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TEACHING VOCABULARY THROUGH NON-VERBAL
COMMUNICATION IN AIN DEFLA MIDDLE SCHOOLS

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LMD*

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I Housseyn dedicate my work to my family; my father Mohamed, my mother Fatiha.Sisters; Malika Ghania and Chahrazad. Brothers; Salah, Ahmed and Yassine.

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Abstract

A productive classroom is highly related to an effective communication as teaching vocabulary to young learners can be challenging when they meet the foreign language for the first time and teachers are not allowed to use the mother tongue language. This research paper explores the role of non- verbal communication in teaching vocabulary to Algerian middle school pupils. The research participants are 30 English teachers from 7 different middle schools. Data were collected through using two tools, an observation to different English classes and a questionnaire that consists of 16 questions was given to teachers. Both methods gave us similar results that teachers support the use of non- verbal communication during the teaching process to teach vocabulary. The study highlights the importance of non-verbal communication and the different means and ways that are used by middle school teachers to transmit vocabulary to learners.

Keywords: non-verbal communication, teaching vocabulary, young learns, middle school teachers, means of non-verbal communication

Résumé

Une classe productive est étroitement liée à une communication efficace, car l'enseignement du vocabulaire aux jeunes apprenants peut être difficile lorsqu'ils apprennent la langue étrangère, pour la première fois, et que les enseignants ne sont pas autorisés à utiliser la langue maternelle. Cette recherche explore le rôle de la communication non verbale dans l'enseignement du vocabulaire aux élèves algériens du Cem. Les participants à la recherche sont 30 enseignants d'anglais de 7 Cem différents. Les données ont été recueillies à l'aide de deux outils, une observation à différentes classes d'anglais et un questionnaire, qui se compose de 16 questions, a été remis aux enseignants. Les deux méthodes nous ont donné des résultats similaires que les enseignants soutiennent l'utilisation de la communication non verbale, pendant le processus d'enseignement, pour enseigner le vocabulaire. L'étude met en évidence l'importance de la communication non verbale, les différents moyens et méthodes utilisés par les enseignants du collège, afin de transmettre le vocabulaire aux apprenants.

Mots-clés : communication non verbale, vocabulaire d'enseignement, apprentissages des jeunes, enseignants du collège. Moyens de communication non -verbale.

ملخص

ان الفصل الدراسي المنتج له علاقة وطيدة بالتواصل الفعال خاصة وان تعليم المفردات للمتمدرسين الصغار يمكن ان يكون تحدي كبير بما انهم يتعاملون مع اللغة الاجنبية للمرة الأولى وان المعلمين لا يستخدمون اللغة الام. يهدف هذا البحث الى تبیین دور التواصل الغير اللفظي في تعليم المفردات في مدارس الطور المتوسط الجزائر.

العينة التي شارك في البحث عبارة عن 30 معلم للغة الانجليزية من 7 مدارس مختلفة، جمعت المعلومات بواسطة وسيلتين، ملاحظة لمختلف اقسام و استبيان يتكون من 16 سؤال للمعلمين. كلتا الوسيلتين اعطتنا نفس النتائج وهي ان المعلمين يساندون استعمال التواصل الغير اللفظي اثناء التدريس لتعليم المفردات.

الدراسة توضح اهمية الاتصال الغير اللفظي والوسائل المختلفة المستعملة من قبل مدرسي المتوسطات لتلقين المفردات للمتعلمين.

الكلمات المفتاحية: التواصل الغير اللفظي، تعليم المفردات، المتمدرسون الصغار، مدرسي المتوسطات، وسائل التواصل الغير اللفظي.

List of abbreviations

NVC: non-verbal communication

EFL: English as a foreign language

ASL: American Sign Language

VOC: vocabulary

L1: mother tongue language

List of tables

Table 3.2.1 participants of the research.	26
Table 4.2.1 Does non- verbal communication facilitates teaching vocabulary?	43
Table 4.2.2 Are all types of non -verbal communication understood by learners?.....	46

List of figures

Figure 2.2.1 Elements of communication .	7
Figure 2.3.1 I need I ride sign (Bigstock, online)	12
Figure 2.3.2 The OK sign (Arkadivna, 2019).	12
Figure 2.3.3 the count from zero to five (Easy-Company, online).	13
Figure 2.3.4 Facial expressions (Naghsh-Nilchi, 2006).	13
Figure 2.3.5 Shoulder touch (Dreams time,online).	15
Figure 2.3.6 high five (AlamyBanqueD'Images,2016).	15
Figure 2.3.7 Teacher's postures (Dreamstime.com, 2006).	16
Figure 2.3.8 Proxemics' categories (Morreale, 2013).	19
Figure 2.3.9 Dr. Albert Mehrabian's 7-38-55% Rule (Belludi, 2008).	20
Figure 3.2.1 Body parts (अनामिकानेवाश्रेष्ठ, 2022).	30
Figure 3.2.2 Daily activities (Pictures from 1st year book).	32
Figure 3.2.3 Presenting adjectives (Pictures from 3rd year book).	33
Figure 3.2.4 Showing directions (Picture from 2nd year book).	34
Figure 4.2.1 Explaining vocabulary to learners.	40
Figure 4.2.2 Difficult skills for learners.	41
Figure 4.2.3 Sub- skills that teachers focus on	42
Figure 4.2.4 the useful ways to describe vocabulary.	42
Figure 4.2.5 The role of NVC in teaching vocabulary.	43
Figure 4.2.6 Types of non-verbal communication used effectively in teaching.	44
Figure 4.2.7 Types of non-verbal communication used effectively in teaching.	45
Figure 4.2.8 The extents of non-verbal communication help learners.	45
Figure 4.2.9 the impact of non -verbal communication in teaching.	47
Figure 4.2.10 The challenges that teachers face in teaching vocabulary.	47
Figure 4.2.11The response of learners to non-verbal communication.	48
Figure 4.2.12 The importance of teaching vocabulary to learners.	49
Figure 4.2.13 the ways used to cover verbal expression problems.	49
Figure 4.2.14 Kinds of communication that facilitate learning vocabulary.	50

Table of contents

Acknowledgements I

Dedications II

Abstract III

Résumé IV

List of abbreviations VI

List of tables VII

List of figures VIII

Table of contents IX

Chapter one: introduction 1

 1.1.Introduction..... 1

 1.2.Rational of the study 2

 1.3.The research questions..... 3

 1.4.Aims and objectives 3

 1.5.The structure of the thesis..... 4

Chapter two: literature Review 5

 2.1.Definition of communication 5

 2.2.Elements of communication 6

 2.3.Types of communication 8

 2.3.1. Verbal communication 8

 2.3.2. Types of verbal communication 8

 2.3.3. Non- verbal communications..... 9

 2.3.4. Types of non-verbal communication 11

 2.4.Vocabulary..... 21

 2.4.1. Definition of vocabulary 21

 2.4.2. The importance of vocabulary 21

Chapter three: methodology..... 23

 3.1.Introduction..... 23

 3.2.Population and sampling 23

 3.3.Data collection methods..... 35

 3.3.1. Questionnaire: 35

 3.3.2. Observation: 36

 3.4.Data analysis methods 36

 3.4.1. Quantitative approach..... 36

 3.4.2. Qualitative approach 37

3.4.3. Statistical analysis	37
3.4.4. Thematic analysis.....	37
3.5 Data analysis process	38
3.5.Ethical Consideration	38
3.6.Conclusion	39
<i>Chapter four: interpretations of findings and results</i>	<i>40</i>
4.1.Introduction.....	40
4.2.Presentation of the questionnaire results	40
4.3.Presentation of observation results	50
4.3.1. Theme1: Understanding English language and lesson topic	51
4.3.2. Theme 2: The use of mother tongue	51
4.3.3. Theme 3: Classroom interaction.....	51
4.3.4. Theme 4: Teaching vocabulary through the non-verbal communication	52
4.3.5. Theme5: Effectiveness s of nonverbal communication in learner’s comprehension	52
4.3.6. Theme 6: Improving learner’s skills	52
4.4. Data discussion and Analysis	52
4.5.Discussion of the finding in relation to literature review	56
4.6.Discussion of the finding in relation to the research questions	57
<i>Chapter five: conclusion.....</i>	<i>59</i>
5.1.General conclusion.....	59
5.2.Aims of thesis	61
5.3.Feedback	61
5.3.1. Student feedback.....	61
5.3.2. Positive feedback.....	62
5.3.3. Negative feedback	62
5.4.Recommendations and suggestions for teachers and learners	62
5.4.1. Teachers’ suggestions.....	62
5.4.2. Learners’ suggestions	63
5.5.Limitations of the study.....	64
<i>List of references</i>	<i>65</i>
<i>Appendix 1: classroom observation model layout.</i>	<i>67</i>
<i>Appendix 2: questionnaire</i>	<i>68</i>
<i>Information Sheet</i>	<i>73</i>
<i>Consent Form</i>	<i>76</i>

Chapter one: introduction

1.1.Introduction

Communication among individuals is an ongoing process through different strategies that aims to share culture and language forms. In other words, it is to establish a successful communication, a mutual interaction between both parts the organism and the stimulus is therefore needed. According to Keith David “communication is the process of passing information and Understanding from one person to another” (David as cited in Dita, 2020) means that it is giving and receiving of the information at the same time. The Oxford English Dictionary described communication as the transmission or exchange of information, knowledge, or ideas, by means of speech, writing, mechanical or electronic media (OED, 2019) it is according to the situation where a communication accurse, an individual selects the right strategy and the means to conduct a communication.

People around the world communicate via different means and strategies using spoken language such as the English, French and Arabic. According to Berlitz website the English is the first spoken one worldwide with 397 million native speakers and 753 non-native speakers. One of the non-native speakers is the Algerian where is in a developing state of usage among individuals. The Algerian educational system includes English in the three educational phases starting from the secondary. Teaching a foreign language to young learners can be challenging as teachers of English face many difficulties when introducing new vocabulary to their learners, since communication aims to share language forms and parameters teachers play a key factor in choosing the right strategy that meets with the types of the learners and their needs. The non-verbal communication is one of the strategies that are relied on during the teaching process to facilitate it.

According to Ambady and Rosenthal:

Non- verbal communication refers to the communication and interpretation of information by other means rather than language. Non -verbal communication includes communication through any behavioral or expressive channel of communication such as facial expression, bodily movements, and vocal tone and pitch and any other channels. Non- verbal communication involves cues related to the communication (also referred to as encoding and or sending) of information as well as the interpretation (or the decoding or receiving) of the information (Ambady, 1998, p.109).

i.e., it is transmitting of words through the usage, the surrounding, the available tools (charts, images, diagrams etc....) and more important is the usage of the body language that includes the facial expression, eye contact and gestures to deliver new information like new and ambiguous vocabulary to learners.

1.2.Rational of the study

The study is conducted to highlight the key role of non -verbal communication as a strategy used by middle school teachers to facilitate the process of teaching vocabulary. During my personal experience as a teacher of the English I have deduced that teaching young learners a foreign language is challenging as they are exposed to new vocabulary. Teachers at this point are not allowed to use the mother tongue language and ought to use other strategies. Many scholars and research papers centered their research about the non - verbal communication and its role in teaching vocabulary. First the anthropologist (1918-1994) the founder of kinesics said it is a scientific study of body movements involved in communication such as the use of gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication. Second, we can also find the Albert

Mehrabian's 7-38-55 Rule of Personal Communication; his studies suggested that we overwhelmingly deduce our feelings, attitudes, and beliefs about what someone says not by the actual words spoken, but by the speaker's body language and tone of voice. Julius wrote "...it is called body language. Both its written form and the scientific of it have been labeled kinesics. Body language and kinesics are based on behavioral patterns of non-verbal communication" (Julius, as cited in Christina, 2011).

1.3.The research questions

This study is guided by the following questions

- 1- How does nonverbal communication facilitate teaching vocabulary?
- 2- Why is nonverbal communication needed in teaching vocabulary?
- 3- How can nonverbal communication participate to the learners' understanding?

1.4.Aims and objectives

- 1- The study highlights the importance of nonverbal communication in teaching vocabulary
- 2-The study spots the different techniques of nonverbal communication used in the process of teaching.
- 3- The study explores the difficulties may face while using techniques of nonverbal communication during the teaching process.

To achieve these aims we arranged a questionnaire sixteen questions to be asked to thirty teachers at seven different middle schools, and we observed an English language teaching class at the same schools. We then analyzed the data collected.

1.5.The structure of the thesis

This research consists of five chapters; the first one is a general introduction about the topic (teaching vocabulary through non-verbal communication in middle school) we talk about some definitions of non-verbal communication then we present the rational of the study, research question, aims and objectives.

Chapter 2: is an over view of the historical background about the topic, we present some theories of scholars and definitions that supports the topic, elements, types and importance of communication.

Chapter3: is the research methodology; it explores the hypothesis, sample of the study, data collection, and data analysis and also the method of data collection.

Chapter 4: is the analysis of the findings collected from the observation of the classes and the questionnaire to the teachers, also discussed the relation with the literature review and research questions

Chapter 5 is the conclusion that discusses how we fulfill the objectives of the study, the feedback, recommendations and suggestions and finally the limitations of the study.

