isolated me from my family members so they wouldn’t get sick, too.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>to put by oneself</em></td>
<td></td>
</tr>
</tbody>
</table>

1.1.5.6. **Nonlinguistic Representations**

According to Paivio (1990), "... information is stored in memory in the brain in linguistic and nonlinguistic forms" (Cited in Bishop et al., 2009, p. 138). In other words, whenever the teacher acts out a word, draws it, sketches it; learners' understanding of the word would be fostered. Later, to ensure learners understanding, the teacher asks them to draw, perform, mime, gesture,... the word.

1.1.5.7. **Vocabulary Self-Collection Strategy**

In this strategy, students are responsible for the vocabulary to be represented in the classroom; they have the choice to select words from whatever source they want: a book, discussion in the classroom, television, newspaper… and so on. Ruddell and Shearer (2002, as cited in Bishop et al., 2009) concluded that if learners are given the choice of selection, they would select most challenging words which they would learn better simply because they would select what is interesting for them.
Conclusion

As a matter of fact, vocabulary have been spotlighted by many scholars and researchers to assert that it is the fundamental language aspect needed to communicate effectively in a social or educational context. That is why, teachers are using a variety of techniques for the sake of helping learners learn this crucial aspect of language.
Section 2: Body Language

Introduction

1.2.1. Definition of Body Language
1.2.2. Features of Body Language
   1.2.2.1. Eye Contact
   1.2.2.2. Facial Expressions
   1.2.2.3. Gestures
   1.2.2.4. Proximity and Distance
   1.2.2.5. Postures
1.2.3. Movement Vs. Learning
   1.2.3.1. Anatomical Evidence
   1.2.3.2. Cognitive Evidence
   1.2.3.3. Functional Evidence
1.2.4. The Importance of Body Language in ELT
   1.2.4.1. Body Language and Communication
   1.2.4.2. Body Language and Language Teaching/Learning
   1.2.4.3. Body Language and Learners' Engagement
   1.2.4.4. Body Language and Vocabulary Learning
1.2.5. Characteristics of Young Learners
   1.2.5.1. Young Learners Seem to Be Kinesthetic
1.2.6. How to Create Meaning to Words

Conclusion
Introduction

As a matter of fact, teaching English, more targeting, the English vocabulary in most Algerian schools is questioned especially with beginners (first and second year middle school pupils). It is noticed that many middle school teachers do rely much on translation to make the meaning clearer for the learners. Relatedly, it was demonstrated by Allen (1983) that translation is not applicable in all contexts, especially in case where no one's L1 is known by all learners (p.12). It is worth mentioning that not all L2 words have equivalents in learners' L1, and sometimes we cannot find a 100% synonymous word to be used in the same context (Allen, 1983). Hence, this section would highlight a very interesting and beneficial teaching tool which is "Body Language". First we would be defining body language, highlighting its features, providing evidence for the linkage between movement and learning, and at last we would see how to create meanings to words.

1.2.1. Definition of Body Language

Body language is defined in Routledge dictionary of language and linguistics (2006) as "… expressive movements of the body" (p. 137). In the Longman dictionary, it was defined as "the use of facial expressions, body movements, etc. to communicate meaning from one person to another" (p. 56).

Body Language can be defined as a kind of non-verbal communication, i.e., transmission of a message without using words or sounds, but with the use of different parts of our bodies. This language is produced whether consciously or subconsciously to make ourselves clear to the audience. In fact, body language includes many non-verbal behaviors such as eye contact, facial expressions, hand gestures, body movements, and so forth.

1.2.2. Features of Body Language Used in ELT

Body language plays a key role when it comes to understanding especially in FL classroom. Accordingly, this kind of language has many features or forms. The following features are proposed in an article entitled "Learning to body language" published in 2006 by the British council.
1.2.2.1. **Eye Contact**

Eye contact has a great role in turn taking during a conversation. The teacher with his eyes can select who is going to talk after the other. Besides, from students' eyes contact the teacher may discover who is interested and who is not interested and check whether they understand or not because we know that "The eye is the window to the soul".

1.2.2.2. **Facial Expressions**

Are a form of non-verbal communication which may subconsciously reflect mood, attitude, understanding, confusion and so on. In the classroom setting, they can be used to give commands which would deepen understanding.

1.2.2.3. **Gestures**

May include head nods, hand movements, pointing. It is assumed that good speakers and story tellers use their hand movements to illustrate adequately what they are saying. Actually, vivid gestures help students strengthen their comprehension of many English words. Thus, teachers ought to choose appropriate gestures and avoid fussy gestures, simply because the objective is to transmit what is in his mind not to distract his learners' attention.

1.2.2.4. **Proximity and Distance**

Keeping a small or large distance between the teacher and the learners is another kind of informative body language. From the teacher's different positions in the classroom, learners may indicate the teacher's degree of control.

1.2.2.5. **Postures**

Postures are the positions the body takes, it might be referred to as body movements. In fact, posters can convey different degrees of respect and interest. In here, whenever introducing a new word, the teacher with the help of his body may act it out for the learners to understand better. For instance, when introducing the word "to jump" the teacher may start jumping to make it real for the learners. Generally speaking, learners, especially young learners, are more attentive to what the teacher does than to what the teacher says.
1.2.3. Movement Vs. Learning

For decades, educationists and scientists believed that movement does not have any effect on thinking and mind in general. This assumption urged some scientists and researchers to carry out investigations, which showed a link between thinking and movement. However, these findings gained little support. On the other hand, it has been recently proved that movements and body language (1) strengthen learning, (2) improve memory and retrieval, and (3) enhance learner motivation and morale (Jensen, 2005, p. 60), for which there is plenty of evidence.

Jensen (2005) argued that part of learning, when the learner is able to store, retrieve, and apply what he has learned in similar or different contexts, this reveals the role of the mind and memory in learning. In the same vein, Jensen believed that to foster memory, learning, and attention of an early teen aged learners, the teacher would better use modeling; early teens need something realistic and concrete, and this is mainly done by means of teachers' gestures and movements in the class (2005).

As a matter of fact, most neuroscientists agreed that body language and mind are powerfully connected. Hence, countless anatomical, cognitive, and functional studies proved this linkage and suggesting opting for more movements in the learning and the teaching processes.

1.2.3.1. Anatomical Evidence

Anatomy is the science that studies the structure, organization, and function of organic bodies. In fact, it was asserted by anatomic researches that the cerebellum is the part of the brain that is very much involved in integrating, regulating, and coordinating motion. Accordingly, the cerebellum scrutinizes our environment, predicts the movement, and adjusts our movement in relation to the world. By 1994, a study conducted at the Veteran Affairs Medical Center of Syracuse, New York showed that "… the part of the brain that processes movement is the same part of the brain that processes learning" (Jensen, 2005, p. 74). In short, information travels between the cerebellum and other parts of the brain including parts involved in learning like: memory, attention, and spatial perception.
1.2.3.2. Cognitive Evidence

Atkinson (2011) believed that "The body is also intimately involved in cognition" (p. 145). He argued that many researchers found that the state of the body is affected by cognitive processes, and the other way around, cognitive development depends on "embodied actions", i.e., what people are doing, acting, or performing by their bodies (p. 145). As exercises shape up our muscles, strengthen our hearts and lungs, they also strengthen the cerebellum and the corpus callosum-fiber that connects the left and right hemispheres of the brain. From a research work, it has been proved that brain cells of rats grow more when they exercise, and when the number of the brain cells increase, cognition and memory are to increase as well (Jensen, 2005).

1.2.3.3. Functional Evidence

It is obvious that oxygen is essential to the brain, and blood flow increases the amount of oxygen when the body is doing physical activities. Hence, the amount of oxygen transported to the brain would be increased by means of physical acts. From animal studies, it has been proved that "... voluntary exercise influences gene expression to improve learning and memory" (Jensen, 2005, p. 63). Accordingly, this gene expression influences processes that facilitate learning.
1.2.4. The Importance of Body Language in English Language Teaching (ELT)

From the previous discussion, it is obvious that there is a tight relationship between movements and learning, and actually, many scholars and researchers do emphasize the indispensable role of body language in the process of ELT. Here are some areas where body language is typically effective.

1.2.4.1. Body Language and Communication

Pease (1984) believed that most of our communicative behaviors are held by gestures, postures, positions, and distances. Relatedly, she pointed out that communication via body language is and was at work from million past years. Yet, it has been studied scientifically and became popular only during the 1970s. Goodwin (as cited in Atkinson, 2011) analyzed videotaped social interactions and found that there are instances of hidden meanings conveyed through grammar, intonation, gestures, head movements, and bodily orientation. According to him, communication with words in isolation would not be sufficient to convey a message properly (p.147). Kinsbourne and Jordan (2009, as cited in Atkinson, 2011) argued that body language including facial expressions, gestures, and postures contribute crucially in communication because they enable participants to understand what the others say better than words.

1.2.4.2. Body Language and Language Teaching / Learning

We have been talking about the importance of body language in communication in a social setting. In here, we should cast light upon the classroom setting. It seems that classroom interaction is built upon communication raised between the teacher and his / her students; hence, body language would be of a great importance to carry out meanings to the learners especially as they are beginner EFLLs and cannot really grasp every single idea or word uttered by the teacher in the classroom.

Pease (1984) concluded her work with a prediction "… I predict that its impact [body language] and meaning in human communication will be part of formal education". Actually, Pease's prediction has been confirmed; according to Atkinson (2001), a research carried out by cognitivists, anthropologists, and educationists showed that body language has a great impact on both learning and teaching "… there has been research in cognitive science, anthropology, and education showing the importance of both embodied activities—e.g., gesture, gaze, and bodily orientation—and eco social affordances—e.g.,
textbooks, maps, and patterns in the terrestrial environment—in learning and teaching" (p. 151).

1.2.4.3. Body Language and Learners' Engagement

It is well known that studying a FL which is new to learners like English would be a burden to EFLLs and they would be studying it under pressure in a boring atmosphere. In here, learners would not be engaged in the learning process. Actually, Harmer (2007) provided a solution and suggested that part of classroom management is controlled by the way the teacher moves in the classroom. Moreover, he held that the classroom would be vivid by the teacher's movements, where there would be no place for boredom (p. 35). As the proverb goes "interest is the first teacher", the teacher needs to raise the learners' interest. In fact, the teacher's behaviors performed throughout his body language may stimulate the students' enthusiasm. According to Griss (2013), the teacher would make his learners love self-discovery by getting them out of their seats and engage them physically and creatively with what they are dealing with. Moreover, she compared between a traditional teacher – who does not use body language – and a kinesthetic teacher – who uses his body language - ; the former is going to ask a question like "who can tell me …" where not all students would be engaged to answer the question. Meanwhile, the latter would ask the question "show me…" where students are asked to respond physically to the question, almost all students want to act; therefore, raising learners' engagement.

1.2.4.4. Body Language and Vocabulary Learning

Similarly, Yu et al. (2005, as cited in Atkinson, 2011) considered that "gaze"; eye contact, as a form of body language, he argued that learners depend on the teacher's gaze to get what is being referred to or meant. Hence, according to him, vocabulary acquisition depends partly on gaze (p. 125). It is obvious that vocabulary is considered to be a cornerstone to learn a FL. Yet, EFLLs still cannot grasp the meaning of many important vocabularies. In fact, learners, especially young learners, need to live what they learn; they need something realistic and concrete to get the meaning of words accurately. SchifferDanoff (2008) provided some effective vocabulary teaching strategies with beginners. Among these strategies, we have the use of facial expressions to create a strong meaning to the teacher's speech. Therefore, body language is said to be a highly expressive language that could be used in TEFL with young EFLLs because they have not yet experienced the language.
1.2.5. Characteristics of Young Learners

Some of the characteristics of young learners according to Scott and Ytreberg (1990), are the following:

1) The children ask questions all the time,

2) They rely on both the spoken word and the physical representation of the word to convey and understand meaning,

3) They have definite views about what they like and do not like to do,

4) They have developed sense of fairness about what happens in the classroom and they begin to question the teachers’ decisions,

5) They are able to work with others and learn from others (p. 4).

These are the most important characteristics of children at the age of ten. In the Algerian schools, at this age, children are learning EFL at the middle school. From these characteristics, it seems that learners are much hectic and active than adults. Scott and Yetreberg believed that "… appealing to the senses will always help the pupils to learn"(1990, p. 5). To do this, the teacher may rely on objects to exemplify what he is talking about, and rely mainly on movements to demonstrate what he wants them to do. Scott and Yetreberg (1990) advised "Don't rely on the spoken word only" because the physical world attracts more their attention.

It is worth pointing out that each learner has a learning style dependent on his personality, preference, and the way he perceives the environment to learn the language including vocabulary. In fact, these learning styles are different; yet, none of them is said to be the best or the worst. Meanwhile, in the current research we would be focusing on kinesthetic learners.

1.2.5.1. Young Learners Seem to be Kinesthetic

Gardner (as cited in Bruce, 2010) assumed that kinesthetic learners are those who can retrieve and remember information if learned through movement and physical interaction with their environment. From the previous characterization of young children proposed by Scott and Yetreberg, it seems that most young learners like to be involved in activities, especially physical activities, which seem to attract their interest. Further,
because of their biological nature, young learners like to play and move to discover new things. Thus, incorporating kinesthetic activities, including body language with all its features, seem to help learners to learn better.

1.2.6. How to Create Meaning to Words

Learning vocabulary is the backbone of learning EFL. Yet, many learners, especially young EFLLLs, do not acquire enough vocabulary to communicate freely in English. Relatedly, vocabulary acquisition takes place when the learner is able to store, retrieve, and apply words appropriately in different contexts (Jensen, 2005). A number of studies carried out on vocabulary memorization showed that learners taught via pictures and gestures memorize much L2 words and phrases than learners who are taught by pictures and other instructional materials (Macedonia, 2014), for which she concluded "… gestures is the key to enhance learning". Goksun et al. (as cited in Khalili, Rahmany, & Zarei, 2014) argued that in teaching, even adults use gestures to make themselves clear for the others. Further, Nation (1990) believed that the teacher may create meaning for the presented words mainly through verbal explanation, pictures, and demonstration. The latter includes everything that could be represented by the body including gesturing, miming, using postures- performing an action- and so on. In the same vein, Willis (2008) declared that as physical movements pump up vocabulary, they help us get in touch with words. She stated "If I am short of lesson time for vocabulary words, I act them out myself..."(p. 114); in other words, modeling helps teachers preserve and gain much time, with an accurate illustration of words meaning.

Conclusion

So far, the first section reviewed vocabulary definition, its importance in TEFL, and the main effective vocabulary teaching strategies. In the second section we casted light upon one important and effective vocabulary teaching strategy "Body Language"; which highlights its definition, its features, as well as its importance in learning EFL in general and vocabulary in particular.

After realizing that there is no doubt about the importance of vocabulary in ELT, many techniques and strategies have been emerged to adequately teach this fundamental component of language. Accordingly, the teaching strategy employed by the teacher would
depend on time availability, the content being taught, and the learner's interests and preferences.
CHAPTER TWO:
FIELD WORK
Chapter two: Field Work

Introduction

2.1. Description of the Research Design

2.1.1. Choice of the Method

2.1.2. The Sample

2.1.3. Research Design

2.1.3.1. The Experimental Design

2.1.3.1.1. Procedures

2.1.3.1.1.1. Pre-Testing

2.1.3.1.1.2. Treatment

2.1.3.1.1.2.1. Experimental Group Treatment

2.1.3.1.1.2.2. Control Group Treatment

2.1.3.1.1.3. Post-Testing

2.1.3.1.1.4. Scoring

2.1.3.2. The Descriptive Design

2.1.3.2.1. Description of the Questionnaire

2.1.3.2.2. Administration of The Questionnaire

2.2. Data Analysis / Statistical Analysis

2.2.1. Analysis and Interpretation of the Experiment

2.2.1.1. Experimental Group Vs. Control Group Scores on the Pre-Test

2.2.1.2. Control Group Post-Test Vs. Pre-Test Scores

2.2.1.3. Experimental Group Post-Test Vs. Pre-Test Scores

2.2.1.4. Experimental Group Vs. Control Group Scores on the Post-Test

2.2.1.5. Discussion of the Results

2.2.2. Analysis and Interpretation of Teachers' Questionnaire

2.2.2.1. Part One: Preliminary Information

2.2.2.2. Part Two: Vocabulary Teaching and Learning

2.2.2.3. Part Three: The Effect of Using Body Language on Vocabulary Acquisition
2.2.2.4. Discussion of the Results

Conclusion

Limitations of the Study

Pedagogical Implications and Recommendations

General Conclusion

References

Appendices

Appendix A: The Pre-Test and Post-Test

Appendix B: Phases of the Treatment Period

Appendix C: Teachers' Questionnaire

Résumé

الملخص
Introduction

This chapter is mainly devoted to the field work of this research, aiming at discovering whether or not using body language as a teaching strategy, from the very early stages, fosters middle school pupils' vocabulary acquisition. Nevertheless, it also, aims at discovering whether or not middle school teachers make use this strategy in their classrooms.