Chapter two: literature Review

Overview:

Communication is a process of exchanging messages in terms of information, feelings and background of people using verbal and non-verbal communication (NVC). NVC is one of the means that are used in the teaching process of a foreign language in middle schools. A good teacher is considered to master delivering new vocabulary to learners in classrooms using different skills.

This chapter will discuss the following:

- 1- The definition of communication and its elements.
- 2- The types of communication (verbal and non-verbal communication).
- 3- Definition of vocabulary and its importance.

2.1. Definition of communication

Different scholars have defined communication in different terms. The following are some of the important definitions of communication. According to Newman and Summer “communication is an exchange of facts, ideas, opinions or emotions by two or more persons”, Communication is also defined as intercourse through words, letters, symbols or messages and as a way through which the member of an organization shares meaning and understanding with another” (Newman& Summer, 2012, p.75). According to Leland Brown “communication is the transmission and interchange of facts, ideas, feelings or course of action” (Brown, 2012, p.26). According to Louis “communication is the sum of all the things one person does; when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding” (Louis, as cited in Shaikh, 2012, p.64). Tead thinks that communication is composite information given and received out of a learning experience. In this, certain

attitudes, knowledge, and skills change, carving with them alterations of behavior, of listening effort by all involved, of a sympathetic fresh examination of issues by the communicator himself, of sensitive interacting points of view, leading to a higher level of shared understanding and common intention (Raidu, et al., 2003). According to Myers “communication refers to a special kind of patterning: a patterning which is expressed in symbolic form” (Myers, as cited in Borisoff, 1992). For communication to take place between or among people, two requirements must be met: (1) a symbolic system must be shared by the people involved (we need to speak the same language or jargon or dialects) and (2) The associations between the symbols and their referents must be shared. According to Katz and Kahn, “communication is the exchange of information and the transmission of meaning. It is the very essence of a social system of an organization” (Katz &Kahn, as cited in Nizam, 2020).

As per Davis, “communication is a process of passing information and understanding from one another.” (Davis, as cited in Vipinmohanei, 2017). Davis also believed that the only way that management can be achieved in an organization is through the process of communication. Barnard believes that “in the exhaustive theory of organization, communication would occupy a central place because the structure, extensiveness and scope of organizations are almost entirely determined by communication techniques” (Barnard, as cited in Nizam, 2020).

2.2.Elements of communication

In 1948, Shannon and Weaver wrote an article in “Bell System Technical Journal” named “A Mathematical Theory of Communication” and also named “Shannon-Weaver model of communication”. The model aims to improve the efficiency of communication between the sender and the receiver. Different factors were found which may affect the process like

“Noise”. The model was developed to mainly about the technical communication then was applied in the field of communication. The model deals with the following concepts which can be applied in the teaching process:

- A- The sender:** it is the originator of the message or the information source which can be the teacher during the teaching process of vocabulary.
- B- The message:** it is what the sender has sent or what is attended to be delivered during the process which can be the vocabulary during the teaching process.
- C- The channel:** it is the way in which the message was delivered or the means used like videos, charts designs and verbal and non-verbal communication during the teaching process.
- D- The receiver:** it is to whom the sender was delivering the message to, which can be the learner during the teaching process.
- E- The feedback:** it is the outcome of the process which determines whether the message was encoded, the communication was successful and the meaning was grasped or not.

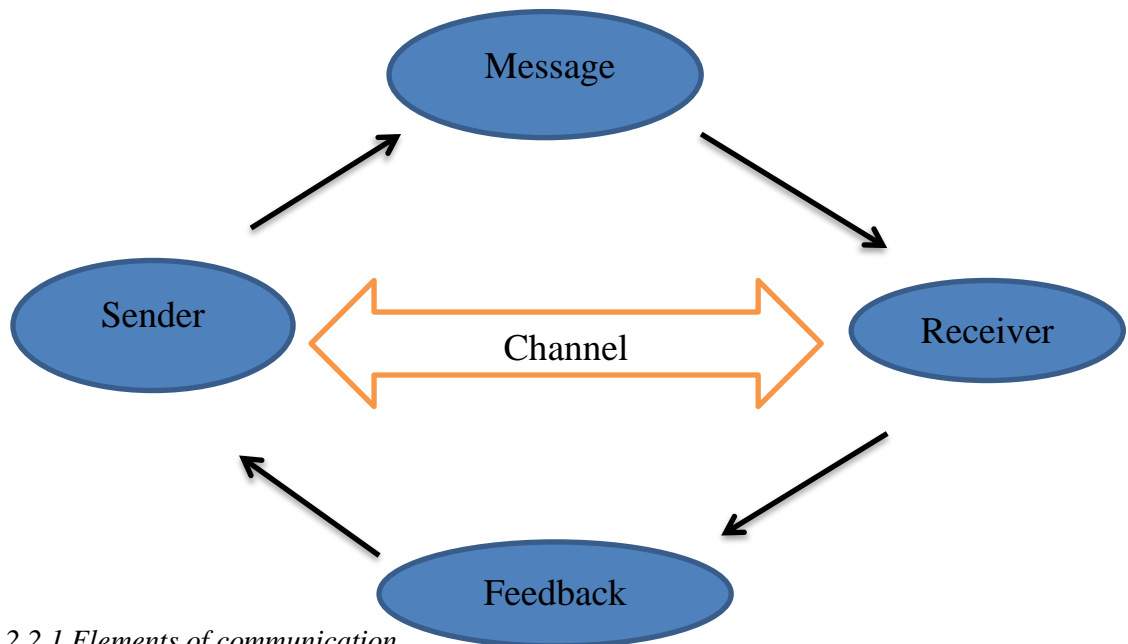


Figure 2.2.1 Elements of communication .

2.3.Types of communication

2.3.1. Verbal communication

According to Bovee, “Verbal communication is the expression of information through language which is composed of words and grammar” (Bovee, as cited in MPYA, 2017). According to Penrose, “Verbal communication consists of sharing thoughts thought the meaning of words.” (Penrose, as cited in MPYA, 2017). Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

2.3.2. Types of verbal communication

A. *Oral communication:*

It is a word-based communication system but in oral form. Most of the time, we use oral communication. It is face to face conversations, group discussions, counseling, interview, radio, television, telephone calls, etc. it is used to express meaning in oral communication. Some definitions of oral communication are as follows:

According to Griffin, “Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning” (Griffin, as cited in The Business Communication, 2013). According to Bovee, “Oral communication expresses ideas through the spoken word” (Bovee, as cited Kumar, 2021). According to Kapur, “Oral communication takes place when spoken words

are used to transfer information and understanding from one person to another” (Kapur, as cited in Kumar, 2021).

B. Written communication:

It is the written form of any expression through symbols and signs. It is a word-based communication system. Memos, letters, reports, notes, email, etc. are communication mediums used to transmit meaning in written communication. Some definitions of written communication are as follows: according to Bovee: “Written communication is the expression of ideas through words that are meant to be read” (Bovee, as cited in Hoursouripe, 2020). Mamoria also defined written communication as, “a written communication process is always put into writing and generally used when the audience is at a distance or when permanency of record is required (Mamoria, as cited in The Business Communication, 2013). According to Griffin, “Written communication is the message that is encoded and transmitted in written form” (Griffin, as cited in The Business Communication, 2013). Korlahlli also defined word-based communication as, “Everything that has to be written and transmitted in the written form falls in the area of written communication” (Korlahlli, as cited in The Business Communication, 2013).

2.3.3. Non- verbal communications

According to Verschueren and Östman: “communication achieved by non- linguistic mechanism which participate in human interaction in connection with verbal language” they added “NVC could be defined as a series of international processes or a procedural ensemble based on multimodal interchanges of signs which provoke the reciprocal Modification of the behavior of interlocutors in a social context” (Verschueren & Östman, 2009, p.120).

According to Bovee, “Non-verbal communication is communication that takes place through non-verbal cues: through such form of non-verbal communication as gesture, eye contact, facial expression, clothing and space; and through the non-verbal vocal communication known as Para-language” (Bovee, as cited in *The Business Communication*, 2013). According to Lesikar and Pettit, “Nonverbal communication means all communication that occurs without words (body movements, space, time, touch, voice patterns, color, layout, design of surroundings)” (Lesikar & Pettit, as cited in *The Business Communication*, 2013). According to Himstreet and Baty “Non-verbal communication includes any communication occurring without the use of words “(Himstreet & Baty, as cited in *The Business Communication*, 2013). Non-verbal communication is the exchange of information or message between individuals using its different types such as gestures, facial expressions, body language, eye contact, proximity, touching, etc. and without using any spoken or written word. (Miller, 1988, p.26) stated that:

Teachers should be aware of nonverbal communication for two basic reasons: (1) to become better receiver of student messages and (2) to gain the ability to send student positive signals that reinforce learning, and at the same time become more adept at avoiding negative signals that stifle learning.

Meanwhile, Schmitz states that “nonverbal communication is a process of generating meaning using behavior other than words” (Schmitz, 2012, p.181), hence interacting using non-verbal means that a teacher uses her/his behavior to generate the meaning from what he/she does in front of students to deliver a vocabulary to learners and expect feedback back from them. Schmitz also states there are types of nonverbal communication that a teacher can use during the teaching process.

2.3.4. Types of non-verbal communication

A. Kinesics

kinesics is the study of body movements, including posture, body movements or kinesics include gestures, facial expressions, eye behavior, touching, and any other movement of the limbs and body. Body shape, physique, posture, height, weight, hair, and skin color are the physical characteristics associated with kinesics (Bowden, et al., 2011). Since Kinesics is the study of human body motion then it consists of variables like facial expression, eye contact, gestures and posture. In this area, a teacher may use one or all variables to forward a vocabulary to learners during the class. Based on Novinger kinesics or body motion communication like vocalic language, culture by culture is composed of distinctive elements that can be, by rules for coding, combined in a virtually infinite number of ordered combinations that rule the communicative aspects of human behavior. Kinesics can be divided into the following elements: gestures, facial expressions, eye contact and touching.

B. Gestures: Dr. Anjani & Mr. Immanuel (2015, p.47) argued there are three main types of gestures: adaptors, emblems, and illustrators.

a. *Adaptors:*

Are the gestures or movements are done unconsciously and are unrelated to what we are saying that solve personal issues and facilitate adapting to the current environment. Adaptors may also be behaviors or objects that are used for purpose. Adaptors include behaviors like moving and walking around the class or adjusting your papers. Adaptor maybe results of states that are related to arousal or anxiety due to difficulties when transmitting vocabulary during the teaching process.

b. ***Emblems:***

Are gestures that have a certain meaning which are agreed on among individuals yet are different from signs used by hard-of-hearing people or the American Sign Language (ASL) users. They still not considered a part of the ASL and differ from culture to another for example a hitchhiker's raised thumb; the OK sign with thumb and index finger connected in a circle with the other three fingers sticking up, gestures that have a specific meaning. In the United States, a thumbs-up can mean I need a ride or OK! A teacher can use emblems during the teaching process to transmit a vocabulary to learners as shown below:



www.bigstock.com · 404240963

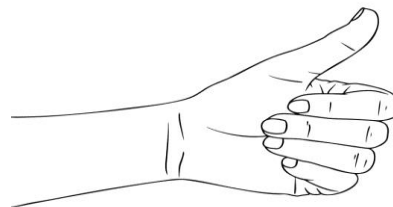


Figure 2.3.1 I need I ride sign (Bigstock, online) Figure 2.3.2 The OK sign (Arkadivna, 2019).

c. ***Illustrators:***

Are the types of gesture used to demonstrate the verbal message which they accompany. Unlike emblems, illustrations are more general in meaning that is not specified to certain group of individuals and they often come with a verbal expression. For example, a teacher might use hand gestures to indicate and show the count from zero to five to learners as shown below:



1337182773

Figure 2.3.3 the count from zero to five (Easy-Company, online).

d. **Facial expressions:**

Are the looks on an individual’s own face as he or she expresses emotions, feelings and reactions. They can provide information about a person’s attitude to some certain situation as their facials expressions starts to change. Most common expressions that are recognized are sadness, anger, fear, surprise, fear, and disgust and smiling. In this context a teacher can use these expressions to represent and present their vocabulary to learners as he or she imitates those expressions during the teaching process as shown below:



Figure 2.3.4 Facial expressions (Naghsh-Nilchi, 2006).

e. *Eye contact:*

is a strong non-verbal cue that serves four functions in communication (Hickson, 2010). First, eye contact regulates the flow of communication by signaling the beginning and end of the conversation. Second, eye contact facilitates and monitors feedback, because it reflects interest and attention. Third, eye contact conveys emotion. Fourth, eye contact relates to the type of relationship between communicators. As eye contact conveys emotion, a teacher uses it to show the approval or disapproval as a reaction to some given vocabulary to learners when they can or cannot relate to the meaning.

f. *Touching:*

is a powerful vehicle for conveying such emotions as warmth, comfort, agreement, approval, reassurance, and physical attraction. Many studies stated that a safe and peaceful environment in the classroom will definitely help create a better relationship between the teacher and learners. A poor relationship between the two parts will lead to a poor academic productivity in classroom. David J. Linden is a neuroscience professor at John Hopkins.

University School of Medicine and the author of *Touch: The Science of Hand, Heart, and Mind*. He emphasizes that, it is not so much that touch is a useful tool in teaching facts and strategies – it's not as if, while stroking a student's arm as they practice algebra, they will learn Algebra better. More than anything else, what touch conveys is, I'm an ally, I'm not a threat. Touch puts the recipient in a trusting state, and anything you can do to encourage the student is going to make learning better.

Blaire Lent the owner and lead teacher at The Complete Student in Beaufort, South Carolina shares the same feelings toward with Linden's in that, I make sure to pat students

on the back and to put a hand on their shoulders for multiple reasons. It is a great way to help students direct and maintain attention, and sometimes it's a helpful tool to remind students that I'm a real human being and that I am here for them. Touch helps students and teachers bring a little humanity back to teaching. Creating a feeling of belonging among learners enhances the chances a good teaching atmosphere and a better condition for acquiring vocabulary.

Matthew Herenstein is a DePaw University psychologist who has done numerous studies on the effects of touch on emotions. He emphasizes that, you can sense stress through muscle tightness and contraction, and this kind of information can guide our behavior with that person – it influences what we think, how we perceive what they say. Stress is an important factor that affects the teaching process and delivering vocabulary to learners. Touching may give data about the learners' attitude that a teacher would change and ease in order to make them intake the vocabulary.



Figure 2.3.5 Shoulder touch (Dreams time,online).



Figure 2.3.6 high five (AlamyBanqueD'Images,2016).

g. *Posture:*

According to Oxford Advanced Learner's Dictionary it means; the position in which you hold your body when standing or sitting. Studies have found that the way a teacher stand, walks have an impact on the learners; it may attract their attention as well as giving an attitude and enhance the interaction. According to (Simes, 2006, p.222) teachers' gesture is considered to function "in direct relation with their intention of organizing the interaction". He also added "Teachers' walking around the class from group to group or shift of body posture together with maintained eye contact indicated to the learners that they are being monitored" (p. 223). Indicating the importance of posture during the teaching process that helps creating a teaching atmosphere to facilitate teaching vocabulary.



Figure 2.3.7 Teacher's postures (Dreamstime.com, 2006).

Proxemics: it is considered as an important tool in non-verbal communication as it deals with the impact of space and distance on communication. The concept aspects differ from a culture to another, from a foreign language learner to another. Hence, understanding these different aspects lead to a better communication inside classrooms.

According to Hall (1992, p.223) proxemics is the study of how space and distance are used to communicate. He also defined proxemics as "the interrelated observations and theories of humans' use of space as a specialized elaboration of culture". Proxemics is consisted of three main areas: space, distance, and territory:

Space: personal space is "an area with invisible boundaries surrounding a person's body into which intruders may not come" (Sommer1979, p.26). Individuals with different cultures maintain different distance from one another". He added, "Individual distance may be outside the area of personal space" (1979, p.27), and explained: When a person is alone, his/her individual distance is infinite; but personal space is always carried, although it disappears in certain situations such as crowding. When personal space is violated, people react with defensive gestures, shifts in posture, attempts to move away, and actually moving away. There are three different types of space Hall (1959): fixed-feature, semi-fixed feature, and informal space as follows:

Fixed-feature space is one of the ways in which people organize activities, like building their houses, rooms and beds. Since objects and activities are involved in such space, individuals react to that involvement. A teacher uses this space to make learners within foreign language classroom comfortable, motivated and at ease to acquire vocabulary.

Semi- fixed-feature space: it is highly important during the interpersonal communication due to its use for transmitting a meaning. According to (Hall, 1959) there are two types of semi -fixed feature space: socio- petal spaces which encourage involvement and helps putting people together, in the other hand socio-fugal spaces that promote withdrawal and keep people apart the awareness of the teacher about the role of these two types helps avoid the negative results of isolation and withdrawal while facilitate creating a group communication among learners for a better vocabulary teaching.

Informal space: it is about the distances that people subconsciously keep as they interact.

According to Hall, “informal spatial patterns have distinct bounds and such deep, if unvoiced, significance that they form an essential part of culture. To misunderstand this significance may invite disaster” (1959, p.112).

Distance: according to Leather distance is “relational concept, typically measured in terms of how far one individual is from the other” (Leather 1978, p.87). During interaction, people tend to keep a distance according to the nature of that interaction. Hall classified that distance into four categories: intimate, personal, social and public.

Intimate distance: it is about 0 to half a meter body contact. According to Hall, the close phase (up to six inches) includes intimate activities which require extensive contact of the bodies while the far phase (from six to 18 inches) does not allow for much, if any, body contact.

Personal distance: it is about half a meter to about more than 1 meter among people. Halli identifies a close and a far phase. The close phase (50 cm to 70 cm) permits one person to touch another, while the far phase of personal distance (70cm to1.2 m) ‘an arm's length’ does not permit this, as Hall points out “nobody touches or expects to touch another person unless there is a special effort” (1959, p.120).

Public distance: it is about 3.50m to 7.6m or more. People in this range are to be considered total strangers. Its close phase (3.5m to 4.5m) is desired with the strangers. Meanwhile the far phase (4.5 to 7m) is for a large audience.

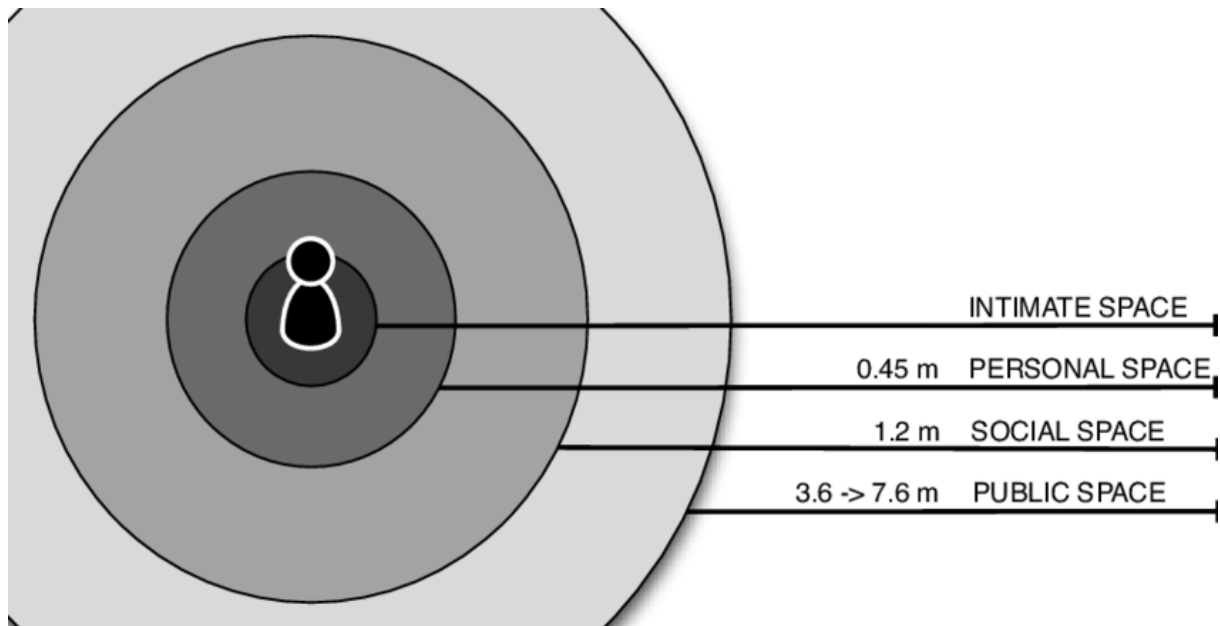


Figure 2.3.8 Proxemics' categories (Morreale, 2013).

Being aware of proxemics' categories reactions and behaviors of individuals (learners), a teacher may use them during teaching in foreign language teaching class to create an appropriate atmosphere of collaboration, self-share, team work and avoiding withdrawal among learners lead to a better teaching condition that facilitate grasping a vocabulary.

C. **Paralanguage** is the messages that you send with your voice (Gamble, 2002, p.165).

For Poyatas, paralanguage is: "those non-verbal voice qualities, voice modifiers and independent utterances produced or conditioned in the areas covered by the supraglottal cavities (from the lips and the nares to the pharynx)", the laryngeal cavity and the infraglottal cavities (lungs and esophagus), down to the abdominal muscles, as well as the intervening momentary silences, which we use consciously or unconsciously (1993, p. 6).

A study of university lecturers helped identify that those who used appropriate pitch, loudness, variability, pauses and fluency increased audience satisfaction (MdZani, et al., 2011). A sentence can convey entirely different meanings depending on the emphasis on

words and the tone of voice. Tim Wharton ‘We speak with our vocal organs, but we converse with our whole body’ (Abercrombie, 1968, p.55).

According to Albert Mehrabian’s ‘7%-38%-55% Rule’ (1981), 55 per cent of the emotional information communicated in a given exchange is communicated via ‘body language’, 38 per cent via the way say the words we say (intonation, affective tone of voice etc.), and only seven per cent from the words themselves.

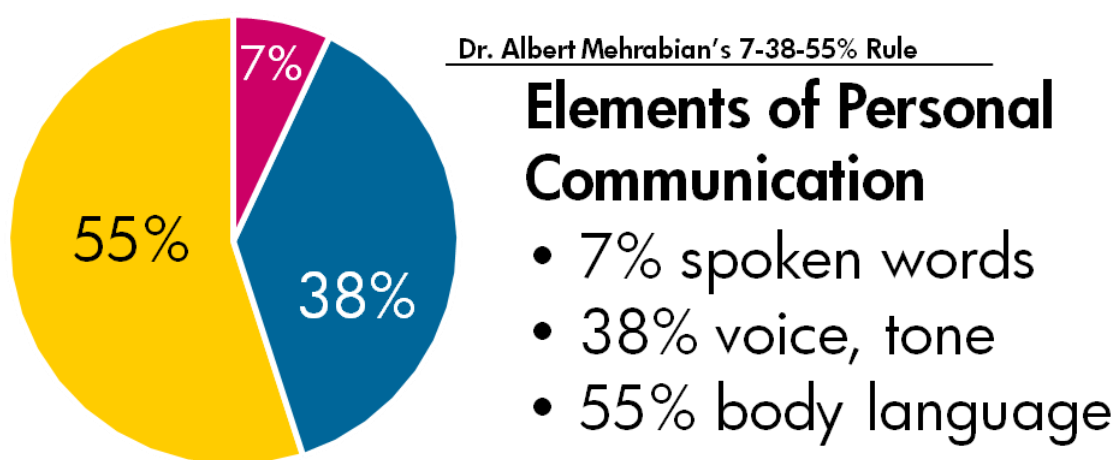


Figure 2.3.9 Dr. Albert Mehrabian's 7-38-55% Rule (Belludi, 2008).

The skill of Emphasizing on a way of saying a word to highlight the importance and the meaning of that term in a giving situation. A teacher can use paralanguage strategies as means to transmit vocabulary and convey the right meaning.

- D. **Chronemics:** it is the study of the role of time in non-verbal communication. Chronemics can be defined as “the interrelated observations and theories of man’s use of time as a specialized elaboration of culture” - the way in which one perceives and values time, structures time, and reacts to time frames communication.

According to Simonds & Cooper (2011, p.127) it is important for the teacher to allow students adequate time to respond to questions and to not “fear” silence. In this contest a teacher of a foreign language use time as a means to teach vocabulary to learners as he or she displays vocabulary and offers time to learners to think or discuss the meaning of words.

2.4.Vocabulary

2.4.1. Definition of vocabulary

According to Diamond and Galton (2006) suggest that VOC is the knowledge of words and their meaning.). The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading. The National Reading Panel (NRP) stated that vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. According to studies vocabulary is the knowledge of words and their meanings. It is said that “teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure” (Biemiller, 2005, p.147).

2.4.2. The importance of vocabulary

Learners of a foreign language in classrooms need to understand what they are hearing and reading in order to convey that input to a meaningful, purposeful knowledge and for a better acquisition of a language. According to David Wilkins he argued that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”, meaning that grammar is essential in any process of acquiring a foreign language, yet the amount of vocabulary acquired is the most essential means to understand the context of text through reading and to express an individual’s emotions, feeling, and back ground. Paul Nation

(2015, p.236) noted in his paper on vocabulary learning: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform”. Thus, Vocabulary acquisition is the foundation of learning any language as it promotes the development of the four needed skills of an individual to a better self-expression.

Chapter three: methodology

3.1.Introduction

Teaching English is crucial in Algerian educational schools since it is an international language nowadays. It is introduced in middle school for first time and contact in such circumstance. Teachers might find it challenging to teach vocabulary to learners, as they face problems in transmitting new words, non-verbal communication is a means used to delivers vocabulary. Learners do not know much about that it so teachers might find it challenging to teach VOC as it is one of sub skills related to language proficiency what usually happens is that pupils misunderstand difficult new words, so the teacher always tries to treat this issue through non-verbal communication as an addition to verbal expression.

The non-verbal communication in E. F. L plays an important role for teaching and learning processes. This chapter investigates the teacher's use of body language during the explanation of lesson. It tackles the relation between teaching performance and the learners' understanding.