Hence, this chapter would be highlighting some procedures undertaken by this investigation starting by the method chosen, the sample being under investigation, description of the pre-test and post-test, description of the questionnaire, and concluding by the analysis of the data and the findings.

2.1. Description of the Research Design

2.1.1. Choice of the Method

In fact, the choice of the method highly depends on the nature of the subject being investigated, as well as, "...the suitability of the particular method to their research aims and questions" (Phakiti, 2014, p. 8). Accordingly, an experimental design is chosen as the main research tool to reveal the effect of using body language on middle school pupils' vocabulary acquisition. In addition to the experiment, a questionnaire is administered as a complementary research tool to discover whether or not middle school teachers use this strategy in their classrooms.

2.1.2. The Sample

The discussion from the previous chapter reveals the importance of vocabulary in learning a FL, and that teachers need to focus on this essential component from the very early phases of learning. Typically, this study is carried out on pre-intermediate EFL learners, specifically, second year middle school pupils at L'Aiouer L'Aid middle school in El Mahmel, Khenchela. Thus, the target population of this study is of sixty nine (69) pupils, since the number is not that large, we have decided to work on with the whole population as the sample. Unfortunately, everything went against our wish, because of administrative reasons and because pupils did not want to attend, we have worked with a limited number of pupils, sixteen (16) divided randomly regardless their age, gender, or abilities into two groups as experimental and control group.
Since this research seeks to discover whether or not body language is an effective vocabulary teaching strategy with young learners, we have chosen second year middle school pupils because they are beginners and the majority of them studied EFL for just one year.

2.1.3. Research Design

2.1.3.1. The Experimental Design

The current study is conducted with an experimental design to answer the research major question:

✓ Can body language help learners expand their English vocabulary stock?

The previous question, statistically speaking, is read:

Is there a significant difference in the English vocabulary repertoire of pupils who are taught vocabulary via body language and those who are taught via ordinary vocabulary teaching techniques?

Accordingly, the following hypotheses are formulated:

$H_1$: If pupils are taught vocabulary throughout their teachers' body language, then there would be a significant progress in their vocabulary learning.

$H_0$: If pupils are taught vocabulary throughout their teacher's body language then there would not be a significant progress in their vocabulary learning.

Hence, the two variables put under scope are:

- **The Independent Variable**: The Use of Body Language
- **The Dependent Variable**: Vocabulary Acquisition

In this respect, the experimental design is illustrated in the following figure:
2.1.3.1.1. Procedures

2.1.3.1.1.1. Pre-Testing

As a starting point of this study, both experimental and control group have been pre-tested to pave the ground to gauge pupils' actual level as related to the given words. The test was under the form of three (3) exercises: crossing the wrong word according to the picture, fill in the gaps, and definition matching. In the same vein, pupils were asked to do the exercises in thirty (30) minutes, where they have been informed that their scores are by no chance included in the school examination to make them feel at ease as well avoiding all sorts of cheating.

2.1.3.1.1.2. Treatment

After conducting the pre-test with both groups, there should be a treatment period. Actually, the treatment period lasted for six sessions, each session took ninety minutes (90) with both experimental and control group. The lesson content was the same for both groups; whilst, the type of the instruction was different.

2.1.3.1.1.2.1. Experimental Group Instruction

During the six sessions, the meaning of the vocabulary items presented was explained throughout the teacher's body language including: gestures, facial expressions,
eye contact, and body movements. Fortunately, we have been given the opportunity to teach both groups. In fact, vocabularies included in each lesson are basic words that learners need to know. Whenever introducing a new vocabulary item, the teacher first reads a dialogue or a passage then asks the pupils; for example: who can show me a rabbit? Learners, then, would respond via their bodies. In case the word is that ambiguous for the learners, the teacher him/herself responds with his/her body language. In fact, following this method learners interest, engagement, and understanding were highly increased. After acting out the word by every learner, someone as a volunteer writes the word on the board to ensure that they have learned both the meaning and the form of the word.

Table 2

*Experimental Group Sessions (see Appendix B)*

<table>
<thead>
<tr>
<th>Session</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The snake and the snail.</td>
</tr>
<tr>
<td>02</td>
<td>In the garden.</td>
</tr>
<tr>
<td>03</td>
<td>What a dirty hands!</td>
</tr>
<tr>
<td>04</td>
<td>In the beach.</td>
</tr>
<tr>
<td>05</td>
<td>My lost brother.</td>
</tr>
<tr>
<td>06</td>
<td>I have a flu.</td>
</tr>
</tbody>
</table>

2.1.3.1.2.2. Control Group Instruction

After carrying a classroom observation during three hours, to see pupils background knowledge, lessons of the treatment period were designed. The classroom observation helped us discover that the teacher relies most on guessing from the context while reading and listening, translation, and pictures to introduce new vocabulary items. In order to confirm our observation, we have asked the teacher about the techniques she uses to introduce a new vocabulary; her response came to confirm the classroom observation. Accordingly, the control group has been taught as usual, and mainly throughout listening and reading activities. They were asked to listen to a dialogue and respond to the questions,
fill in the gaps, or to do a cloze test activity (quite similar to fill in the gap activity where we provide them with the first two letters of the missing word).

Table 3

*Control Group Sessions (see Appendix B)*

<table>
<thead>
<tr>
<th>Session</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The snake and the snail.</td>
</tr>
<tr>
<td>02</td>
<td>In the garden.</td>
</tr>
<tr>
<td>03</td>
<td>What a dirty hands?</td>
</tr>
<tr>
<td>04</td>
<td>In the beach.</td>
</tr>
<tr>
<td>05</td>
<td>My lost brother.</td>
</tr>
<tr>
<td>06</td>
<td>I have a flu.</td>
</tr>
</tbody>
</table>

2.1.3.1.3. Post-Testing

The post-test was identical to the pre-test to see to what extent was the progress of both groups after the treatment by comparing the scores of the post-test with the scores of the pre-test.

2.1.3.1.4. Scoring

The test was out of twenty (20) points, and the same scoring measures were used in both tests. The first exercise, where learners are asked to cross the wrong word according to the picture, is out of five (5) points, five pictures each is on one point. The second exercise, a fill in the gap task, is out of seven (7) points, seven sentences each on one point. The third exercise, a matching table, eight (8) words to be matched with their definitions, each on one point.

2.1.3.2. The Descriptive Design (Teachers’ Questionnaire)

2.1.3.2.1. Description of the Questionnaire

As a complementary research tool, a questionnaire has been designed for middle school teachers aiming at discovering whether or not they use this strategy in vocabulary
teaching. The questionnaire is composed of seventeen questions divided into three parts (see appendix C). Part one consists of three questions (Q1-Q3), it seeks to gather general information about middle school teachers. Part two consists of seven questions (Q4-Q9), which seeks to find out how much vocabulary is important in teaching. Part three, the last part, consists of nine questions (Q10-Q17), it examines whether or not middle school teachers use this strategy to teach vocabulary, as well as, their views about its effect on vocabulary acquisition. In fact, some of these questions are dichotomous (Yes/No questions, gender), others are multiple choice questions, and there are also rating scale questions.

2.1.3.2.2. **Administration of the Questionnaire**

Actually, we have faced some resistance on the part of some directors, but at the end they have permitted us to administer the questionnaire. The administration of the questionnaire took place at El Mahmel, Khenchela, with middle school English teachers. The questionnaire was handed to all teachers, fifteen (15), but we have received only eleven copies.

2.2. **Data Analysis / Statistical Analysis**

2.2.1. **Analysis and Interpretation of the Experiment**

In this section, based on the research questions along with the research hypotheses, we are going analyze and interpret all the data obtained from both the pre-test and the post-test throughout statistical tool, mainly SPSS (Statistical Package for Social Sciences). In fact, this analysis is going to confirm or reject either hypotheses. To do so, two statistical procedures were used to see the significance of the difference between the means of both groups. The statistical procedures involves: a paired-samples t-test, used to compare the means of the pre-test and the post-test of the same group; an independent-samples t-test, used mainly to compare the mean scores between the experimental group and the control group (Phakiti, 2014, p. 202).

2.2.1.1. **Experimental Group Vs. Control Group Scores on the Pre-Test**
**Figure 08.** Experimental Group Vs. Control Group Scores on the Pre-Test

![Experimental Group Vs. Control Group Scores on the Pre-Test](image)

**Table 4**

*The Experimental Group Frequencies of the Pre-Test Scores*

<table>
<thead>
<tr>
<th>Learner</th>
<th>experimental group pre-test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.50</td>
<td>5.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
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<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 5

The Control Group Frequencies of the Pre-test Scores

<table>
<thead>
<tr>
<th>Learner</th>
<th>control group pre-test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.00</td>
<td>2.00</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Based on the frequency tables above and figure 08, we notice that the experimental group scores start at 2.5 as the lowest score and end at 12 as the highest score, and the most frequent score is 8. The control group scores, on the other hand, begin with 0 as the lowest value and end at 9.50 as the highest value, and 3 stands as the most frequent value.

For the total 16 scores, we end up with the following:

**Experimental Group:**

\[
\begin{align*}
2 \leq 6 & \rightarrow 25\% < 6 \\
6 \geq 6 & \rightarrow 75\% \geq 6
\end{align*}
\]

**Control Group:**

\[
\begin{align*}
4 \leq 6 & \rightarrow 50\% < 6 \\
4 \geq 6 & \rightarrow 50\% \geq 6
\end{align*}
\]

To be able to compare the results of the experimental group with those of the control group we have first to calculate the mean scores of both groups. In here, SPSS can do this in a mouse click.
From **table 06**, we notice that the experimental group with a mean $\bar{X}_E = 7.25$ outscored the control group with a mean $\bar{X}_C = 4.87$ on the pre-test. To see if the over scoring of the experimental group is because: they are better in level than the control group, or because of chance, we are going to do an independent samples t-test with SPSS, calculated at the probability 0.05 $\rightarrow$ confidence interval (90%).

**What is an Independent-Samples T-test?**

It is a test used to compare two mean scores of two different independent groups, to find out if the two tests performed by different participants are statistically significantly different from one another (Phakiti, 2014).

**Table 7**  
*Independent Samples t-Test of the Pre-test*
We notice that the mean difference between the experimental group and the control group on the pre-test is $\overline{d} = 2.37$ which is a slight difference that we need to see if it is due to differences in level or to chance.

In here, we have to compare the $P$-value calculated by the $t$-test with the $P$ we have set before (0.05). In case $P < \text{ (less than) } 0.05$; then, the over scoring is due to differences in level. If $P > \text{ (larger than) } 0.05$; then, the over scoring is due to chance.

Sig. (2-tailed), in the table, provides us with the $P$-value.

$P = 0.14$

$0.14 > 0.05$

Hence, $P > 0.05$ which proves that there is no significant statistical difference between both groups in the pre-test, and that the over scoring of the experimental group is due to chance.

2.2.1.2. Control Group Post-Test Vs. Pre-Test Scores

Figure 9. Control Group Post-Test Vs. Pre-Test Scores
Table 8

*The Control Group Frequencies of Pre-test Scores*

<table>
<thead>
<tr>
<th>Learner</th>
<th>0.00</th>
<th>2.00</th>
<th>3.00</th>
<th>6.00</th>
<th>7.00</th>
<th>8.50</th>
<th>9.50</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Table 9

*The Control Group Frequencies of Post-test Scores*

<table>
<thead>
<tr>
<th>Learner</th>
<th>6.00</th>
<th>6.50</th>
<th>7.50</th>
<th>8.00</th>
<th>9.00</th>
<th>10.00</th>
<th>12.00</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Tables 08-09 and figure 09, show that scores of the pre-test start at 0, as the lowest score, and end at 9.5, the highest score, with 3 as the most frequent score. However scores of the post-test begin with 6 and end at 12 as the highest and the most frequent score.

From 16 scores, we have the following:
Pre-Test:

\[ 4 < 6 \quad \rightarrow \quad 50\% < 6 \]
\[ 4 \geq 6 \quad \rightarrow \quad 50\% \geq 6 \]

Post-Test:

\[ 0 < 6 \quad \rightarrow \quad 0\% < 6 \]
\[ 8 \geq 6 \quad \rightarrow \quad 100\% \geq 6 \]

In order to check whether or not the control group, taught throughout usual techniques, has improved we need to calculate the means of both the pre and post-test.

Table 10

<table>
<thead>
<tr>
<th></th>
<th>control group pre-test</th>
<th>Control group post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.8750</td>
<td>8.8750</td>
</tr>
</tbody>
</table>

Form the table above (Table 10), we notice that the calculated pre-test mean is \( \overline{X}_{\text{pre}} = 4.87 \), and the calculated post-test mean is \( \overline{X}_{\text{post}} = 8.87 \). To find out if usual vocabulary teaching techniques helped learners acquire new vocabulary, we have to calculate the mean difference we take 4.87 and subtract it from 8.87:

\[
\overline{X}_{\text{post}} - \overline{X}_{\text{pre}} = d
\]

\[
8.87 - 4.87 = 4
\]

\[
\overline{d} = 4
\]

We can deduce that there is a slight improvement, the mean difference is 4, but still they did not reach the average which is 10.

2.2.1.3. The Experimental Group Post-Test Vs. Pre-Test Scores
Figure 10. The Experimental Group Post-Test Vs. Pre-Test Scores

![Chart showing the Experimental Group Post-Test Vs. Pre-Test Scores.](chart.png)

<table>
<thead>
<tr>
<th>Learner</th>
<th>2.50</th>
<th>5.00</th>
<th>6.50</th>
<th>7.50</th>
<th>8.00</th>
<th>8.50</th>
<th>12.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 12

*Experimental Group Frequencies of Post-Test Scores*

<table>
<thead>
<tr>
<th>Learner</th>
<th>experimental group post-test</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.50</td>
<td>10.50</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

From the total 8 scores, we have:

**Pre-Test:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 6</td>
<td>2</td>
</tr>
<tr>
<td>≥ 6</td>
<td>6</td>
</tr>
</tbody>
</table>

2 < 6 → 25% < 6
6 ≥ 6 → 75% ≥ 6

**Post-Test:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 6</td>
<td></td>
</tr>
<tr>
<td>≥ 6</td>
<td>8</td>
</tr>
</tbody>
</table>

0 < 6 → 0% < 6
8 ≥ 6 → 100% ≥ 6

From frequency tables above and figure 10, we can see that scores of the pre-test start from 2.5, the lowest score, and stop at 12, the highest scores, who is only one pupil has got the average > 10. Scores of the post-test, on the other hand, start with 7.5, the lowest value, and end at 17, the highest value, which is the most frequent score, and we have 7 pupils got the average >10.

To see if there is an improvement between the two tests, we have to calculate the mean difference $\overline{d}$, but first we have to calculate the means of both tests:
We notice that there is a noticeable improvement, from the pre-test with a mean $\bar{X}_{pre} = 7.25$, to the post-test with a mean $\bar{X}_{post} = 13.37$. In here, the mean difference is $\overline{d} = 6.12$. Thus, there is a difference that we need to see whether it is statistically significant or not by means of a paired samples t-test with SPSS.

**What is a Paired Samples t-test**

A paired-samples t-test is a type of t-test used mainly to compare results of a pre-test, administered prior to treatment period, and post-test, administered after the treatment, to discover if there is a statistical significant difference between two tests performed by the same participants.

Table 14

*A Paired Samples T-test of the Experimental Group*

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>90% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>experimenta l group post-test - experimenta l group pre-test</td>
<td>6.1250</td>
<td>5.33687</td>
<td>1.88687</td>
</tr>
</tbody>
</table>
We set a $P$-value of 0.05 which implies that there is 5% chance that the null $H_0$ hypothesis is correct. Typically, the $P$-value is related to the confidence interval which is set to be 90%, that we are comfortable with when rejecting the $H_0$ hypothesis.

$P < 0.05$ then there is a statistical significant difference between the two means; and then, the null $H_0$ hypothesis would be rejected and $H_1$ would be accepted.

$\text{Sig. (2-tailed)} = 0.01$

$(P) 0.01 < 0.05$

According to the paired-samples t-test analysis, it was found that there is a statistically significant difference between the pretest and posttest scores $t(7) = 3.24, P < 0.05, P = 0.01$. The finding indicates that using body language as a teaching technique helped increase the participants' vocabulary acquisition. Hence, $H_0$ is rejected and $H_1$ hypothesis is accepted.