3.2. Population and sampling

The research participants:

The sample chosen to be the representative of this study is from various middle schools in different towns in Ain Defla. The data from the observation were collected between March, 1st and April 30th. Putting into consideration that these are not the real names of the participants:

Participant	Description
Abd El Kader	He is teacher with 30 years of teaching experience
Samah	She is teacher with 4years of teaching experience
Dalal	She is teacher with more than 12years of teaching experience
Houria	She is teacher with 11 year of teaching experience
Anissa	She a teacher with more than 6 years of teaching experience
Meriem	She is a novice teacher with 3 years of teaching experience
Asia	She is teacher with 7 years of teaching experience
Djamila	She is e teacher with 9 years of teaching experience
Nour	She is a new graduate, her first time as a teacher
Boualam	He is a teacher with 20 years of teaching

Karima	She is teacher with 5 years of teaching experience
Naima	She is a teacher with more than 20 years of teaching experience
Yasmine	She is teacher with 17 years of teaching experience
Fadwa	She is teacher with 6 years of teaching experience
Salma	She is teacher with 13 years of teaching experience
Bahia	She is teacher with 18 years of teaching experience
Halima	She is novice teacher 2 years of teaching experience
Ibtisem	She is new teacher 1year of teaching experience
Khawla	She is teacher 19 years of teaching experience
Mohammed	He is a teacher 25years of teaching experience

Roumaisa	She is teacher with 13 years of teaching experience
Yousra	She is with for 8 years of teaching experience
Hadjer	She is teacher with 16 years of teaching experience
Nassima	She is teacher with 23 years of teaching experience
Djalila	She is teacher with 10 years of teaching experience
Amel	She is a teacher for 6 years of teaching experience
Houda	She is a teacher with 7 years of teaching experience
Nadjwa	She is a teacher for 14 years of teaching experience
Ahlem	She is a teacher for 13 years of teaching experience
Samire	He is a teacher 3 years of teaching

Table 3.2.1 participants of the research.

The middle schools where the study was conducted:

A- TaibiMoussa middle school /Amra

It has three female teachers who have four to seven years of teaching experience, and a male teacher who is novice. The number of learners varies from one class to another which is between 30 to 40 pupils. We attended four sessions with different levels in different times.

Withlevel2 the title of the sequence is “Me and my Health”, teachers were using their hands to express healthy problems such as; headache and tummy ache by touching their heads and their stomach and making facial expression.

B- IbnSina middle school / Ain Defla

We met five teachers; one female teacher has 25years of experience in teaching. We attended two sessions in morning with level 4. Each class includes 29 to 39 pupils. The task was about telling a story of childhood. Then we moved to another school in the same town called Zidouk Ben Charki middle school where I met a novice teacher (3years of teaching experience) who told us about the verbal expression problems in teaching new words for learners.

C. Brothers Mekhaldi Abdelekhader middle school /Ain Defla

We met a teacher with 20years of teaching experience. The session was in the afternoon with 25 learners. We attended one hour session, and the teacher explained the lesson using drawings and sometimes displaying pictures. We moved to Bassekri Fatiha middle school where we met with an experienced teacher with whom we discussed the proper use of body language to convey and explain ideas to learners.

D. Lakhdari Mohamed middle school /Mekhatria

Mekhatria is a small village which is far from the other towns. In this middle school, there are three teachers of English with different teaching experiences. We attended one session with one teacher only. The class of level 1 includes 40 learners. The task was entitled “daily activities” through drawings and showing pictures.

E. Ben Rabah Abdallah middle school in Saaidia Rouina

We met a male teacher with 30 years of teaching experience. With level 2 sessions, he dealt with “showing directions”, and shared with us the importance of non-verbal communication in facilitating the process of teaching English vocabulary to learners.

While attending with different levels in middle schools we observe that non- verbal communication is an important tool to facilitate teaching and learning processes especially the transmission of new vocabulary to learners. Both negative and positive observations provided us with data of how teachers used non- verbal communication, learner’s reaction and difficulties faced during lessons. It is mentioned that non- verbal communications cover 50 percent in daily communication in classes unlike words themselves which take up only 7 percent. For supporting this we investigated the teacher’s use of NVC in the following Algerian middle schools: Taibi Moussa in Amra, Ibn Sina in Ain Defla, brothers mekhaldi Abd El Kader in Ain Defla, Lakhdari Mohamed in Mekhatria and Ben Rabah in Rouina

Taibi Moussa middle school:

Level 2:

There are five teachers in this school one of them is experienced, we attended four hours with Level 2 in different times. We noticed that teachers used body language differently .in this school learners are separated with 30 to 40 pupils in each class.

Task: listening to the script then filling the gaps with the right body parts, all the teachers were using gestures in order to make learners understand each part in human body. But the session with the experienced teacher the task was totally different because she used different techniques such as drawing, gestures and acting to make her pupils understand more the lesson and get more knowledge. Whereas, the non-experienced teachers were totally shy. After those teachers moved to the lesson of “healthy problems” they also used different gestures to express different illnesses.



Figure 3.2.1 Body parts (अनामिकानेवाश्रेष्ठ, 2022)

IBN SINA MIDDLE SCHOOL:

Level 4:

There were five teachers of English, males and females one of them is experienced. We attended 2 hours in different times, in the morning the attention of learners was low. The time was an affective factor because they studied during Ramadan.

Task: (project Assessment): the task is telling story about their childhood memories, the pupils hanged charts and pictures representing their memories in a chronological way, and then they made comments about them and during the process they presented new vocabulary. The teacher encouraged them to enhance learning and try to avoid L1 (mother tongue) which made the session interested and fun, however. The tasks of the non-

experienced teachers were totally different because they felt shy and insecure which made the session less interested. The gender of the teachers affected the use of non-verbal communication.

Brothers Mekhaldi Abdelkader middle school:

Level 1:

There are three teachers. but we met one male teacher with 20 years of experience, we attended one hour with level one.

Task: (I listen and do) is about daily activities, the teacher was very active (male) he sought to attract the attention of his learners and made efforts to assimilate the session easily. HE resorted non-verbal communication and used it regularly thorough the lesson. He used his body parts to show his learners daily activities for instance expressions of his face .he touched his eyes means get up early, he took a pen with his hand and pretend to assimilate the action of brushing his teeth .he put his hands on his face (means wash face) ,the teacher completely avoided the use of the mother tongue language and translation to make it easier for them to understand the lesson of (Daily routine).the teacher called his students by names and asked them about their daily routines in order to encourage them .we noticed that the learners have difficulties in pronunciation, but the majority of them were able to assimilate the gestures and memories the new words.

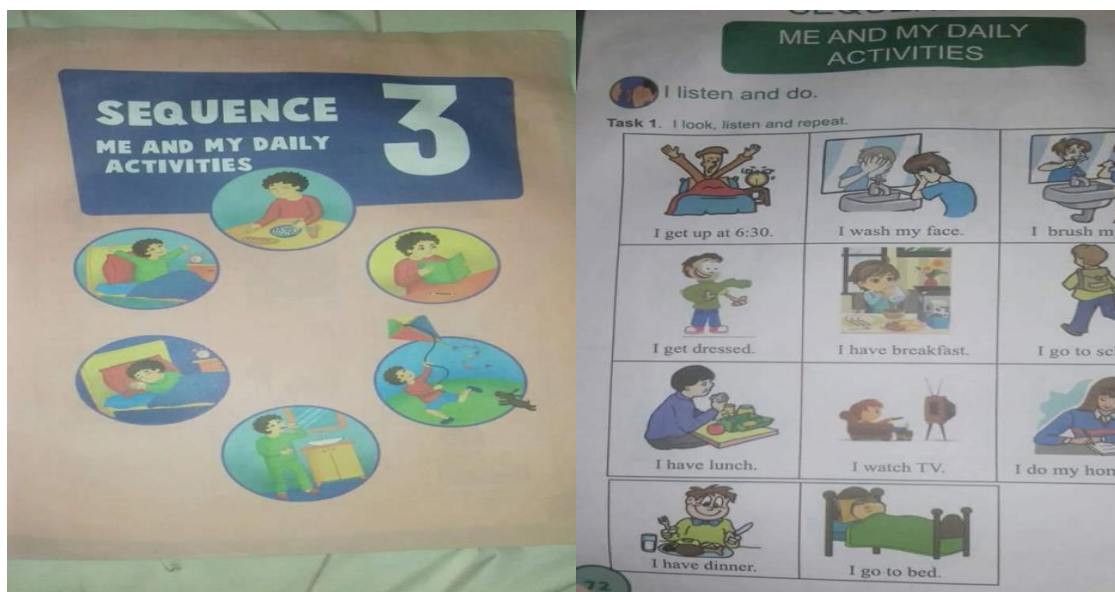


Figure 3.2.2 Daily activities (Pictures from 1st year book).

LAKHDARI MOHAME MIDDLE SCHOOL:

Level 3:

There are three female teachers one of them is experienced. In this school pupils are more interested about learning English, especially 3rd year. we attended 3 hours with this level in different times, we noticed that teachers are more responsible and stricter with their learners that is why learners have good level in English.

Task: (I listen and I do) is talking about personalities by using positive and negative Adjectives. During our presence with these classes, we noticed that students are hard-working with their teachers because they want to learn the English better. At the beginning of the session the students took their seats slowly and put their things on the tables quietly. During the teacher's conversation with her students, we noticed that she always tries to get their attention by calling them by their first names, she questioned them all and did not

miss any of them because she wanted the whole class to participate in the lesson, she asked them to speak in English and did not accept Arabic.

During the presentation of the lesson, we noticed that the teacher moved around the class then the pupils followed her with their eyes to understand what she explained. The teacher used different gestures in her body to make learners understand the meaning of each Adjective such as: lazy, sad, polite, sky, crazy, happy, hardworking, intelligent, calm, funny, generous, bad tempered...).

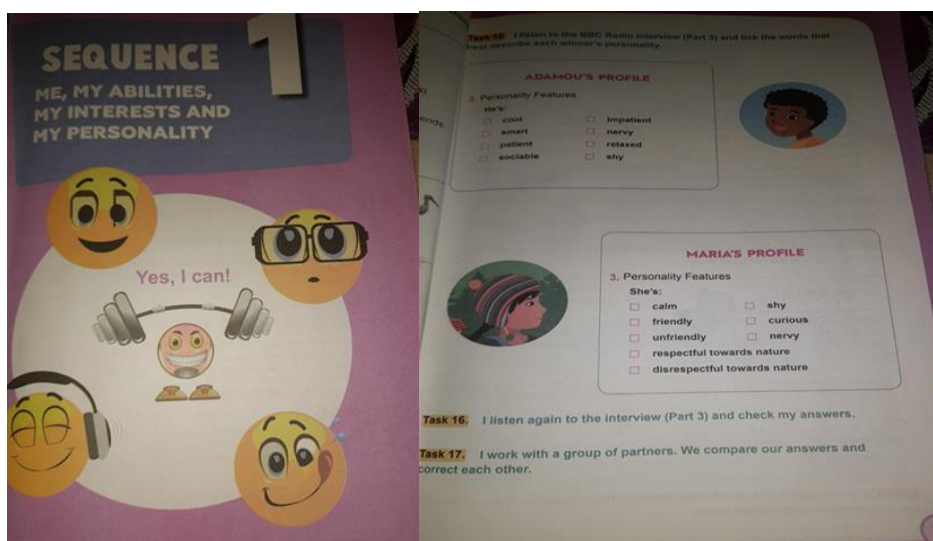


Figure 3.2.3 Presenting adjectives (Pictures from 3rd year book).

Ben Rabah middle school:

Level 2:

There were t three teachers we met a teacher with 30 years of experience we attended 4 hours with level 2 in different times. we observed in this school they have less students than the other schools but they are not interested in learning English.

Task: the task is about showing the way or directions. During our attendance at the class, we noticed that it was a well-equipped class with 28 pupils. We found that at the beginning of the session learners were calm. The teacher invited learners to answer many questions about where exactly is the school located. The learners suggested their answers. Then the teacher used different ways (eyes, hands, pictures, charts and feet) to show learners how to give directions the learners could understand well the directions and they did the task and responded actively.

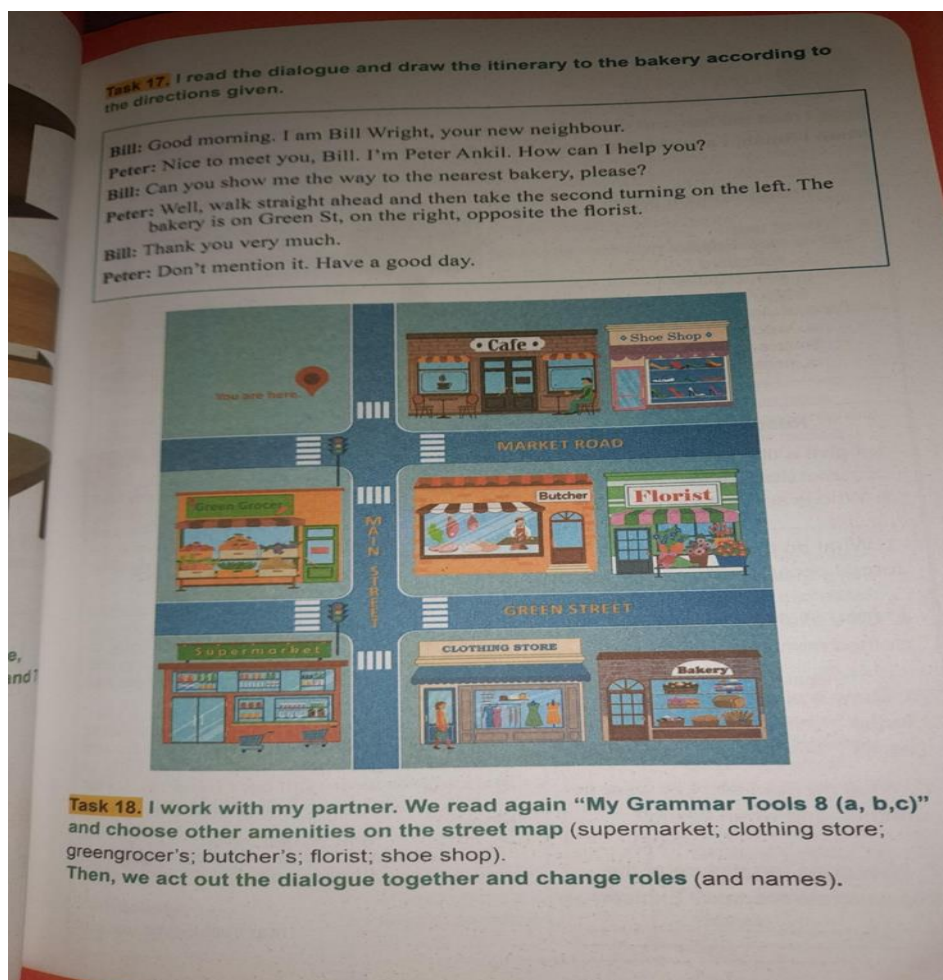


Figure 3.2.4 Showing directions (Picture from 2nd year book).

3.3.Data collection methods

The tools that are used in this study to collect data are a questionnaire for teachers and an observation for the learners. This research uses the mix method between the qualitative and the quantitative methods to gather data.

3.3.1. Questionnaire:

According to Oxford Dictionary a questionnaire is a written list of questions that are answered by a number of people so that data can be collected from its answers. This instrument is used in the research because it is the most appropriate means to investigate teachers' non-verbal communication, views about this concept and its importance. The questionnaire is adapted from different studies and research. It is composed of 16 questions (see appendix 1, the sixth and tenth questions are yes/no sixth and tenth however the others are multiple choice questions (1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16).

The first question aims to investigate the appropriate ways of explanation according to learner's needs. The second, the third and the fourth question check if the teachers integrate the four skills while teaching and what is the most difficult one according to the observation of the teacher and which sub-skill is focused more than others.

The fifth and sixth questions are asked in order to show the impact of non-verbal communication as a technique, and to what extent this technique is helpful in learners' comprehension. The seventh question is asked for finding the effective technique of non-verbal communication to teach. The eighth and tenth questions are asked to discover the useful tool to memorize vocabulary. The ninth shows the extent of non-verbal communication in learning process.

The eleventh question seeks to study the application of non-verbal communication in teaching. The twelfth question discuss the problem faced by teacher in teach vocabulary. The thirteenth question is to show the reaction to non-verbal communication by pupils. The fourteenth question is to highlight the role of teaching vocabulary to learners. The fifteen question proposes solutions to verbal communication problems in teaching vocabulary. the last question is asked for selecting the kind of communication that make pupils interact during learning vocabulary.

3.3.2. Observation:

Is defined by Gorman and Clayton (2005, p.40) as “an involvement of systematic recording of observable phenomena or behavior in natural setting”. The aspect of observation related with non-verbal communication in teaching vocabulary to learners of middle schools.

Observation of the learners is used in order to reach more validity of the results. We wanted to observe the learner’s and teacher’s behaviors during the lesson. The observation is done without informing neither the teachers nor the learners meaning that both the teacher’s and the learner’s behaviors were natural during the lesson.

3.4.Data analysis methods

3.4.1. Quantitative approach

Quantitative research is “the systematic study of quantitative properties, phenomena and their relationship are known as quantitative research” (Morgan, 1998, p.3671). Quantitative methods collect information concerned with numbers and things that are measurable, the main objective of quantitative methods is to establish and models together with hypotheses concerned with the phenomena. Measurements are very significant in quantitative methods

since it establishes the link between questionnaire and observation of quantitative relationships. Therefore, tables, graphs and statistics are mostly used in presentation of the study results. Quantitative methods usually employ a statistical method which comprises of data collection on the basis of hypothesis whereby a big sample is involved on contrary to qualitative methods. This calls for validation, verification and data recording before analysis begins.

3.4.2. Qualitative approach

Qualitative methods advocates argue that quantitative methods ignore non measurable aspects of the society which are very significant; hence they obscure reality of social phenomena (Morgan, 2008, p.368). Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

We use a mixed method and combined both qualitative and quantitative methods in order to answer our research questions.

3.4.3. Statistical analysis

Is the analyzing of quantitative data in order to uncover patterns and trends. It is a component of data analytics. Statistical analysis can be used in situations like gathering research interpretations, statistical modeling or designing surveys and studies.

3.4.4. Thematic analysis

Is a method for interpreting qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes

3.5 Data analysis process

In order to check the clarity and comprehensibility of the questionnaire questions, it was handed first to the headmaster who was an English teacher before; her answers revealed that the questions are clear to be handed to the teachers of the sample. After checking the clarity of the questions, the questionnaire was handed to the teachers on 12 /04/22 in Ibn Sina middle school, I attended four days, and the process was not flexible during days of exams. On the 13/04/2022 in Amra /Moussa Taibi middle school in the same day, the following day on 14/04/2022 in Rouin/ Saidia Ben Rabah middle school / then Mekhatria /Mohamed Lakhdari middle school, in next day 15/04/2022 and 16/04/2022 I went to Zidouk Ben Charki middle school /Ain Defla and Besskri Fatiha middle school / Ain Defla which was near to the previous one. The last day 16 /04/2022 I went to Brothers Mekhaldi AbdElkadder / Ain Defla.

3.5.Ethical Consideration

- I provided the research participants with an information sheet which detailed the most important information about the research project, and I obtained a consent form from them
- The names of the participants were anonymized at all stages of data collection, while analysing the data, and writing up the results.
- The participants also have the right to have a look at the transcripts so that they make sure that there are no changes have been brought to the original records.
- All data transcripts were saved in a locked cabinet and will be destroyed completely once the research has finished.
- Transcripts do not include the participants' real names, and I used code-names instead.

- The research participants have the right to withdraw their participation in the research until the data are made anonymous. The procedures of withdrawal are clearly stated and explained in the informed consent. Specifically, it was explained at which stage the participants had the right to withdraw or not.
- This research would not cause any physical or emotional harm to the participants.

3.6. Conclusion

This chapter dealt with bringing actual data from different middle schools about the application of non-verbal communication in classroom while, teaching VOC sub skill in addition to this, information was collected by analyzing the tools presented in this research, which include notes in the classrooms and a questionnaire for teachers, where graphs were placed to clarify a topic with a comment on them by samples, through expressing their opinions. This is a study that shows the impact of using non-verbal communication in teaching and the purpose of its use for explaining lesson especially vocabulary to learners of middle school.

Chapter four: interpretations of findings and results

4.1.Introduction

In this chapter we were interested about the use of non-verbal communication in English classes and how this system is supported by teachers. Also, we highlighted the impact of teachers' non-verbal communication on vocabulary understanding, on which we proposed a questionnaire intended for teachers with 16 questions. At the end, we analyzed and compared our observations that were made in middle schools classes with questionnaire results to confirm the result of this study.

4.2.Presentation of the questionnaire results

The questionnaire is used in this study as a tool for data collection; the teachers' questionnaire aims to know teaching vocabulary sub-skill through the use of non-verbal communication.

1. How can teacher explain vocabulary to learners?

This question is asked to indicate the suitable type of expressions to explain vocabulary

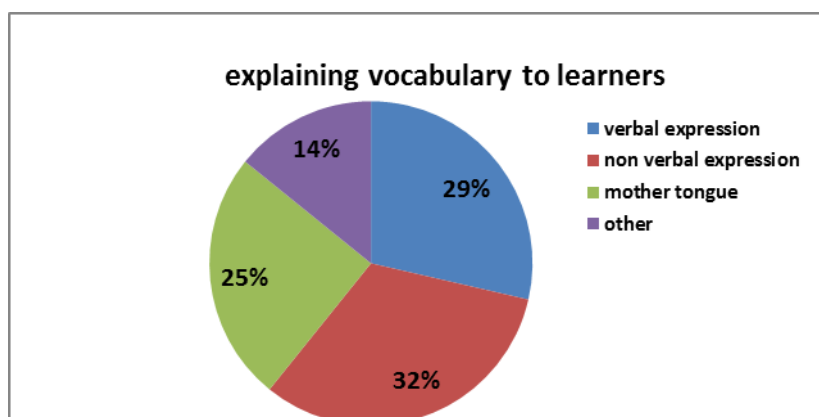


Figure 4.2.1 Explaining vocabulary to learners.

From the figure we note that a non-verbal expression 32, 1% is at the fore in a vocabulary explanation, followed by a verbal expression 28.5% and then the mother 25% and sometimes ends with secondary supplements such as pictures and videos.14.2%.

2. What is the difficult skill for learners?

This question is asked for show learners' problems.

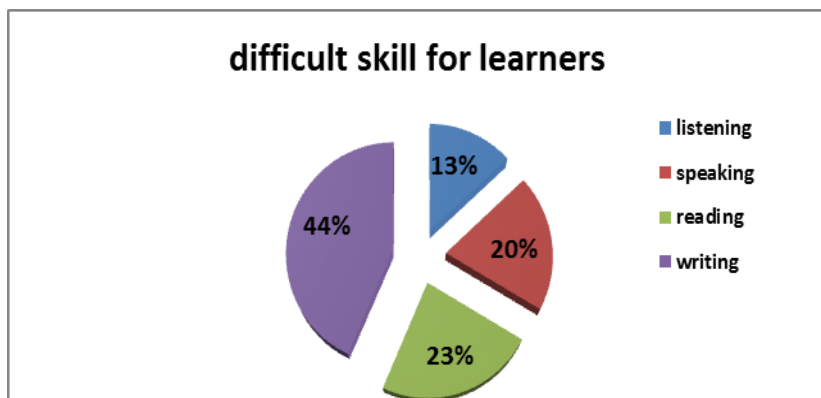


Figure 4.2.2 Difficult skills for learners.

From the figure we notice that writing is one of the main problems of students is writing because it occupies is 43.3%, followed by reading with 23.3%, then speaking 20% and ending with listening 13.3% This is due to a lack of knowledge.

3. Which sub skill do teacher focus more during lesson?

This question is asked for showing teachers focus on during lesson.

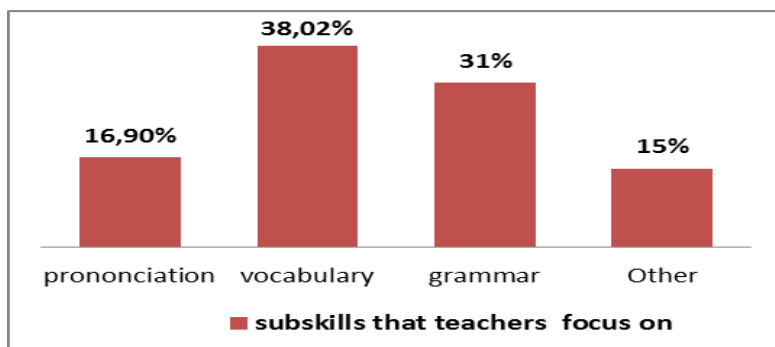


Figure 4.2.3 Sub- skills that teachers focus on

We notice that teachers differ in focusing on language skills, and this is due to the nature of the lessons, where the percentage of vocabulary is 38.02%, the highest one, after which the percentage of grammar is 30.98%, then pronunciation is 16.9%, and in the last some skills, such as language fluency with 14,08%.

4. What are the useful ways to describe vocabulary?

This question is asked to set some aspects to define vocabulary

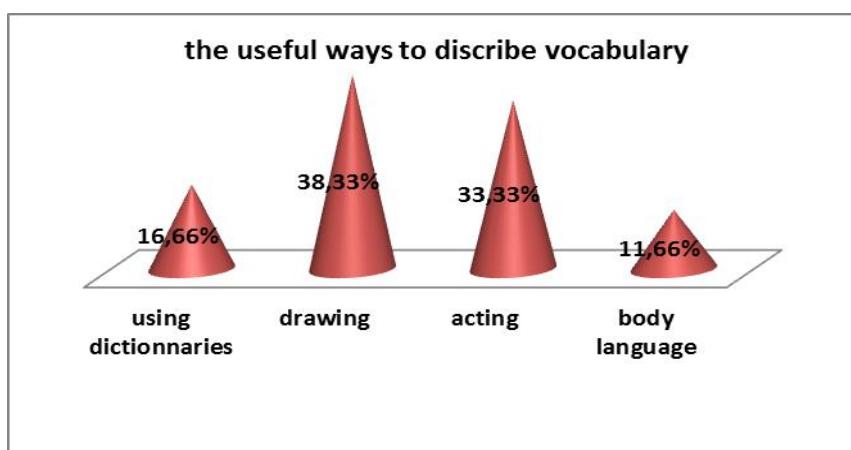


Figure 4.2.4 the useful ways to describe vocabulary.