2.2.1.4. The Experimental Group Vs. The Control Group Scores on the Post-Test

Figure 11. The Experimental Group Vs. The Control Group Scores on the Post-Test
Frequency tables set before and figure 11, show that the experimental group achieved significant higher scores than the control group. The experimental group post-test mean $\bar{X}_{\text{post-exp}} = 13.37$ is much more higher than the control group post-test mean $\bar{X}_{\text{post-con}} = 8.87$

Table 15
Means

<table>
<thead>
<tr>
<th></th>
<th>Experimental group post-test</th>
<th>Control group post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>13.3750</td>
<td>8.8750</td>
</tr>
</tbody>
</table>

For the total 16 scores, we have the following:

**Experimental Group:**

0 < 6 $\longrightarrow$ 0% < 6

8 ≥ 6 $\longrightarrow$ 100% ≥ 6

**Control Group:**

0 < 6 $\longrightarrow$ 0% < 6

8 ≥ 6 $\longrightarrow$ 100% ≥ 6

That is to say, all pupils got scores more than 6 in both groups.

For the sake of proving that there is a statistical significant difference between scores of the post-test of both groups, we apply an independent-samples t-test.
### Table 16

*An Independent-Samples t-test on Post-test Scores*

| t-test for Equality of Means | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 90% Confidence Interval of the Difference |
|-----------------------------|--|--|--|----------------|------------------|-----------------------|-----------------------------------------|
| Equal variances assumed     | 3.13 | 14 | .007 | 4.50000 | 1.43769 | 1.96777 | 7.03223 |
| Equal variances not assumed | 3.13 | 12.43 | .008 | 4.50000 | 1.43769 | 1.94513 | 7.05487 |

From the table above (Table 15), we notice that the mean difference of both groups is $\bar{d} = 4.50$, which indicates that there is a difference between both groups, that we need to see if it is statistically significant difference. In this case, Sig. (2-tailed) provides us with the probability, the *P*-value:

**Sig. (2-tailed) = 0.00**

**P = 0.00**

0.00 < 0.05

**P < 0.05**

In here, we can say that the mean score between both groups is significantly different, which indicates that we do have evidence that body language has a significant effect on middle school pupils vocabulary acquisition at the **alpha = 0.05** level. Thus, the null $H_0$ hypothesis is rejected.

Since it is a *t*-test, we need to compare the $t_{calculated}$ with the $t_{critical}$. The calculated *t*-value is calculated by SPSS in the table above (Table 16). However, the critical *t*-value is available in *t* distribution critical values.
\[ t_{\text{calculated}} = 3.13 \]

\[ t_{\text{critical}} = 1.76 \]

\[ t_{\text{calculated}} > t_{\text{critical}} \ (3.13 > 1.76) \]

These results foster our findings with the \( P \)-value which show that both groups are significantly different from each other, and that the experimental treatment does have a significant effect on learners' vocabulary acquisition. Therefore, the alternative \( H_1 \) hypothesis is accepted and the null \( H_0 \) hypothesis is rejected.

In order to see the effectiveness of body language as a teaching technique, the manipulated independent variable, on middle school pupils' vocabulary acquisition, we need to calculate Cohen's \( d \) to see the effect size, which will provide us with the effect of the experimental treatment. Phakiti (2014), believed that "Good experimental research incorporates an effect size in interpretations and discussion of findings" (p. 204). Cohen's \( d \) measures the distance that exists between the experimental group and the control group in terms of how many standard deviations the experimental group has shifted from the control group, since they were in the same level in the pre-test.

Table 17

*Means and Standard Deviations*

<table>
<thead>
<tr>
<th></th>
<th>Experimental group post-test</th>
<th>Control group post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Valid</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>13.3750</td>
<td>8.8750</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.34611</td>
<td>2.31069</td>
</tr>
</tbody>
</table>

\[ d = \frac{\overline{X}_{\text{exp}} - \overline{X}_{\text{con}}}{S_{\text{average}}} \]

\[ d = 13.37 - 8.87 / 3.34 + 2.31/2 \]

\[ d = 4.5 / 2.82 \]
\[ d = 1.59 \]

Phakiti argued "\(d\)-values of 0.2, 0.5 and 0.8 indicate small, medium and large effect sizes, respectively" (p. 205). Thus, \(d = 1.59 > 0.8\) indicates a very large effect size of the experimental treatment.

It is found that there is a statistically significant difference between the two groups, \(t(14) = 3.13, P = 0.00\), Cohen's \(d = 1.59\), large effect size. The experimental group (taught via body language) outperform the control group (taught via ordinary techniques) on vocabulary acquisition (i.e. the mean difference was \(\bar{d} = 4.50\)). According to Cohen (1992), as the Cohen’s \(d\) effect size is large, the experimental treatment is effective in improving students' vocabulary acquisition. On the basis of this independent-samples \(t\)-test, we conclude that there is a statistically significant difference between the two groups after the experiment.

2.2.1.5. Discussion of the Results

The current study is an attempt to investigate the research aim to discover the effect of using body language as a teaching strategy on middle school pupils' vocabulary acquisition. Typically, the question raised in this context: Can body language help learners expand their English vocabulary stock?

Accordingly, to answer the research previous question, two hypotheses were put forward:

\[ H_1: \] If pupils are taught vocabulary throughout their teachers' body language, then there would be a significant progress in their vocabulary learning.

\[ H_0: \] If pupils are taught vocabulary throughout their teachers' body language, then there would not be a significant progress in their vocabulary learning.

Data analysis and interpretation prove that the manipulated independent variable, Body Language, has a significant effect on enhancing middle school learners' vocabulary acquisition. Typically, this indicates that \(H_1\) is accepted, yet \(H_0\) is rejected.

By means of descriptive statistics, we have proved that the over scoring of the experimental group in the pre-test with \(\bar{X}_{\text{exp}} = 7.25\), \(\bar{X}_{\text{cont}} = 4.83\) with a mean difference \(\bar{d} = 2.37\) was just due to chance, and that participants of both groups, before the treatment, have the same knowledge of the target vocabulary items. However, after being exposed to the words via body language, with the experimental group, and via ordinary vocabulary teaching techniques, with the control group, both groups show an improvement, \(\bar{X}_{\text{exp}} = 13.37\) for the experimental group which is significantly different from the control group.
mean score $\overline{X}_{cont} = 8.87$. The independent samples t-test reveals that the $P$-value $0.00 < 0.05$, and $t_{\text{calculated}} > t_{\text{critical}}$ (3.13 > 1.76) which leads us to confirm the alternative hypothesis and reject the null hypothesis. Nevertheless, the calculated Cohen's the Effect size $d = 1.59$ indicates that the experimental treatment, teaching vocabulary using body language, does have a very large positive effect on vocabulary acquisition. Therefore, these findings prove that using body language as a teaching strategy is significantly effective than the casual vocabulary teaching strategies.

2.2.2. Analysis and Interpretation of Teachers' Questionnaire

2.2.2.1. Part One: Preliminary Information

Q1: Gender

Figure 8. Gender

This question describes the chosen sample, which, from Figure 08, seems crystal clear that the great majority of teachers are females 72.73%, while 27.27% are males. This divergence might be due to the fact that females prefer the teaching profession; males prefer to get in the army forces or other jobs rather than teaching.

Q 02: Degree (s) held:

a. BA (Lisence)
b. MA (Master)
c. ENS
d. Teacher trainer

Figure 9. Teachers’ Qualification

From the figure above, we observe that most teachers 81.82% have the BA (Lisence) degree, while only 18.18% are teacher trainers. On the other hand, 00% have a MA (Master) degree.

Q 03: How long have you been teaching English at the middle school?
   a. 0 – 5
   b. 5 – 10
   c. 10 – 15
   d. More than 15
Figure 10. Years of English Teaching Experience

This figure shows that 36.36% of teachers have from 0 – 5 years of teaching experience. A small portion 9.09% of teachers have an experience from 5 – 10 years; no one of our sample has an experience from 10 – 15 years. Fortunately, most teachers 54.55% have more than 15 years teaching experience; which would help us get valid results thanks to their experience in English teaching because they know learners better than other teachers do.

2.2.2.2. Part Two: Vocabulary Teaching and Learning

Q 04: Which language aspect is more difficult for you to teach?
   a. Vocabulary
   b. Grammar
   c. Pronunciation
The majority of teachers 45.45% face difficulties in teaching pronunciation, may be because pronunciation is not that much emphasized in the teaching curriculum. 36.36% of teachers find it difficult to teach the grammar of the language. However, only 18.18% of teachers find obstacles in teaching vocabulary, may be these teachers are more aware about how important vocabulary is, they know that neither pronunciation nor grammar would be used effectively if vocabulary is absent.

**Q 05:** Which language aspect is more challenging for your learners to acquire?

a. Vocabulary  
b. Grammar  
c. Pronunciation
From the figure, it seems quite clear that learners find difficulties to learn the pronunciation and the grammar of the language, 36.36% of teachers see that it is grammar, and 36.36% of teachers believe that it is pronunciation. Whilst, 27.27% of teachers see that vocabulary is the more challenging aspect for their learners to be learned.

**Q 06:** In your opinion, which one should be given more attention while teaching?

a. Grammar  

b. Vocabulary  

c. Both
The large portion with 72.73% argued that attention should be given to both language aspects; vocabulary and grammar. However, only 18.18% of teachers selected vocabulary; yet, 9.09% of teachers selected grammar. This divergence is due to many reasons which are going to be illustrated throughout the next question.

Q 07: Whatever your choice, please specify?

Teachers who have selected grammar argued that learners are paying more attention to grammar to make accurate sentences. Those who selected that it is vocabulary which should be emphasized, asserted that vocabulary fosters learners reading and listening comprehension. Moreover, learning new vocabulary items, makes learners feel themselves improving in L2 learning. The largest proportion of the sample declared that vocabulary and grammar are two faces of the same coin. They believed that grammar helps learners use the vocabulary that they have appropriately in a sentence, and vocabulary gives a meaning to their sentences, and without vocabulary learners will not be able to
build any comprehensible sentence. Besides, they claimed that both grammar and vocabulary are complementary to build up learners' language.

Q 08: Do you think that vocabulary must be taught intensively?
   a. Yes
   b. No

Figure 14. Intensive Teaching of Vocabulary

From figure 14, 90.91% of teachers believed that vocabulary must be learned intensively. However, only 9.09% argued that it should not be learned intensively. It seems that the large portion of teachers are aware of the crucial, indispensable role of vocabulary in L2 learning.

Q 09: How do you evaluate your learners stock of English vocabulary?
   a. Rich
   b. Moderate
   c. Poor
   d. Very poor
As an evaluation of learners' English vocabulary stock, 27.27% of teachers were confident that their learners' vocabulary repertoires are rich. A considerable number of teachers 63.64% evaluated their learners' vocabulary knowledge to be moderate. Only 9.09% of teachers opted for the third choice as having a poor vocabulary stock. Accordingly, middle school learners' English vocabulary stock at El mahmel is said to be moderate.

2.2.2.3. Part Three: The Effect of Using Body Language on Vocabulary Acquisition

Q 10: According to you, which aspect of vocabulary knowledge is the most difficult for your learners to acquire?
   a. Word meaning
   b. Word form
This question aims at revealing which aspect is more difficult than the other because body language illustrates much more word meaning. Here, 63.64% of teachers argued that word meaning is more difficult for learners to acquire. However, 36.36% believed that it is word form is the most difficult for their learners to acquire.

Q 11: In your opinion, which technique do you use and seems to be the most effective to teach the meaning of vocabulary items?

- a. Pictures
- b. Guessing from context
- c. Definitions
- d. Synonyms
- e. Antonyms
- f. Gestures
- g. Facial expressions
- h. Eye contact
- i. Body movements

- Always □ Sometimes □ Rarely □
Table 18  
*Effective Vocabulary Teaching Techniques Used by Teachers*

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures</td>
<td>90.9%</td>
<td>9.1%</td>
<td>00%</td>
</tr>
<tr>
<td>Gessing from context</td>
<td>45.5%</td>
<td>54.5%</td>
<td>00%</td>
</tr>
<tr>
<td>Definitions</td>
<td>36.4%</td>
<td>36.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Synonyms</td>
<td>45.5%</td>
<td>45.5%</td>
<td>9%</td>
</tr>
<tr>
<td>Antonyms</td>
<td>45.5%</td>
<td>45.5%</td>
<td>9%</td>
</tr>
<tr>
<td>Gestures</td>
<td>81.8%</td>
<td>18.2%</td>
<td>00%</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>36.4%</td>
<td>36.4%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Eye contact</td>
<td>45.5%</td>
<td>36.4%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Body Movement</td>
<td>90.9%</td>
<td>9.1%</td>
<td>00%</td>
</tr>
</tbody>
</table>

The table above illustrates how much teachers use some major vocabulary teaching techniques proposed by scholars and educators, which are believed to facilitate the process of vocabulary acquisition. Pictures are used always by 90.9% of teachers, and used sometimes by 9.1% of teachers. Guessing from context is used always by 45.5% of teachers, and sometimes by the majority of teachers (54.5%). Definitions are used always
and sometimes by two similar proportions 36.4% and it is rarely used by the rest 27.3% of teachers. Synonyms and antonyms, as techniques to teach vocabulary, are used always by 45.5% of teachers, and sometimes by 45.5% as well, but they are rarely used by 9% of teachers. Gestures, as a feature of body language, is used always by the great large portion of teachers in vocabulary teaching (81.8%), and used sometimes by 18.2% of teachers. In fact, approximately equal portions of teachers make use of facial expressions and eye contact always, sometimes, and rarely. Body movement is always opted for by 90.9% of teachers, and used sometimes by the rest 9.1%. Results of this question demonstrate that body language, with its different features including gestures, eye contact, body movement, is highly opted for by teachers in ELT, especially to teach word meaning which is an aspect of vocabulary knowledge needed to ensure vocabulary acquisition.

Q 12: Do you use your body language (gestures, eye contact, facial expressions, body movements) to make the meaning of words clearer?

a. Yes
b. No

Figure 17. Use of Body Language
The aim of this question is to see whether or not teachers use body language in their teaching, especially in vocabulary teaching. The results obtained from figure 17 above demonstrated that 100% of teachers make use of their body language to explain word meaning. In fact, young learners need something realistic and concrete, and by means of the teacher's body language abstract and ambiguous words would appear real for them. In this respect, the use of body language indicates that there is no doubt concerning its effectiveness as vocabulary teaching technique that helps learners enrich their English vocabulary repertoires.

**Q 13:** If "Yes", how often do you use them?

- a. Very often
- b. Often
- c. Sometimes
- d. Almost never
- e. Never

**Figure 18.** How Often Body Language is Used
The majority of teachers (45.45%) often use body language and 36.36% of teachers use it very often to teach vocabulary. Moreover, 18.18% of them use it sometimes. This results illustrate that body language is highly opted for by middle school teachers in ELT, in general, and vocabulary teaching, in particular.

Q 14: Are your learners engaged when your body language is at work?

a. Yes
b. No

Figure 19. Body Language and Learners' Engagement

The aim behind asking this question, is to see teachers' views about the effect of body language in raising learners' engagement in the learning process. In here, 100% of teachers claim that learners are more likely to be engaged when their body language is at work. According to Scott and Yetreberg (1990), most young learners like to be involved in activities, especially physical activities, which seem to attract their interest; the reason why they are engaged in the learning process when their teachers' body language is at work. Therefore, it is a matter of interest.
Q 15: If "Yes", learners engagement in the learning process indicates vocabulary acquisition:

a. Strongly agree  
b. Agree  
c. Neither agree nor disagree  
d. Disagree  
e. Strongly disagree

Figure 20. Engagement and Vocabulary Acquisition

Here, we want to figure out whether the engagement emerged by means of the teacher's body language fosters learners' vocabulary acquisition. 36.36% of teachers strongly agree that learners' engagement implies vocabulary acquisition. Besides, 63.64% agreed upon the relationship between vocabulary acquisition and learners' engagement in the learning process.
Q 16: To what extent opting for physical activities is useful to foster learners' vocabulary acquisition?

   a. Very useful
   b. Useful
   c. Somehow
   d. Not much

**Figure 21. Usefulness of Physical Activities**

![Usefulness of Physical Activities](image)

From the figure above, it is obvious that middle school teachers are highly aware of the importance of demonstration; including gestures, body movements and so on. 36.36% of teachers claimed that opting for physical activities is very useful to foster vocabulary acquisition. 63.64% of teachers argued that physical activities are useful when it comes to vocabulary acquisition.

Q 17: Any further suggestion?

For this question, only three teachers out of eleven responded in relation to the topic. They believed that teaching vocabulary or grammar effectively to learners needs
much time and a lot of means. Besides, they believed that learners should learn by
themselves, since the role of the teacher is to be a guide to show them how to learn.
Moreover, they asserted that body language has a pivotal role in facilitating the learning
process in general and vocabulary acquisition in particular.

2.2.2.4. Discussion of the Results

The questionnaire's main objective is to discover whether or not middle school
teachers make use of body language as a teaching strategy or not. Besides, it seeks to
answer the research secondary question:

- Do teachers use body language as a teaching strategy to help learners
  acquire new vocabulary?

From Q3, it seems that the majority of teachers who have responded to the
questionnaire are experienced teachers having more than fifteen years teaching experience.
Therefore, their views are said to be reliable. From Q4, Q5, and Q6, we can say that some
teachers find it difficult to teach vocabulary as it is one of the challenging aspects for their
learners to be acquired. That is why, both vocabulary and grammar should be given more
attention while teaching because they are complementary to each other. Q9, gives us a
general evaluation of learners' vocabulary repertoires which are said to be moderate.
Q11, Q12, and Q13, the core of the questionnaire as they answer the research secondary
question, they depict the techniques teachers make use of to illustrate word meaning. Here
different features of body language, including gestures and body movements, are opted for
by the EFL teachers to make the meaning of words clearer. In fact, all respondents argued
that they make use of their body language to teach vocabulary. Q16 highlights the
usefulness of physical activities to foster vocabulary acquisition. In a nutshell, the
questionnaire demonstrates that middle school teachers do use body language as a teaching
technique because they consider it as being that much useful to help their learners acquire
new vocabulary.

Conclusion

So far, this chapter illustrated the practical framework in which we have seen the
actual manipulation of body language on middle school pupils' vocabulary acquisition.
Results deduced from the experiment and the questionnaire show that the alternative
hypothesis is accepted and the null hypothesis is rejected. These findings, also, prove that
gestures, body movements, facial expressions have a crucial role on students learning. Therefore, body language should be opted for by EFL teachers to facilitate the process of vocabulary acquisition for EFL learners.
Limitations of the Study

Along with the attempt to investigate the effect of using body language on middle school pupils' vocabulary acquisition and fulfilling the research aims, we have faced many deficits and obstacles. Actually, we have faced resistance on the part of the learners who did not want to attend the sessions. That is why, we worked with a very limited number of pupils (16). Concerning the questionnaire, not all teachers accepted to answer the questionnaire, the reason why we have, hardly, received eleven (11) copies from fifteen (15) administered questionnaires.

Pedagogical Implications and Recommendations

Results obtained from the present study prove that body language as a teaching strategy has a significant positive impact on fostering middle school pupils' vocabulary acquisition. Typically, this implies the following:

- There was a significant progress in the English vocabulary repertoires of pupils taught throughout body language. It is proved by the current study that this strategy is that much effective that EFL teachers need to make use of in teaching EFL.
- When learners are asked to perform something; for example, to jump, to dance, to sing...etc., this would help the teacher minimize or prevent classroom misbehavior and boredom.
- Adopting body language as a teaching strategy from the very early stages of learning helps learners develop their critical thinking by trying to relate what is being performed with the correspondent word.
- Body language helps the teacher ensure learners involvement in the learning process.

After conducting the research and discovering the positive effect of body language in the educational setting, we recommend further researches on the following:

- The effect of physical activities on academic performance and success in school.
- The effect of body language on teaching the present continuous.
- The effect of physical activities on minimizing misbehavior and raising learners engagement.
The effect of body language on resolving ambiguity and fostering listening comprehension.

- Fostering long-term memory throughout gestures.
- Facilitating speech production by gestures.

We suggest that, teachers would better gesture creatively to foster their learners' critical thinking.

**General Conclusion**

Along with teaching EFL, vocabulary teaching had been highlighted, during the last decades, to be one of the credential language aspects that should be focused on. Typically, this investigation casted light upon the effectiveness of using body language as a teaching strategy on vocabulary acquisition with pre-intermediate learners. In this respect, this study was carried out with the purpose to reach the research three aims. Typically, sixteen (16) middle school pupils were chosen and divided randomly into two groups as the experimental and the control group to present the sample for the experiment. The main purpose behind carrying out an experiment was to see the effect of using body language on middle school pupils' vocabulary acquisition. Besides, eleven (11) middle school teachers were chosen randomly as the sample to answer the questionnaire in order to discover whether or not middle school teachers use this strategy in vocabulary teaching. Accordingly, with reference to the statistical findings, it is proved that middle school pupils' vocabulary acquisition is significantly fostered by means of the implementation of the targeted strategy. In the same vein, the questionnaire revealed that middle school teachers make use of this teaching technique while teaching vocabulary. Finally, this investigation provides us with an insight that body language is that much important in the whole teaching process.
References:


Cambridge Advanced Learners' dictionary & Thesaurus. Cambridge University Press.


[www.learnersdictionary.com](http://www.learnersdictionary.com)
Appendices

Appendix A: The Pre-Test and Post-Test

Name: ...........................................  Mark: .................

Group: ........................................

Exercise 01: Cross ☓ the wrong word.

He is smiling / laughing.

He is screaming / speaking.

It is a cat / a rabbit.

He is coughing / sneezing
Exercise 02: Fill in the gaps with the appropriate word: ( snake – flu – kissing - crying – knock - frightened - faster – dirty – washed - fever)

1- Sally …………. her hands Because they are …………. .

2- The ………………. Moves ………………. Than the snail.

3- My brother started ………………. because he was …………………….. .

4- Aspirin is a medicine that cures some illnesses like………………. and ………………. .

5- I love ……………….. little babies .

6- I heard a ………………. on my door.

Exercise 03: Match each word with its definition.

<table>
<thead>
<tr>
<th>1- Slow (adj)</th>
<th>a- Not dirty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2- Clean (adj)</td>
<td>Quick , not slow.</td>
</tr>
<tr>
<td>3- To Jump (v)</td>
<td>Taking a long time to move.</td>
</tr>
<tr>
<td>4- Fast (adj)</td>
<td>Expression of the face, showing happiness.</td>
</tr>
<tr>
<td>5- To smile (v)</td>
<td>To move quickly off the ground by pushing yourself with your legs and feet.</td>
</tr>
<tr>
<td>6- Dizzy</td>
<td>When the air comes out from the nose and mouth.</td>
</tr>
<tr>
<td>7- To sneeze</td>
<td>To put your arms round somebody.</td>
</tr>
<tr>
<td>8- To hug</td>
<td>Feeling unbalanced with a tendency to fall.</td>
</tr>
</tbody>
</table>
Appendix B: Phases of the Treatment Period

Session 01:

Pupils would listen to the dialog; then, they would try to complete the sentences.

**The Snake**: Hi friends, how are you doing?

**The Snail and the Turtle**: We are fine thanks, hey, you move so fast!

**The Snake**: hhh (laughing), and you move too slowly.

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher with his body, performs the action of moving slowly and fast. Later, the teacher asks the pupils to perform the actions. Then, the teacher asks them: Who can show me the Snake, Turtle, Snail? Here learners are going to respond to the question using their bodies. Besides, the teacher asks them to show him other animals that move slow and others that move fast to ensure that they have grasped the meaning of the presented items.</td>
<td>Learners would try to guess the meaning from the context as usual, providing them with definitions, synonyms, antonyms, or translation to L1. Later, the teachers asks the learners to give him examples of animals that move slowly and fast and putting them in a sentence.</td>
</tr>
</tbody>
</table>

To make sure that learners grasped both the meaning and the form of the word, the teacher asks them to complete the following sentences:

The Snail moves…………………….

The Snake moves…………………….

The Turtle moves…………………….
**Session 02:**

Listen to the dialog, then answer the questions.

**Sally:** Hello Mum!

**Mother:** Hi! Where are you sweetie?

**Sally:** I am in the garden … Aaaaaahhhh (Sally is screaming)!!!

**Mother:** what’s up? Sally, Sally…

**Sally:** I see a Rabbit … It is jumping!

**Mother:** Don't worry sweetie, He is a cute animal.

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before answering the questions, the teacher asks the pupils: Who can show me a rabbit? Who can jump like a rabbit? Who can scream like Sally? For which learners would respond via their bodies.</td>
<td>Learners would guess the meaning from the context. The teacher asks the learners: give me other animals that jump like the rabbit. Here, learners would respond verbally.</td>
</tr>
</tbody>
</table>

After listening to the dialog, learners would answer the questions:

1- Where is Sally?
2- What did Sally see?
3- What happened to her?
**Session 03:**

Listen to the dialog:

**Mother:** Sally! Where were you?

**Sally:** I was playing Mum!

**Mother:** Show me your hands … uuuuh … so dirty… go and wash them.

**Sally:** I washed my hands Mummy, look … they are clean.

**Mother:** Nice honnie.

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers makes his hands dirty, show them to the learners saying: such a dirty hands! Then the teacher is going to wash his hands in front of the pupils saying: I am washing my hands … look, they are clean now. Later the teacher asks the pupils: who can wash his hands?</td>
<td>The teacher draws dirty and clean hands on the board, after listening to the dialog, to help learners get the meaning from the context.</td>
</tr>
</tbody>
</table>

After listening to the dialog, the teacher asks the learners to complete the following statements:

1- Hand of Sally are ............... .
2- What did Sally do to clean her hands?
3- Now hands of Sally are ............... .
**Session 04:**

The teacher asks the learners: Have you ever went to the beach?

The learners with the help of the teacher would draw the beach on the board.

The teacher reads the following passage for the learners:

During the last summer holidays, we went to the beach. I was so happy, I was smiling and laughing because I like swimming. My little brother started crying, he was so frightened because he cannot swim.

After listening to the passage, the teacher asks the learners to fill in the gaps:

1- Sally was sm…………. And lau…………… .
2- Sally likes sw……………. .
3- Her brother started cr…………. .
4- He is fr……………. Because he cannot sw……………. .

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>While reading the passage, the teacher acts out with his body each new vocabulary item. Later, The teacher gives commands to the learners: you smile, cry, laugh, be frightened, swim.</td>
<td>From the drawing and the definitions provided, learners are supposed to guess the meaning from the context.</td>
</tr>
</tbody>
</table>
Session 05:

Read and observe the following passage:

When I was watching the TV, someone knocked the door. I opened the door … It was my brother, I hugged him and kissed him a lot because I miss him.

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reading the passage, the teacher asks the learners to kiss and hug one another. Later, he asks them to perform the act of watching the TV, knocking the door, then kissing and hugging.</td>
<td>The highlighted words are explained by the teacher throughout definitions or translation.</td>
</tr>
</tbody>
</table>
**Session 06:**

Listen to the following dialog:

**Patient:** Hi doctor!

**Doctor:** Hello Sir, what's up?

**Patient:** Well, you see I am shaking because of fever and I am so dizzy.

**Doctor:** Oh! I see, do you cough a lot and sneeze?

**Patient:** Yes, especially in the morning.

**Doctor:** Do not worry, you are just having a flu, everything would be alright with medicines.

**Patient:** Hopefully doctor, thanks a lot.

**Doctor:** Most welcome, may God bless you.

After listening to the dialog, learners would answer the following questions:

1. What is going on with the patient?
2. When you have a flu, what happens to you?
3. Do you take medicines? Like what?

<table>
<thead>
<tr>
<th>The Experimental group procedures</th>
<th>The Control group procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>While reading the dialog the teacher performs the new words via his body language. Learners are asked perform the dialog.</td>
<td>The new words are explained by the teacher, mainly throughout definitions.</td>
</tr>
</tbody>
</table>
Appendix C: Teachers' Questionnaire

Dear teacher,

This questionnaire is an attempt to collect the needed data for completing a part of a research study. It seeks at examining whether the use of body language as a teaching technique helps learners' to acquire new vocabulary or not. I would be so thankful for your collaboration. Be sure that the information will not be disclosed and will be used only for research and educational purposes. Therefore, I would like you to answer these questions by ticking the appropriate box, and justify whenever required.

Again thank you for your collaboration

Miss HARRATH Sarra
Faculty of Letters and Languages
Department of English
Laarbi Ben Mhidi University
Part one: Preliminary information

1. Gender:
   a. Male  
   b. Female  

2. Degree(s) held:
   a. BA (License)  
   b. MA (Master)  
   c. ENS  

3. How long have you been teaching English at the middle school?
   a. 0 – 5  
   b. 5 – 10  
   c. 10 – 15  
   d. More than 15  

Part two: Vocabulary in teaching and learning

4. Which language aspect is more difficult for you to teach?
   a. Vocabulary  
   b. Grammar  
   c. Pronunciation  

5. Which language aspect is the more challenging for your learners to acquire?
   a. Vocabulary  
   b. Grammar  
   c. Pronunciation  

6. In your opinion, which one should be given more attention while teaching?
   a. Grammar  
   b. Vocabulary  
   c. Both  

7. Whatever your choice, please clarify?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………….. 

8. Do you think that vocabulary must be taught intensively?
   a. Yes  

9. How do you evaluate your learners stock of English vocabulary?
   a. Rich
   b. Moderate
   c. Poor
   d. Very poor

Part three: The effect of using body language on vocabulary acquisition

10. According to you which aspect of vocabulary knowledge is the most difficult for your learners to acquire?
   a. Word meaning
   b. Word form

11. In your opinion, which technique do you use and seems to be the most effective to teach the meaning of vocabulary items?
   a. Pictures
   b. Guessing from context
   c. Definitions
   d. Synonyms
   e. Antonyms
   f. Gestures
   g. Facial expressions
   h. Eye contact
   g. Body movements

12. Do you use your body language (gestures, eye contact, facial expressions, body movements) to make the meaning of words clearer?
   a. Yes
   b. No

13. If "Yes", how often do you use them?
   a. Very often
   b. Often
   c. Sometimes
   d. Almost never
   e. Never

14. Are your learners engaged when your body language is at work?
15. If "Yes", learners engagement in the learning process indicates vocabulary acquisition:
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

16. To what extent opting for physical activities is useful to foster learners' vocabulary acquisition?
   a. Very useful
   b. Useful
   c. Somehow
   d. Not much

17. Any further suggestion?

........................................................................................................................................
........................................................................................................................................

Many thanks for giving your time to complete the questionnaire
Résumé

Grace à la découverte de l'importance primordiale de l'acquisition du vocabulaire dans le processus d'enseignement / apprentissage, il a été mis en lumière par les tendances éducatives énormes. En conséquence, de nombreuses stratégies d'enseignement de vocabulaire ont été choisies par les enseignants d'anglais pour aider les apprenants à acquérir cet aspect supplémentaire de langue. Par conséquent, le principal objectif de cette étude est la découverte de l'effet de l'utilisation du langage corporel en tant que stratégie d'enseignement sur l'acquisition du vocabulaire des élèves de collège, et il est atteint au moyen d'une expérience en tant que le principal outil de la recherche. Ici, les élèves de deuxième année du collège de L'aiouer L'aide école étaient la population cible, à partir de laquelle, deux groupes de seize (16) élèves ont été choisis au hasard comme le groupe expérimental et le groupe témoin. De toute évidence, les deux groupes ont été pré-testé. Le traitement expérimental implique l'enseignement du vocabulaire à travers la mise en œuvre du langage du corps (gestes, contact avec les yeux, les expressions faciales, les mouvements du corps ...). Le groupe témoin, d'autre part, a été enseigné par des méthodes occasionnels (en utilisant la traduction, des dictionnaires ...). Plus tard, les deux groupes ont été post-testé. Le questionnaire, comme un outil complémentaire, a été remis aux enseignants de collège pour révéler s'ils utilisent le langage du corps en tant qu'une stratégie d'enseigner la langue Anglaise; ainsi que, révélant leurs impressions sur son utilité sur l'acquisition du vocabulaire. Les résultats de l'expérience à la fois et le questionnaire ont démontré que la plupart des enseignants des écoles intermédiaires font usage de cette stratégie, car elle a un effet significatif sur le renforcement des répertoires du vocabulaire des apprenants.
نتيجة لأكشاف أهمية اكتساب المفردات البالغة في عملية التدريس التعلم خلال العقود الماضية، اختار العديد من استراتيجيات تدريس مفردات اللغة الإنجليزية لمساعدة المتعلمين على اكتساب هذا الجانب التدريجي للغة. الهدف الرئيسي من هذه الدراسة هو اكتشاف أثر استخدام لغة الجسد باعتباره استراتيجية تدريس على ويمكن الوصول إليه عن طريق كأداة رئيسية للبحث ثم اختيار تلميذًا من تلاميذ السنة الثانية من العدور العيد، وتم تقسيمهم إلى مجموعتين: المجموعة التجريبية والمجموعة كلتا المجموعتين تم اختيارهما لمعرفة مستواهما. بعد ذلك تلتقت المجموعة التجريبية دروسًا عن طريق تنفيذ لغة الجسد (الإيماوات، الاتصال بالعين، وتعبيرات الوجه، وحركة الجسم ...). عن طريق وسائل التدريس المعتادة (ترجمة، استخدام الفوقيان ...). الاستبيان، كأداة تكميلية، سلم لمعلمي المدارس المتوسطة للكشف ما إذا كانت لغة الجسد استراتيجيات تدريس اللغة الإنجليزية كشف انطباعاتهم على فائدة. أظهرت نتائج كل من التجربة والاستبيان أن معظم معلمى المدارس المتوسطة يقومون باستخدام هذه الاستراتيجية لما له تأثير إيجابية على تعزيز ذخيرة مفردات المتعلمين في اللغة الإنجليزية.