The results show us that teachers depend on a fee to define vocabulary, which represents drawing by 38.33%, followed by acting with 33.33%, and then using a dictionary of 16.66%. And finally, 11.66% of people used body language.

5. Why is non-verbal communication used for teaching a foreign language?

This question is asked to improve the importance of non-verbal communication

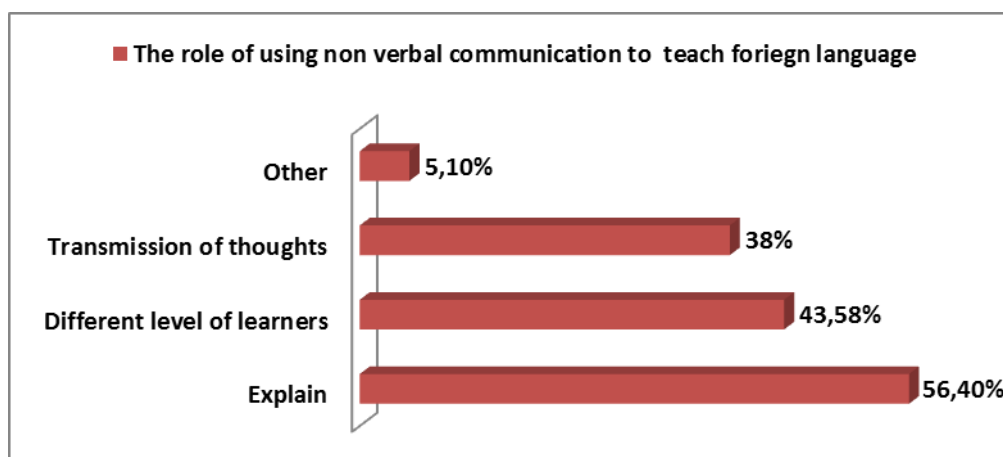


Figure 4.2.5 The role of NVC in teaching vocabulary.

We observe that the non-verbal communication is used to explain because it was estimated at 50%. It is also considered an intermediate solution to the difference in the level of 30% pupils, in addition to transmitting ideas 15% and in the end to facilitate the process of communication between a student and a teacher 5%.

6. Does nonverbal communication facilitate teaching vocabulary?

This question is asked to show if non-verbal communication facilitates teaching vocabulary. We remark that the majority of teachers answered by yes 70%, in contrast to those who answered sometimes 30%, while there is no one answered no. So, we realize that it plays an important role in teaching vocabulary.

options	numbers	%
Yes	21	70%
No	0	0%
Sometimes	9	30%
Total	30	100%

Table 4.2.1 Does non- verbal communication facilitates teaching vocabulary?

7. How can teacher use non-verbal communication effective to teach?

This question aims to demonstrate an effective style of nonverbal communication in education.

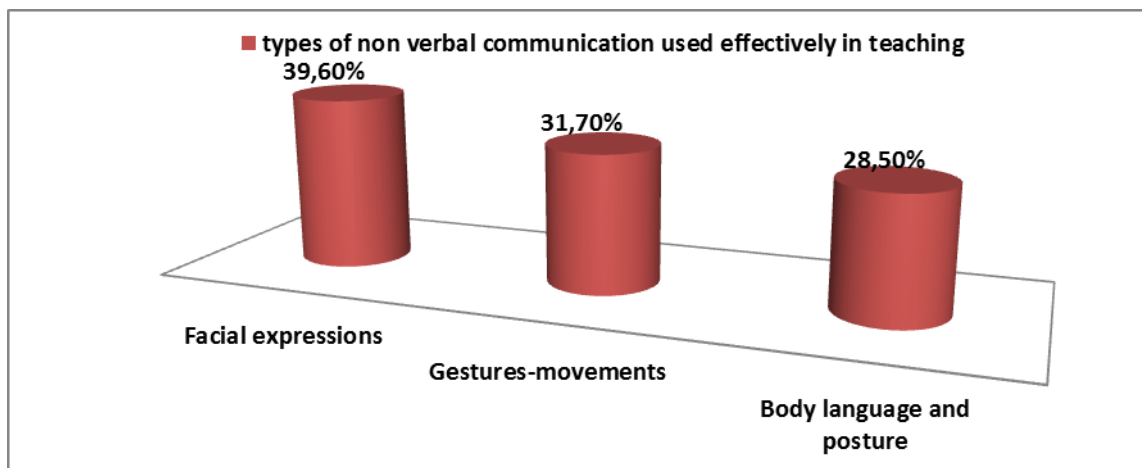


Figure 4.2.6 Types of non-verbal communication used effectively in teaching.

It becomes clear to us that movements and gestures have a significant role at 39.6%, then facial expressions with 31.7% and in the last body language with 28.5%.

8. How does teacher make learners memorize vocabulary?

This is a question that is asked to show the methods used by teachers to get students to memorize vocabulary. Memorization depends on repetition and practice, so exercises topped the list with 45.2%, then educational games with 30.9%, and in the last translation 23.8%.

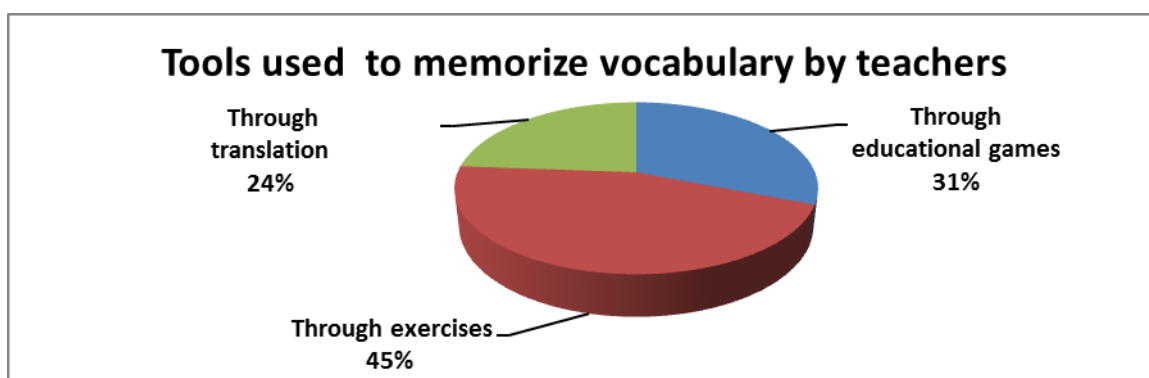


Figure 4.2.7 Types of non-verbal communication used effectively in teaching.

9. To what extent non-verbal communication help pupils understanding

This question deals with extent of non-verbal communication in understanding.

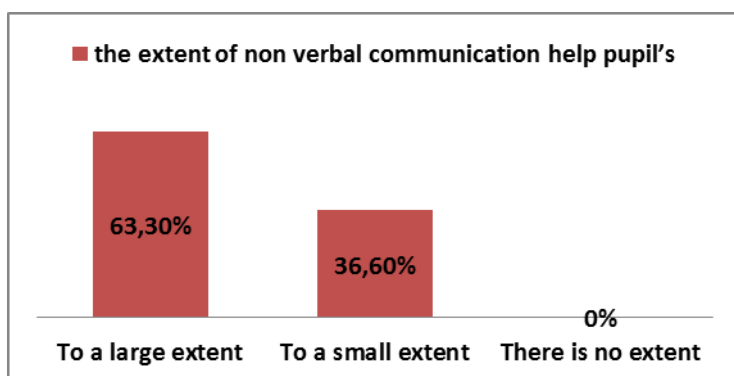


Figure 4.2.8 The extents of non-verbal communication help learners.

There is a great deal of non-verbal communication in learners' understanding of a foreign language. This made the majority of teachers vote yes 63.3% So non-verbal communication activates students' learning of foreign language however 36.6% of teachers answer by a small extent. So non-verbal communication activates students' learning of English.

10. Are all types of non-verbal communication understood by all learners?

This question is asked for demonstrate the effectiveness of nonverbal communication.

Most of teachers answer by yes 51.1% because it is the Simplest way whereas 31% said no because individual difference and the other answer by sometime or rarely because it considered as complements to verbal communication.

options	numbers	%
Yes	15	51.1%
No	9	31%
Rarely	5	17%
Total	29	100%

Table 4.2.2 Are all types of non -verbal communication understood by learners?

11. How is the non-verbal communication strategy in teaching?

This question is asked to measure the impact of non-verbal communication in teaching.

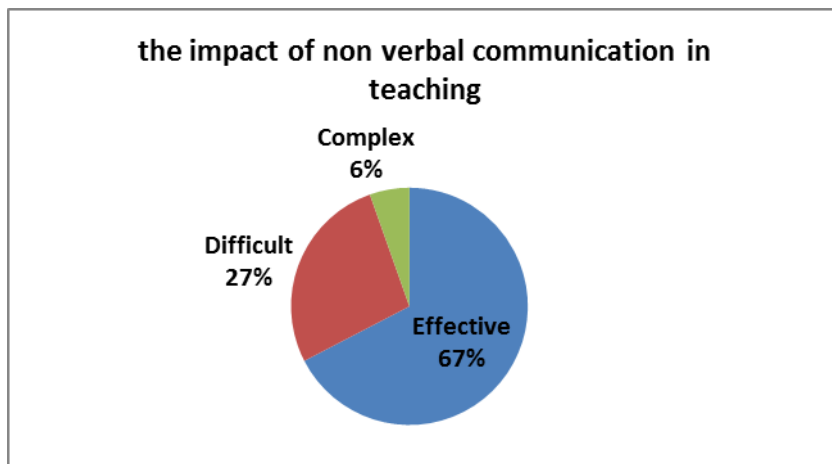


Figure 4.2.9 the impact of non -verbal communication in teaching.

The results show us that it is effective strategy of teaching because it has 67% although it is difficult one 27% it is according level of classes it also complexes 5.4 % because we must take into consideration the appropriate use of the non-verbal communication in teaching field.

12. What is the challenge that teacher face in teaching vocabulary

This question is asked to indicate the obstacles to teaching vocabulary.

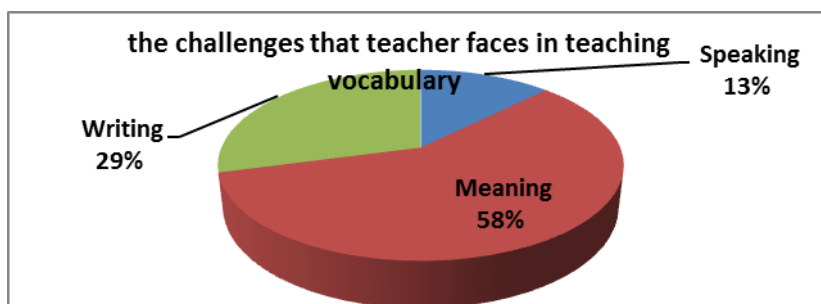


Figure 4.2.10 The challenges that teachers face in teaching vocabulary.

We noticed that the first problem includes the meaning of the vocabulary 58%, followed by the problem of expression or writing 29%, and in the last one is the problem of speaking 12.5%. It is recognized that education faces several problems.

13. How do learners respond to non-verbal communication?

This question is asked about the way of dealing with non-verbal communication by learners.

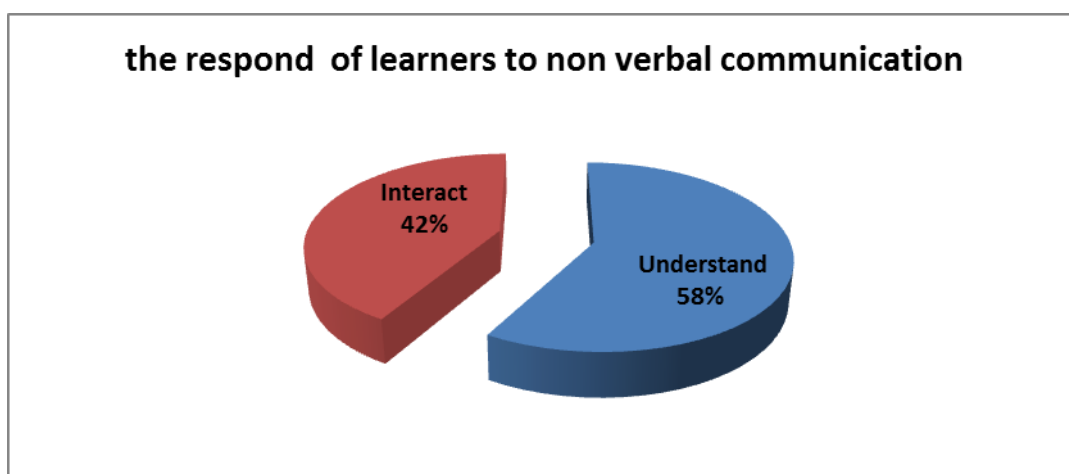


Figure 4.2.11 The response of learners to non-verbal communication.

Majority of learners respond through understanding 58.3% but the other interacting 41.6%

Some time they translate to mother tongue or they be active and practice with participating in classroom with the teacher.

14. What is the role of teaching vocabulary to learners?

This question is asked to show the importance of teaching vocabulary for pupils.

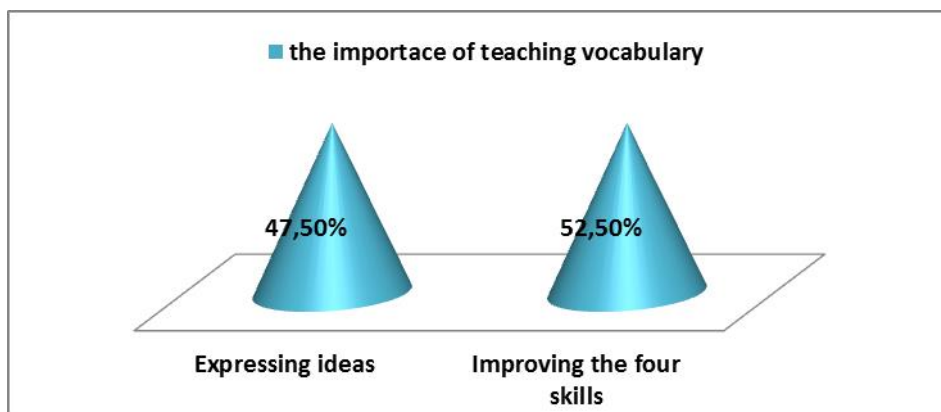


Figure 4.2.12 The importance of teaching vocabulary to learners.

The results obtained show us that it is very necessary to learn vocabulary as it appears that the improvement of the four skills increased by 52.5%, it expresses the ideas of 47.5% of the learners.

15. How can teacher cover the verbal expression problems in teaching vocabulary?

This question is asked to select the best techniques for fill the gaps of verbal communication in teaching vocabulary.

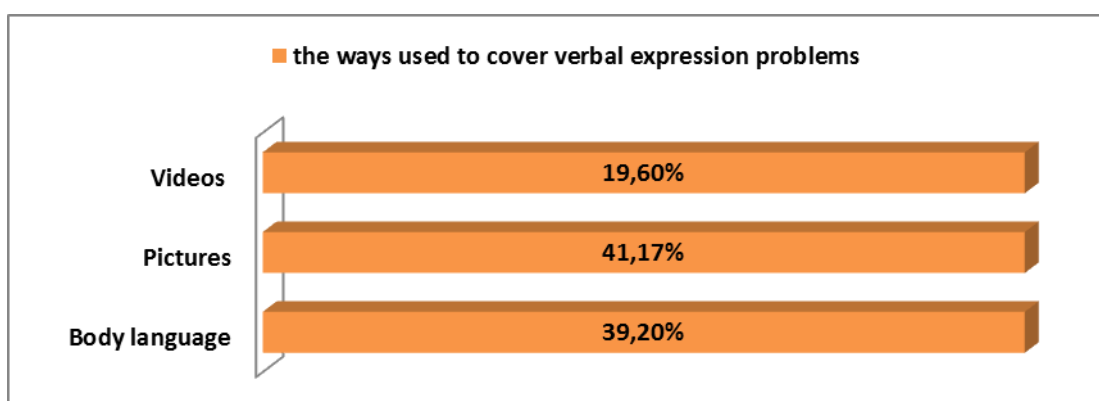


Figure 4.2.13 the ways used to cover verbal expression problems.

Result referring to the techniques used to bridge the verbal communication gaps in teaching vocabulary, where we note a dependence on pictures in the first degree 41.17% and then on body language and some expressions with 39.2% and sometimes on videos 19.6%.

16. What kind of communication makes pupils interact when learning vocabulary?

This question is asked to indicate the best type of communication in order to facilitate learner's understanding.

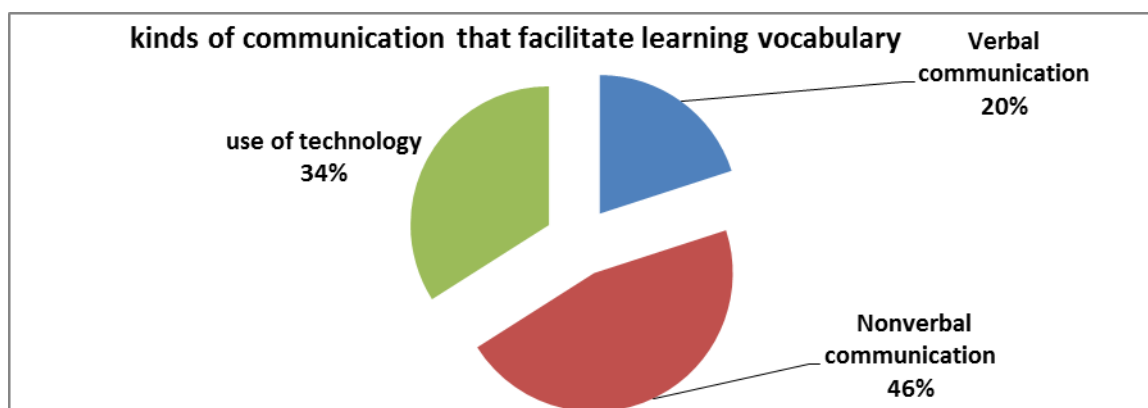


Figure 4.2.14 Kinds of communication that facilitate learning vocabulary.

It seems to us that a focus on non-verbal communication 46% in contrast to verbal communication 20% in addition to distance communication 34%, and thus we conclude the role of non-verbal communication in making students excited to learn and attract their attention.

4.3.Presentation of observation results

Classroom observation is used in this study to confirm questionnaire results. the observation composed of checklist of six statements the observational results are represented under a set of groups.

4.3.1. Theme1: Understanding English language and lesson topic

We note that the position of a learner is to discover if he understands the language from its subject easily, and this is through its appearance on his features by sharing ideas and expressing them with when explaining a lesson. We also find this feature in first-grade students through their playfulness by raising their fingers, and this indicates their understanding of a lesson, but there are some who do not have a linguistic background about the English language. This is where they sit in the middle rows of the department. Therefore, teachers use body language as a key to deal with this problem. Even to manage by trying to reduce the noise of the classroom, despite this, we find a minority of students sitting at the end of the class trying to create chaos and confusion in the classroom.

4.3.2. Theme 2: The use of mother tongue

It is used by both parties, a teacher and a learner, but not in the same way, as this is evidenced by the frequent use of a student, especially when participating. A professor explains either through verbal communication or non-verbal communication, so a student translates it into the mother tongue. As for the professor, he uses it in special cases, such as explaining emotional vocabulary to make everyone understand and activate to break the ice of silence.

4.3.3. Theme 3: Classroom interaction

It is related to a previous characteristic because when a learner is understood, he participates and is excited to interact with a professor and a lesson positively, but sometimes we encounter a negative interaction of a learner and this is due to the choice of a topic and the learner's interest in it.

4.3.4. Theme 4: Teaching vocabulary through the non-verbal communication

We note the use of a teacher of non-verbal communication during the explanation of a lesson for several factors represented in conducting a lesson and controlling the behaviors of learners through eye contact. And sometimes with gestures and movements to make them focus on a lesson because a learner likes to explore through his five senses, so this is reflected in his cognitive aspect as well.

4.3.5. Theme5: Effectiveness s of nonverbal communication in learner's comprehension

Through our observation, it seems that the non-verbal communication technique has an important role in making learners understand vocabulary because when a teacher uses body language, it is a complement to verbal communication and makes students focus and try to understand and guess the meanings of vocabulary and translate it into Arabic language as to note when he finds He knows the meaning and tries to add it in examples and writes it down. This is what makes him memorize it easily.

4.3.6. Theme 6: Improving learner's skills

We notice that nonverbal communication develops learner's skill because it's included learner's need to language as we know that vocabulary is essential for express self of learners through making them feel their existence in classroom comfortable and to exchange ideas and learn from experience of others.

4.4.Data discussion and Analysis

The result obtained from the questionnaire and classroom observations reveals some points of similarities and also differences:

First, concerning experienced teachers answered according to their experience in teaching English language in middle school, we observed that the most of them are women's rather than men.

Second concerning the first question we noticed that 32% of teachers used NVC as a tool to explain vocabulary to learners in order to help learners avoid mother tongue, then Concerning the question "what is the difficult skill for learners during teaching" 44% of teachers said writing then reading with 23% the important point here we noticed that the learners doesn't have enough knowledge, information and vocabulary to create sentences and write in English correctly they find it hard to form a right and a coherent passage or sentences. So writing is a challenge for both teachers and learners, we noticed that the result of the questionnaire and the classroom observations are the same.

Third, concerning the question "which sub skill that teachers focus more during the lesson" the answers differ from a teacher to another with 38.02% to vocabulary. Here the result of the questionnaire is different from the classroom observation because the teachers involved the other sub skill like language fluency this means pupils don't have any problems with it, in contrast to what we observed during our attendance in five middle schools pupils cannot speak fluently.

Fourth, when we move to the question "what are the useful ways that teachers used to describe vocabulary" we noticed that the result of the questionnaire and classroom observations are the same because drawing and acting takes a high percentage, drawing with 38.33% and acting with 33.33% rather than dictionaries due to the lack of books and dictionaries in most of libraries in middle schools especially in small villages.

Fifth, in in this question “why is non-verbal communication is used for teaching foreign language” teachers answered with 50% in order to explain well the lessons after explaining, they chosen different level of learners with 30% the findings of this question with the observations in classroom attendance are the same because teachers are used NVC as an important tool because their learners have different levels and also according to acquiring.

Sixth, with the question “**does** non- verbal communication facilitate teaching vocabulary” we observed that the majority of teachers answered “**yes**” with 70% and no one said **no** 0% and 30% said sometimes so here we can say that NVC it is important tool for teachers of English. The findings are the same with classroom observations teachers used NVC in their classes such as the lessons of: “body parts, healthy problems, daily activities”.

Seventh, “how can teachers use non-verbal communication to teach «concerning the effective way used by teachers when use NVC during teaching 39.60% said by facial expressions, after that with 31.70% gestures and movements. Here also we noticed that the findings are the same with observations classroom.

Eighth question” how does teachers make learners memorize vocabulary” the majority of teachers answered through exercises 45% after that through educational games then rarely through translation 24% we noticed that the result of the question is different with classroom attendance and observations because teachers don’t have enough time to always do games They are obliged to finish their program also another remark we noticed teachers are using translation more than games when they are needed during the game lesson.

Ninth “to what extent non-verbal communication helps pupils understanding” the result of this question is same with the observation classroom (63.30%) said large extent.

Tenth “are all the types of non-verbal communication understood by learners” most of teachers answered yes 51% and the result showed that NVC is effective for learners but unfortunately the findings are different with the classroom observations because we noticed that learners sometimes didn’t understand NVC and the comprehension differs according to the learners.

Eleventh “how is the non-verbal communication strategy in teaching” the results of the questionnaire are the same with observations classroom, the strategy of NVC is very effective (67%) said that it is a helpful technique that we should rely on as a future teacher.

Twelfth “what are the challenges that teachers face in teaching vocabulary” concerning the challenges that teachers face in teaching vocabulary the majority of them said meaning with 58% after that writing and that’s why they use NVC to enhance knowledge and make learners understand well vocabulary and meaning. So, the results are same with the classroom observations in this question.

Thirteenth “how do learners respond to non-verbal communication” in this question teachers answered 58% that our learners understand NVC but unfortunately the result of the questionnaire is different with the observation classroom because learners cannot always understand the NVC, especially when finishing a sequence and enter a new one, the teacher must make a lot of efforts and use more NVC in order to make them understand new vocabulary.

Fourteenth “what is the role of teaching vocabulary to learners” the result of this question is the same with the classroom observations teachers teach vocabulary to learners in order to improve the four skills (52, 5%).

Fifteenth “how can teachers cover the verbal expression problems in teaching vocabulary” concerning the ways used by teachers to cover verbal expressions problems, teachers chosen pictures with 41.17% after that body language with 39.20%, the result of the question here is the same with the observations in classroom, teachers always used pictures and books as tools to avoid the use of verbal expressions.

Sixteenth “what kind of communication makes pupils interact when learning vocabulary” in the last question in our questionnaire the result is same with our observations during our attendance in middle schools. Teachers answered by 46% for non-verbal communication because according to him/her it is a useful way for pupils to understand rather than technology because of the lack of materials in schools (computers, data show).

4.5. Discussion of the finding in relation to literature review

The findings showed that non-verbal communication is not only vital in an ordinary daily communication but it also plays a very significant role in teaching vocabulary and it is confirmed upon among different researchers that NVC are very demanding in learning a foreign language and teaching vocabulary because it helps teachers to send clear and distinct messages to their students motivation in the class and enhance their vocabulary and confirm that non- verbal communication might have a huge effect on students understanding.

To support the findings, we related the theory of Albert Mehrabian’s ‘7%-38%-55% Rule’ of elements of personal communication in which he mentioned that 7% refers to spoken words ,38% refers to voice, tone and 55% for body language. The latest is considered as means of non-verbal communication that teachers use during the teaching process according to our observation.

4.6. Discussion of the finding in relation to the research questions

How does non-verbal communication facilitate teaching vocabulary?

The finding shows that non-verbal communication in middle schools is an important tool used by teachers in different ways. NVC refers to the interpersonal distance gestures and social convention it formulates emotions, feelings values through gestures. Tone voice, mimicry expressions all of these techniques help teachers to convey the message and facilitate teaching new vocabulary through sessions and can help learners to understand well the meaning of new words.

Why is nonverbal needed in teaching vocabulary?

Nonverbal communication plays a significant role in teaching vocabulary, it is needed a method which privileges the teaching environment that can effectively attract the attention of learners and it will help them concentrate better, memories better and show the effectiveness of using non-verbal communication as a teaching aid in middle schools classes.

How can non-verbal communication participate to learners' understanding?

The finding showed that the majority of learners understand vocabulary when teachers used non-verbal communication, the learners feel happy and more excited. The teachers also provided opportunities to students to participate during sessions and must seek the relevant way to ensure memorization and work to improve the ability to record information at home. Also, the use of non-verbal communication in classroom recognized for its effective impact including the use of illustrative gestures, the movements of teachers in the classroom with the repetition of words and important sentences out loud. Under all these

conditions teachers encourage learners and attract their attention, therefore they can understand easily and grasp the meaning of vocabulary.

Chapter five: conclusion

5.1.General conclusion

Communication is a process of sending and receiving messages to share knowledge, attitudes and skills. It is generally associated with speech that is composed of two dimensions; verbal and nonverbal that forms intimate relationship especially when the meaning of nonverbal messages goes exactly with the meaning of verbal one. Non-verbal communication (i.e., body language) is a real provider of effective, natural and successful communication accordingly to verbal communication. However, the matter is not to enlighten its strong relationship but to increase awareness about nonverbal messages to include it in the curriculum by language professionals.

Effective foreign language teaching should promote understanding multiplying the media used to convey a message such as gestures, facial expressions, images, then whatever the visual translation it constitutes a help for learners in middle schools to grasp the meaning.

In chapter two we discussed the previous studies, theories and different views by scholars about non-verbal communication and its relation in teaching vocabulary and highlighted some means that maybe used during the teaching process.

Chapter three deals with the seven schools that were visited to conduct this research through observations to classrooms and a questionnaire to teachers. Data and information were collected about the phenomena of teaching vocabulary through non-verbal communication. The result obtained from the questionnaire and the observation shows the effectiveness of non-verbal communication in the field of teaching foreign language because most of pupils respond to the non-verbal communication in understanding especially during explanation of new vocabulary.

After analyzing the data from these two investigative tools; the obtained results either by observation or by a questionnaire intended for teachers at middle schools. We have confirmed that the non-verbal communication of the teacher helps the learners to access the meanings of words, learner motivation and training new skills to learn and understand a foreign language through observation, we have emphasized an important point which is the language body on the part of the teacher helps to master the class. This mastery influences positively on the progress of the session and consequently on the learning of the language.

Teaching vocabulary have recorded different cases from different middle school in Ain Defla to show the difference in using non-verbal communication by teachers, as result each teacher has to be flexible in dealing with the level to achieve the aim of each lesson. Based on the finding of this study, it was concluded that teachers have similarities and differences in using non-verbal communication but have common objectives according to the aim of each lesson they teach. But they accept that using this technique to facilitate understanding vocabulary for learners and enhance their knowledge. The two instruments used in this study to collect data about this research are observations in classes (middle school) and questionnaire for teachers. After analyzing the data, we can say that the result obtained during our study allowed us to confirm that non-verbal communication used by teachers in their sessions helps more learners to better access to the meaning transmitted. Even if there are difficulties and challenges in using non-verbal communication as a technique while teaching vocabulary, it still has a crucial role in classroom especially with new learners of EFL. to conclude, we have tried to address a very important theme and this study is only a starting point which can constitute an initiation to further research for further future work.

5.2.Aims of thesis

Aim 1: the study highlights the importance of nonverbal communication in teaching vocabulary.

The purpose of this paper is to emphasize the importance of non-verbal communication in teaching vocabulary through showing its effectiveness during the teaching process. The study gives positive results about the reaction of learners towards the use of NVC. It also shows the high level of the learners' understanding when using NVC.

Aim 2: The study spots the different techniques of nonverbal communication used in the process of teaching.

The research tackles the different methods that are used by teachers while teaching. It focused on how teachers varied those techniques (body language, eye contact, gestures, charts and images) to meet the needs of the learners.

Aim 3: The study explores the difficulties may face while using techniques of nonverbal communication during the teaching process

The study explores the difficulties that may be faced by both teachers and learners as teachers use the inappropriate tool of NVC and as learners can't understand the right meaning.

5.3.Feedback

5.3.1. Student feedback

In this research students Feedback can be noticed through the use of the teacher's non-verbal communication

5.3.2. Positive feedback

Students can give positive feedback when they receive words, behavior or needs we noticed their feedback during our attendance we observed their attention when they indicated by their participation during the session and feel happy when they understand the meaning of new words when teachers used non-verbal communication.

5.3.3. Negative feedback

Students also gave negative feedback through using non-verbal communication in teaching vocabulary. Their reactions can appear when they receive difficult messages or ambiguous words or data when seen unclear for them, especially when teachers avoid translation into Arabic language or can't act or use well their body languages or gestures.

5.4. Recommendations and suggestions for teachers and learners

According to this study we observed that non-verbal communication has an important role in teaching vocabulary, it also can help both teachers and students. But we noticed that teachers and their student have problems with non-verbal communication in order to avoid these problems we mention some suggestion:

5.4.1. Teachers' suggestions

- *Teachers be active and be confident when enter the class.
- *Must avoid mother tongue as much possible during the lesson.
- * Using non-verbal communication without any fears to make the lesson easier.
- *Teachers should attend more seminars and workshops in order to get always new ideas, Methods, Techniques and develop their using of NVC in teaching.
- *Give students more motivation to try speaking in English during lessons.

*Make strong relationships with their learners and make them more trust. In order to tell the teacher when did not understand new vocabulary or new words.

*They should use various types of non-verbal communication like: facial expressions, eye contact, and physical appearance

*Teachers must give chances for all learners to answer and interact during sessions.

*Teachers are careful about learners' reactions.

*Teachers should utilize a variety of technology options.

*Teachers should raise his or her voice especially in instruction or when learners misbehave.

*Teachers should always do some oral tests to make learners using BODY language

*Teachers should improve their lessons by speak and contact more with other experienced colleagues in order to take some ideas notes of how used NVC.

*Teachers should stand near his /her table of learners and avoid being hidden behind a desk to help them understand non-verbal communication successfully.

5.4.2. Learners' suggestions

*Pay attention of what teacher said and what are the key words of lessons.

*Focus on his /her teacher non-verbal communication signals.

*Stop the teacher when they didn't understand but without fears.

*Respect the teacher and do not speak during he or she explain.

*Keep your eyes on the Teachers when use nonverbal communication.

*Try to raise your hand and answer with mistakes no problem.

*Try to prepare and watching the new lesson at home in order to understand 100% in class.

*You should contact Teachers individually.

5.5.Limitations of the study

This research like any other research had some limitations we mention some of them:

-The Lack of books in the library of our university,

-The lack of time especially during Ramadan.

-The noisy classes.

-Lack of collaboration by teachers to answer the questionnaire.

-Teachers did not accept our permission to attend classes and take observations.

-The lack of attention and participation in classroom caused less classroom interaction and increase students' boredom where the teacher face problem to get students engagement in teaching class.

-The Algerian middle schools are generally over crowded because of numerous students the fact that let teachers feel tired and find difficulties to manage their classroom, using body language to get the students' attention and leverage

-Actually, teachers do not use appropriately body language because of their lack of training about this fundamental tool that provide teaching process.

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Appendix 1: classroom observation model layout.

Date

Hour

Class

Topic of the lesson

Teacher gender

Options	Yes	No	Sometimes	None
1-understanding English language and the topic of the lesson				
2-the use of mother tongue				
3-classroom interaction				
4-teaching vocabulary through NVC				
5-effectiveness of NVC in learner's comprehension				
6- teacher's attitude				
7- developing learner skills				

Appendix 2: questionnaire

I have developed this questionnaire to show the role of non -verbal communication in teaching and learning English language (vocabulary) to middle school learners. I hope you will help me in my research through answering to questions. I really appreciate that.

Choose the right answer:

1. How can teacher explain vocabulary to his /her learners?

- a. Verbal expressions
- b. Non-verbal expressions
- c. Mother tongue
- d. Other

2. What is the difficult skill for learner?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Why?

3. Which sub-skill do teachers focus more during lesson?

- a. Grammar
- b. Pronunciation
- c. Vocabulary
- d. Other

4. What are the useful ways to describe vocabulary?

- a. Using dictionaries
- b. Drawing
- c. Acting
- d. Other

5. Why is nonverbal communication used for teaching a foreign language?

You can choose more than one

- a. Explain
- b. Different level of learners
- c. Transmission of thoughts
- d.

Other

6. Does nonverbal communications facilitate teaching vocabulary?

a. Yes

b. No

c. Sometimes

-Why?

.....

7. How can teacher use nonverbal communication effectively to teach? (You can choose more than one answer)

a. Facial expressions

b. Gestures-movements

c. Body language and posture

d. Other

8. How does teacher make learners memorize vocabulary?

a. Through educational games

- b. Through exercises
 - c. Through translation
 - d. Other
-

9. To what extent nonverbal communication helps pupil understands?

- a. To a large extent
- b. To a small extent
- c. There is no extent

Why?

10. Are types of non-verbal communication understood by all learners?

- a. Yes
- b. No
- c. Rarely

Why?

11. How is the strategy of non-verbal communication in teaching?

- a. Effective
- b. Difficult

c. Complex

Why?

12. What is the challenge that a teacher faced when teaching vocabulary?

a. Speaking

b. Meaning

c. Writing

d. Other

13. How do learners respond to nonverbal communication?

a. Understand

b. Interact

c. Other

14. What is the role of teaching vocabulary to learners?

a. Expressing ideas

b. Improving learner's communication

c. Improving the four skills

d. Other

15. How can teachers cover the verbal expression problems in teaching vocabulary?

a. Body language

b. Pictures

c. Videos

d. Other

.....

16. What kind of communication makes pupils interact when learning vocabulary?

a. Verbal communication

b. Non-verbal communication

c. Long-range communication (the use of technology)

Why?

About the Researchers:

Full Name: Belmeskine Housseyn, Daoudi Sarra, Ghazali Fatima Zahra.

Course: Master students / language and communication major at the University of Djilali Bounaama Khemis Miliana.

Research:

Conducted by students researchers and supervised by Dr Zahaf Fatima Zahra of the University of Djilali Bounaama

It our pleasure to invite you to participate in my research which will examine the role of non-verbal communication in teaching vocabulary in middle school in Algeria.

Research Aims:

The aims of this research are explained as follows:

- The study highlights the importance of nonverbal communication in teaching vocabulary
- The study spots the different techniques of nonverbal communication used in the process of teaching.
- The study explores the difficulties may face while using techniques of nonverbal communication during the teaching process.

Data Collection Procedures:

Observation:

We will attend in different classes in different middle schools with different levels.

Questionnaire

we will form a set of 16 questions with different answers addressed for middle school teachers in order to get data about the role, the means, and the difficulties that my face by them while using non- verbal communication in teaching vocabulary.

Participation:

This research is voluntary, and you have the right to withdraw your participation in the research until the data are made anonymous.

Confidentiality:

The data collected from my participants will be confidential and anonymous. The information will be digitally stored at the University of Djilali Bounaama storage.

Potential Risks:

There are no potential risks or harm will be caused to you in this research. You will not be paid for your participation in this research.

Next step

We would be pleased if you accept to take part in this research. If you choose to participate in the research, please tick each section and sign and send the consent form to the email written below. I am looking forward to hearing from you soon.

Best Regards,

Mr Belmseskine Housseyn, Miss Daoudi Sarra, Miss Ghazali Fatima Zahra

Email Adress: sarad16@hotmail.com

Contact Number: 0773.74.22.30

Consent Form

Name of Researchers: Belmeskine Housseyn, Daoudi Sarra, Ghazali Fatima Zahra.

Research title: teaching vocabulary through non-verbal communication in middle school.

Participant Full Name:

I give my consent to be a participant in this research and I acknowledge the following:

(please tick each box)

- I acknowledge that I have read the information sheet and understand the nature of this research.
- I understand the research aims and objectives.
- I agree to answer the questions and give appropriate answers.
- I understand that my name will be anonymous and will not be identified in the future publications from this research.
- I understand that I could withdraw my participation by contacting the researcher until the data collection has been completed and anonymised.

Date:

Signature: