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**An Analysis of E F L Teacher's Positive Beliefs Towards Using  
Illustrative Features to Develop Their Learner's Understanding**

**Case of Study: First Year Teachers and students of English at  
Middle Schools, Sidi Khaled/Biskra**

**Thesis Submitted in Partial fulfillment of the Requirement for the  
Master's Degree in Sciences of Language**

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### *Dedication*

*This modest work is lovingly dedicated to:*

*First of all, my dearest parents, who helped, supported, and surrounded me with their care and love." May ALLAH bless them".*

*To you Haider. "Thank you".*

*To all my family without exception for their unremitting help.*

*To all my friends without exception.*

*Finally, I dedicate this work to all those who gave me advice, help and support.*

## **Abstract**

Our dissertation aim to investigate about the effectiveness of using illustrative gestures as a teaching strategy to develop student's understanding in middle schools because they are beginners, and in this stage they face a serious problem to understand the meaning of words and depict what their teacher wants to say, because it is a new language for them. Also this investigation leads us to discover teacher's positive standpoints about the use of illustrative gestures. Firstly, we formulate one main hypothesis; using teacher's illustrative gestures in teaching would be helpful to develop English as a foreign language student understanding. To achieve such an aim, we relied on two means of research, the teacher's and student's questionnaires. The teacher's questionnaire was chosen to collect data about the techniques they use when they teach, for our study, student organized the main extent of illustrative gestures on student's comprehension. In this study we used descriptive method which is the appropriate method to collect and analyze data. The results showed that students are able to develop their understanding through illustrative gestures. Also they have manifested a great enthusiasm within this technique while teaching them. In addition, all teachers agree with the effectiveness of this technique as a teaching strategy.

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## **General introduction**

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## **1-Introduction**

Teaching languages are more important, especially English language. This latter is the language of the world and it is the tool of economic, political... and communication. According to this wide spread of the English language world, the educational system specifically teaching English as a foreign language domain was influenced by this latter and has developed a lot of strategies which are modern and effective as pedagogical tools such as audio, visual, audio- visual, gestures, images,...etc. The aim is to develop the EFL learners learning, create a suitable context for doing so, and make them able to communicate effectively in different situations. These strategies may develop the student's competencies such as: speaking, reading, writing, listening, memorizing, and understanding.

So, in our work we are going to focus on consulting teachers' views and perceptions towards some positive effects of teacher's illustrative gestures that are used to develop student's understanding/comprehension.

## **2-The objectives of the study**

This study aims:

- To investigate if the teacher have positive viewpoints towards using their illustrative gestures to help him/her in teaching English and check their awareness about the usefulness of paralinguistic features in Teaching English as a Foreign Language.
- To examine whether these gestures would produce a higher achievement in teaching and developing student's comprehension.
- To discover in what extent student can understand input.

- To help learners overcoming their comprehension problems and find remedies to enlarge their vocabulary repertoire.

### **3-Statement of the problem**

English is one of the most important languages in the world especially in Education, and it is so difficult to teach or learn it easily. For that reason teachers require the application of many strategies such as: the use of images, videos, illustrative gestures. Since, it has been observed that learner; especially beginners in middle school face a serious problem to understand the meaning of words and depict what their teacher wants to say, because it is a new language for them. Teachers' context is not far from the learners' one, they claim to learners' inability to understand them when explaining their English courses. This latter pushes the researcher to think about teachers' attitudes and awareness towards the significant role their illustrative gestures would have when presenting their course of English and what positive effects could have on developing the learners comprehension and make the input more successful. So, to remedies the learner's weakness and better the situation of EFL learning.

### **4-Research questions**

In this work we are going to analyze and describe the teacher's opinions about the influence of their illustrative gestures on English as a foreign language student's understanding and our application will take place on pupils of middle classes. Our research questions:

- Do EFL teachers at middle school have positive attitudes towards using illustrative gestures to improve the students understanding when teaching?

- Do the teacher's illustrative gestures in teaching English as a foreign language improve student's understanding?
- Could illustrative gestures really improve student's understanding?

## **5-Hypothesis**

To answer the questions above we formulate the following hypothesis:

- Using teacher's illustrative gestures in teaching would be helpful to develop English as a foreign language student understanding.

## **6-Significance of the study**

This study would show the importance of teacher's illustrative gestures that are used in English classes to help student in comprehension.

In addition, this work will attempt to discover in what extent teachers are aware about the positives of using the paralinguistic features exactly illustrative gestures in developing the different comprehension contexts.

## **7-Research methodology**

This section presents a brief outline of our methodology that will be applied to realize our research:

### **7-1-Descriptive method**

In this work we will adopt the descriptive method because it is the appropriate method for gathering data about the teachers' illustrative gestures that are used in classroom to make

his/her lesson easier and to discover the influence of this feature on the understanding of learners , Also we will deal with quantitative study.

Moreover, to test hypothesis and to answer the questions concerned with the topic. As well as the descriptive method is the appropriate for analyzing data and describing tools.

### **7-2-Population and Sampling**

In our work we are going to focus on first year teachers and students of middle schools Sidi Khaled/Biskra, in this school there are 4 teachers for teaching first year grade. In addition, we are planning to consult other teachers of English in other middle schools for the same aim and to get enough information about the subject under examination for the sake of consolidating the data.

We have chosen to work with first year teachers for the following reasons:

- Students at this level are considered beginners, the lack of comprehension is clearly apparent.
- Teachers teaching this grade should be aware about the importance of using illustrative gestures to develop their learners understanding, to make the context comfortable, and the language familiar.

### **7-3-Research tools**

In our work we will use:

two questionnaire that are directed firstly, to the teachers(18) of first year at middle schools, in order to gather information about their strategies in teaching English as a foreign language and how they use the illustrative gestures to help students in understanding.

Secondly, to the students (80) of first year at middle school this helps us to understand in what extent the illustrative gestures can help them to develop their comprehension.

## **8-Structure of the dissertation**

During the current work, we are going to introduce two parts, which are:

The theoretical part; The theoretical study about gestures which focuses on teaching English as a foreign language process and a theoretical study about the illustrative gestures that are used in teaching English as a foreign language and this theoretical study contains two chapters which are:

Chapter one: Teaching English as foreign Language strategies.

Chapter two: Illustrative gestures in teaching English as a Foreign Language.

Field work is considered the analysis and interpretation of questionnaire's results.

## Part I: Theoretical Study

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## **Introduction**

Teaching a language involves overt and covert decisions concerning the selection of language items (items, sentence pattern, topics....., that are to be used within a course). Consequently; the field of teaching contains a variety of methods and strategies that can help students become more successful learners.

In this chapter we are going to describe teaching strategies which are procedures and techniques that teachers can use to facilitate teaching, and help them to become good teachers, also can help learners learn both language and content. In addition, in this chapter we will spot the light on the history of English language, definition of teaching and its importance, moreover; to present the characteristics of a good teacher that make him responsible, a controller, and a manager. We go further to present the main strategies that should adopted by teachers to succeed in their tasks 'fulfillment.

### **.1.A brief History about the English Language**

English is a member of the Indo- European family of languages. This broad family includes most of the European languages spoken today, and this Indo-European family includes several major branches:

- The Celtic language: such as Welsh, Scottish....etc.
- Latin and the modern Romance languages: such as French, Italian, Spanish....etc.
- The Germanic languages: such as English, Germanic, Swedish.....etc.
- The Indo-Iranian languages: such as Hindi, Sanskrit.....etc.
- The Slavic languages: such as Russian, polish.....etc.
- The Baltic languages: such as Latvia and Lithuania.

The influence of the original or common ancestor language, called the proto-Indo-European language can be seen today. English is a member of the Germanic group of languages; it is believed that this group began as a common language in the Elbe river region about 3.000 year ago. It was spoken by the savage tribes who wandered through the forests of northern Europe. By the second century, this common Germanic language had split into three distinct sub-groups:

- East Germanic: was spoken by peoples who migrated back to southeastern Europe.
- North Germanic: evolved into the modern Scandinavian languages of Swedish, Danish, Norwegian, and Icelandic but Finnish, which is related to Hungarian and Estonian and it is not an Indo-European language.
- West Germanic: is the ancestor of modern Germanic, Dutch, Frisian, and English.

(Drout, 2006, p. 6)

From the above information, the history of English language is divided into three periods: Old English, Middle English, and modern English.

- The old English: (from 17 century to 1100 years)
  1. First known language of British was Celtic.
  2. The origin of English language was Germanic.
  3. Despite 400 years of Roman occupation, no major influence from Latin.

(ibid)

- The Middle English: (from 1100 to 1500 years)

The major development in this period is that the changes of structure of English which mean that Old English become a Middle English such as:

- Grammar dropping of inflectional system of Old English.
- Vocabulary: many borrowings of words from French to Latin.
- Minor sound changes.

Modern language: (from 1500 to the present day)

Major development:

- between( 1400 to1600) in this period sound was changed to Shakespeare's language which mean that the elimination of a vowel sound in certain unstressed positions at the end of words and the great vowel shift( a systematic shifting of half a dozen vowels and diphthongs in stressed syllabus).

- The development of standardization of the language and the adoption of the London dialect as the standard language.
- Gradual development of new varieties of English which are different in vocabulary, grammar, and distinct pronunciation.
- In this period, English has become a lingua franca.

(ibid)

## **I.2. Definition of Teaching**

Teaching, education, instruction, pedagogical, or educational activity, all of these terms take the same meaning, in other words, the activities of educating or instructing are activities that impart knowledge, or skill. From our reading we find that there are many authors who define teaching from different opinion as follows:

“Most people think of teaching as the overt presentation of information by teachers to learners, but the term teaching is used to refer to anything done by developers or teachers to facilitate the learning of the language”

(Tomlinson, 1998, p.3)

“Teaching can be direct (in that it transmits information overtly to the learners) or it can be indirect (in that it helps the learners to discover things for themselves)”

(ibid)

“The activities of educating or instructing or teaching; activities that impart knowledge or skill”

(Hornby, 2000, p. 443)

“Teaching is the process of caring out those activities that experience has shown to be effective in getting students to learn”

(Smith, 2005, p. 8)

“Teaching undertaking certain ethical tasks or activities intention of which is to induce learning”

(ibid)

From the definitions mentioned above, we can propose the following definition:

The notion of teaching shares the same meaning with instruct, tutor, train, and educate, as well as teaching is something that is taught and it is an act of a person who teaches and gives an instruction, and this later should be carefully programmed.

### **I.3. The Importance of Teaching and its Goals**

Teaching is a career that takes intelligence, dedication, and skill, but most importantly, the desire to teach must come from the heart. In this section, we will attempt to mention the importance of teaching and its goals in the world as follows:

- Teaching is an essential part of society; also it is a key to success.
- Teaching is the key to establishing and reinforcing democracy, respect and social justice.
- With teaching we can find ourselves in a room with all its open windows towards outside world.
- By teaching we can get one rational powers to make better choices and to advance future knowledge.
- By teaching we can develop our mental abilities, thinking, and society.
- By teaching teacher can develop student’s positive attitudes.
- Teaching can enable students to acquire the necessary linguistic competence.
- Teaching can develop student’s awareness about the cultural and social issues.
- Teaching can prepare students to participate in their society.
- Teaching can enable students to present the cultural of his nation.
- Finally, teaching can provide student with the linguistic basis that would enable him to participate in transferring other nations.

#### **I.4. Characteristics of a Good Teacher**

Within each teaching field, the teacher plays a crucial role, he should manage classes by effective manners, by focusing first of all on the learner, then the teacher should reach many characteristics and qualification, so teacher should:

- Be able to work with students from different backgrounds and abilities.
- Show enthusiasm.
- Provide students with the maximum opportunity to learn.
- Maintain an academic focus.
- Have high, rather than low, expectations of students can achieve.
- Involve all students in the lesson.
- Use the strategies to keep students on task, motivated and productive.
- Impose the structure on the content to be covered.
- Present new material in a step by step manner.
- Use clear instructions and expectations.
- Monitor closely what students are going throughout a lesson.
- Adjust instruction to individual needs, and re-teach content when necessary.
- Use high rates of questioning to involve students and to check for understanding.
- Spend significant amounts of time in interactive whole-class teaching.
- Use group work partner activities when appropriate.
- Communication with learner's parents.
- Motivation interaction learners/learners and teachers/learners.

As a result, the teacher is not only a transmitter of information but also a manager of learning sequences in which the learner is integrated in new situations.

#### **I.5. Selection of Initial Strategies to Teach**

In teaching, there are strategies which are chosen by the teacher to facilitate teaching. The followings are some of the main considerations that should be taken into account when selecting strategies to be used in teaching:

- Start with the simplest strategies (such as imagery/visualizing) and build to more complex ones (such as summarizing or organizational planning).
- Start with strategies that the students already use, and show them how the strategy can be expanded for more advanced uses or for different tasks.
- Start with strategies that have the widest applications in the class. Think of how to adapt the strategy for reading, listening, speaking, and writing and for learning context. Examine curricular goals and select strategies that will help students reach the most goals.
- Determine which strategies could help with specific current challenges that students are facing, and start with strategies that students need most.
- Make sure that the strategies are well-matched to instructional objectives and to the tasks that students are expected to do.
- Try to determine the strategies that students use for similar tasks in their native language. Teach them the target language names for these strategies and those names as a basis for introducing learning strategies instruction.

(Uhl Chamot et al., 1999, p. 41)

All of these guidelines may help teachers to be an effective teacher of choosing strategies to make Teaching/Learning process easier. In addition, these initial strategies are easily overlooked, yet if used correctly they provide an excellent starting point for meeting the learner's needs of English language.

## **I.6. Teaching Strategies**

Teaching English is a broad field which needs a great number of strategies that make Learning environment more interactive and integrate technology into the learning experience. In this part we will deal with many strategies such as: lesson plan, scheme of work, image, scaffolding strategies instruction, and video-based technique.

### **I.6.1. Lesson Plan**

#### **I.6.1.1. Definition of Lesson Plan**

A lesson plan is a unified stage of the lesson and a set of activities that focuses on one teaching objectives at a time. This later states what the learners will be able to do at the end of the lesson.

In other words, it is an outline of important points of a lesson arranged in the systematic order in which they are to be presented to students by the teacher. It may start with

a statement of objectives and also contains a clear description of appropriate methods, strategies, techniques and instructions for achieving the objectives of the lesson.

In addition to this definition, we can consider a lesson plan as a teacher's detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a teacher to guide class instruction.

### **I. 6.1.2. Functions of the Lesson Plan**

The writing of the lesson plan has three important functions:

- Writing down what you expect your students able to do by the end of lesson, and what you intend to do to make that possible, help you to think logically through the stages in relations to time you have available.
- Having something to refer to in the lesson helps keep teacher on target.
- A lesson plan acts considered as record of what the class has done.

Finally, any lesson plan can be divided into three areas which are: aims, methods, and materials required.

### **I.6.1.3. How to Write a Lesson Plan**

A lesson plan should include:

- Aims: there are several questions that we need to ask before writing the lesson plan such as:

-What do I expect my students to be able to do by the end of the time?

-What I will do to make that possible?

-What will be the aim of each main stage?

-How will the main stages be linked?



- Methods: there is a question that you should ask:

-Which overall method will I use?

Materials needed: the question you need to ask is

-Which aids do I need to achieve my aims?

The design of the lesson, which is the sequence of content and activities and steps, must

follow a logical sequence of:

- Preparation
- Presentation
- Practice.
- Evaluation.
- Expansion.

## **I.6.2. The Scheme of Work**

### **I.6.2.1. Definition of Scheme of Work**

Scheme of work is a guidelines which defines the structure and content of a course and it include times and dates. The scheme of work is usually an interpretation of a syllabus. Also we can support this idea by Susan David (2006) opinion which he said:

Is the programme of study that teachers in a school will follow and is usually prepared by the subject leader or the team leader. The scheme of work should be a working document and teachers should refer to it on a regular basis. All teachers are monitored by their line managers and part of this process ensures that the scheme of work is being followed and it should indicate a time-scale for the learning outcomes, this means that you should be able to plan out what learning will take place in every week/ month/ half term, and so on.

(p. 26)

So, the scheme of the work take place in every week, month, half term, and so on in contrast with lesson plan which take place in one lesson.

### **I.6.2.2. Scheme of Work's Parts**

In each scheme of work there are parts that should be followed and each author classed it according to its special way.

- The class/year or key stage it is prepared for.
- The topic that should be covered.
- The time-scale allowed for that particular subject/topic this can be in terms of lessons or weeks)
- The resources available or that may be required (this may refer to worksheets, video, software, overhead projectors, practical equipment).
- The cost of delivering that is element of the course in time and within budget.
- The assessment procedures that will be used to determine how well pupils have learnt and how this is to be differenced for all learners.

(Davies, 2006, p. 27)

As a result, this strategy helps teachers who are primary in teaching and may find themselves in change of an area of learning also; they should have to write a scheme of work before starting the lesson. Therefore it is important to know what it should contain.

### **I.6.3. Image**

Teaching images are very modern techniques which help teachers in teaching E.F.L and it contains effects on learner's understanding.

#### **6.3.1. Definition of Image**

“Latin imago which means reverse playback is a polished surface of an object that gives think”

(Pierre, 2003, p. 482)

This definition indicates the resemblance of image, and it shows us that the existence of the image is as old as the world. In addition, one of the oldest definitions of the image

” I call the first image of shadows; we see reflections in the water or the surface of opaque body”.

(Martine, 2005, p. 8)

So, according to this definition the image is the shadow, reflection, vision, and dream. Therefore, the term of “image” is used with all sorts of meanings, then, it is very difficult to give a precise definition that covers all jobs, but we give a few words that can facilitate the identification of the concept “image” as; image can synonymous with icon, idea, imitation, drawing, photo, photography, metaphor, reflection, and so on.

### **I.6.3.2. The Different Categories of Image**

There are three main categories of image which are:

#### **I.6.3.2.1. The Fixed Image**

The image is a unique and sets of (photography, reproduction, and drawing. So, it includes all poster, drawing, and cartoon.

#### **I.6.3.2.2. The Moving Image**

This category includes all moving pictures. In other word, moving image are exactly images that move. The term moving images refers to the images that move in drama or films, television, and computer screen, as a result; this technique is a key text for the development of a broader range of critical and create competencies.

#### **I.6.3.2.3. The Digital Image**

It is also called new image which means that any image, drawing, photography, while digital images are represented in multimedia reports and electronic environments. So, the image is a tool of communication and it carries the meaning of expressions and ideas as well it helps the teacher to facilitate the lesson to the learners.

(Vanoye, Mouchon, and Sarrazacj, 1981, p. 109)

#### **I.6.4. Scaffolding Strategies Instruction**

Scaffolding is an important strategy to teach English as a foreign language as many authors say it, like what we will mention:

- If students understand a strategy but are hesitant to use it, try a mini-experiment to prove the strategy's impact.
- If student have trouble choosing a strategy, offer one or two choices and have them try one of them.
- If students understand the strategy but have difficulty applying it, provide some guided practice opportunities.
- If students are using a strategy inappropriately, describing how what you are doing differs from what you have seen them doing.
- If students seem to misunderstand the point of the strategy, explain it in a different ways, perhaps using an analogy.

Scaffolding is ways to reduce explicitness when students are ready.

- Instead of telling students which strategy to use, have them choose strategies.
- Instead of verbal reminders to choose a strategy, refer students to a poster of choices.
- When students practice strategies, give less teacher feedback and ask them to evaluate how well the strategies worked.
- If the strategies are getting repetitive for students, introduce some new strategies.
- Introduce a totally new context for using the strategy (such as for a speaking task rather than for reading) and have students discuss how modify the strategy so it works for the new task.

(Chamot et al., p. 40)

As a result, instructional Scaffolding is to support the development of children's literacy skills and strategies. One of the important ways that teachers use to achieve a complete program is to adopt scaffold instruction so that students become aware of and competent in the use of skills and strategies that they need to be successful. As well as, scaffolds serve as supports, lifting up workers so that they can reach areas they could not otherwise reach. The scaffold metaphor suggests helping students do what they cannot do on their own at first. Instructional scaffolding allows teachers to support literacy learning by showing students how to use skills and strategies that will lead to independent learning.

## **I.6.5. Video Based Technique**

In addition to above strategies, video based technique considered as an important strategy of teaching and it has many effect on developing students education.

### **I.6.5.1. Definition of Video**

“A video can have a strong effect on your mind and senses, it is so powerful that you may download it off the internet or order the DVD from Amazon along with CD soundtrack so you can relive the entire experience over and over again”

(Berk, 2009, p. 02)

“Digital video is understood as the application of information and communication technology that enables capturing, editing, storing, displaying, and distributing video images in a digital format”

(Dumova, 2008, p.1)

As a result, video based technique play a vital role on learner’s learning, also it help them to in store vocabulary because this strategy is a fresh and funny way in teaching.

### **I.6.5.2. Advices that Makes an Active Learning Video Project Successful**

When teacher use video based technique as a strategy of teaching there are advices that make learning by it successful such as:

- Teacher should be able to manage the classroom in order to use technology easily.
- Clear expectation and specific criteria for project evolution should be developed.
- Teacher should connect practical application with conceptual development.
- An active learning should be implemented for its ability to engage students in the learning process.

So, the video teaching is a successful strategy that should be used in teaching English as a foreign language because this strategy is new technology which helps students to provide an opportunity for freedom of expression also make learning fun and increase understanding.

## **Conclusion**

Teaching English language is a difficult process which needs several techniques and strategies that are used by the teacher to facilitate learning such as : images, video based technique, and lesson plan .....etc.

Throughout this chapter we have focused on these strategies which help teachers in teaching English as a foreign language also it gives a great important to develop learner's input and output. In other hand, gestures are a successful strategy which can develop student understanding which we will focuses in our second chapter.

## Part I: Theoretical Study

### Chapter II: Illustrative Gestures in Teaching E.F.L.

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## **Introduction**

Communication is verbal exchange between at least two individuals; each individual can be by turns or exclusively. In other hand, there are other type of communication which is non-verbal communication which means that mimicry or gestures.

Since 70s, there are educationalists from North Americans and Europeans who are interested in non-verbal manifestations within the pedagogical relationship especially in language classes and a focus is currently growing. In language teaching, the problem of illustrative gestures was addressed from different angles and usually focuses on the non-verbal activity of the learner and the teacher's gestures.

## II.1. Definition of Gestures

Our work is concerned with gestures as a centered study, that's why we choose many sources and dictionaries to spot the light on this concept.

From these sources we find that each author defines gestures according its opinion.

“Gestures is a movement of the hand or maybe of both hands produced by a human being”

(Tellier, 2009, p. 1)

“A gesture is a motion of the body that contains information. Waving goodbye is a gesture. Pressing a key on a keyboard is not a gesture because the motion of a finger on its way to hitting a key is neither observed nor significant. All the matters is which key was pressed”

(Billingham, 2011, p. 1)

“Gestures are actions/movements of body parts and they are another component of non verbal communication of emotion for example a high frequency gesture such as jumping up and down very quickly can be interpreted by others to be a sign of happiness”

(Hudson, 2011, p. 3)

Gestures are “not simply a way to display meaning but they are highly organized activities that contains temporal, special and social properties”

(Goodwins, 1986, p. 47)

Gestures are “A movement of parts of the body, especially a hand or the head, to express an idea or meaning”

(Hornby, 2000, p. 197)

“An action performed to convey a feeling or intention”

(ibid)

Gestures are produced by speakers of all cultural and linguistic background and emerge in young children even before the development of language. Moreover, the spontaneous hand movements that co-occur with speech are not random. Gestures convey information to listeners that can complement or even supplement the information replayed in speech. While a great deal is known about it when and what speakers gesture. Little is known about why they gesture

(Meadow, 1998, p. 1)

“In language teaching more and more teachers want to introduce the gestures of the speakers of the target language along with the linguistic patterns being taught”

(Saitz, 2003, p. 33)

“The best source of gestural information is the language teacher who is able to observe behavior in the two cultures, that of the native language and that of the target language”

(ibid)

The kinds of gestures which are easiest to observe and which are frequently the easiest to incorporate into language teaching we might call the social gestures. These are the gestures used commonly in fixed social contexts such as greetings, leave-takings, getting attention, commands, etc. Although there is often variation in the individual performance of such gestures, there is also a significant configuration, an essential characteristic of the movement, which most 'performers' within a culture will use.

From the information mentioned above we can propose the following definition:

Gestures are a social operation because every human being is affected by society. In addition, gestures are a cultural operation because gestures are differing from one culture to another and there are different opinions about it for example: in Muslims it is considered very rude to present or receive an object with the left hand.

To conclude, gestures are movement of parts of body to express ideas or meaning. Consequently, in teaching English as a foreign language teachers use gestures, facial expression, emblems, and mime as strategies to facilitate teaching and to make their production easier, also to develop their learner's understanding.

## II.2. The Relationship between Verbal Communication and Gestures

According to the works of researchers on reports about "gestures and voice", the gestural and vocal drawings speech are connected to the constitutive basis for all processes necessary to the implementation and conduct of communicative exchange. These processes, semiotic and rhythmic, allow speakers to express their attitudes.

The observable indices of gestures and vocal are thus reflect the dynamic adaptation mechanisms of cognitive interaction from the consequences of individual variation. Consequently, the social and cultural patterns are the primary causes of the variation of these phenomena by using functions to determine it.

In 1990, there are researchers which they said that the sign was connected by speaker's production, also they agree with other authors which they concerned with the activity of speaker's gesture was not a category of decorative the word but it is the activity to structure and to facilitate the cognitive point of view.

## II.3. The Different Categories of Gestures

There are multiple types of gestures and each author classed them according to his special way and according to different criteria into different categories:

According to Cadoz:

Cadoz uses a function to group gestures into three types:

- **Semiotic:** those used to communicate meaningful information.
- **Argotic:** those used to manipulate the physical world and create artifacts.
- **Epistemic:** those used to learn from environment through tactile or haptic exploration.

(Cadoz, 1994, p. 2)

According to Rim and Schiaratura, the following taxonomies may appear to present gestures:

- **Symbolic Gestures:** that within each culture has come to have a signal meaning. An emblem such as the "ok" gestures.
- **Deictic Gestures:** these are the types of gestures most generally seen as the gestures of pointing or otherwise directing the listener's attention to specific events or objects in the environment.
- **Iconic Gestures:** these gestures are used to convey information about the size, shape or orientation of the object of the discourse.

- **Pantomimic Gestures:** these are the gestures typically used in showing the use of movement of some invisible tool or object in the speaker's hand.

(Rim and Schiaratura, 1991, p. 3)

According to McNeil:

He suggested four different categories for gestures in spontaneous interaction:

- **Iconic Gestures:** which depict the content of speech, both objects and actions in terms of their physical characteristics. In other words, they are closely linked to the semantic content.
- **Metaphoric Gestures:** similar to iconic gestures, these gestures represent abstract ideas rather than a concrete objects or action.
- **Deictic Gestures:** are pointing gestures which indicate either concrete entities in the physical environment or abstract loci in space.
- **Beat Gestures:** these are gestures in which the hand moves with rhythmical pulse that lines up with stress of speech. A typical beat gestures is a simple flick of the hand or fingers up and down, or back or forth; the movement is short and fast. Although beats may serve a referential function, their primary use is to regulate the flow of speech.

(Neil, p. 230)

## II.4. Other Categorization of Gestures

In addition to above categories, there are other types of gestures which are classified by Ekman (1969) who divided gestures into five categories that are: emblems, illustrators, regulators, affect displays, and adaptors (or manipulators).

### II.4.1. The Emblems

An emblem is a pattern that is used to express an idea or to show word's meaning, also emblem and symbol are often used interchangeably.

First of all, Ekman define emblem as follows:

“All researchers have turned their attention to the gestures, even though this has been known by other names “symbol”

(Olivier, 2005, p. 158)

“Emblem is design or symbol that represents something”

(Hornby, 2000, p. 140)

Emblems are gestures that can be used instead of speech. There are three major characteristics of emblems:

- They have a direct verbal translation.
- They are known by almost everybody in a social group.
- They shall have a particular effect on the recipient.

(Ekman, 1969, p. 1)

“Emblems (autonomous gestures) are very rare in contrast to illustrators the second category of manual and it depends on the properties of this kind gesture as opposed to speech: gesture is more rapid to express a single unit of meaning and it can be employed over greater distances”.

(ibid)

The author meaning is known to the majority of members of a socio-cultural community. We use the emblems when verbal exchange is prevented by the noise, distance, or circumstances.

Furthermore, the emblems are used to show that the frequency of expression is great. In most of the time, we find that the role of the speaker’s face comes so obvious. We can also say that the symbolic gesture sometimes takes several meaning such as: finger to the ear was performed by a group as an informant can mean “how”, “speak louder”, or “repeat”, therefore we can add to the definition proposed by Ekman as an emblem meaning depends on the context of communication.

In addition, we can see easily emblems in everyday life; we find them in many places such as: the traffic, the police use the emblems that any motorist is normally supposed to decode information quickly, arm movement to move quickly, hands to indicate a request stop. Motorists also use the emblems to communicate and to replace the impossibility of verbal exchange to allow passage.

#### **II.4.2. Illustrators**

Illustrators are gestures that are used to illustrate spoken words. Their major functions are:

- To encode difficult messages/material, this is a communicative effort of the speaker.
- Help the receiver to decode message more easily than without the use of gesture.

Example:

- Giving directions, pointing.
- Outlining a picture of a referent.

(Ekman, 1969, p. 1)

“The illustrators are consist of the illustrative gestures accompanying verbal discourse and are directly related to the content of speech”

(Mouchon, 1981, p.74)

We use the illustrative gestures to illustrate what is being said as deictic that demonstrate the referent.

According to Santi.S, (1998) which state that the accompanying movements are made to be seen and provide additional information to the verbal message.

### **II.4.3. Regulators**

Regulators are support the interaction and communication between sender and recipient.

Example:

- Movements of the head, neck, or eyes.
- Hand gesture.

(Ekman, 1969, p. 2)

He thinks that regulators are produced at the boundary of intentionality and they play a role mainly interactive, also he suggested that regulators involved: paragraphs discourse.

To conclude, we recall that the regulators most common and best known are the nodding of the head, the eyes, sometimes physical contact.

### **II.4.4. Affect displays**

Ekman has studied this particular class of elements of non-verbal communication. He shows that:

“Affect displays are facial expressions combined with posture which reflect the intensity of an emotion.”

(Ekman, 1969, p. 2)

Ekman has studied this particular class of elements of non-verbal communication. He devoted his efforts to recognize the slightest movement of the facial muscles and joins the primary key affect such as fear, surprise, the anger, joy, and sadness.

In general, by this type of actions we can know the state of the speaker thoughts, and emotions... etc. Moreover, we can add that affect displays may not appear so confident and they may have no direct relationship with what is being said. They are not accepted in all situations and sometimes they change the behavior of the other.

It is common to see such events during a speech in which we can identify easily the dominant emotion of the speaker like anger, joy...etc.

#### **II.4.5. Adaptors**

“Adaptors are gestures that are not used intentionally during a communication or interaction. They are difficult to recognize.

“...Body-focused gestures are representations of uncertainty where as object-focused gestures depend on the type of information and the type of listener available.”

(Ekman, 1969, p. 2)

Adaptors are gestures that were at one point used for personal convenience but have turned into a habit.

Adaptors are linked with negative feeling e.g. anxiety.

### **II.5. Illustrative Gestures**

#### **II.5.1. Illustrative Gestures in Foreign Language Classroom**

In the class, a fundamental gesture is a particularly true communication key for language classes and their functions appear clearly. In general, it is used by the teacher as a teaching strategy, and an illustrative gesture is recognized for its facilitators unique qualities



and the teaching gestures hold a special place. On hand, there are a number of books which advise teacher to adapt illustrative gestures well during the presentation of certain concepts or function. Indeed, the illustrative gestures can help students in the process of learning a foreign language, many teachers tell stories about things they have used in classroom and they control their students how they deal with these illustrative gestures.

However, if the use of pedagogical illustrative gestures seems obvious in the language classroom, many teachers are questioning their gestures and the real impact it has on student's learning.

### **II.5.2. The Pedagogical Illustrative Gestures**

Pedagogical gestures can be a mime, an emblem, a gesture or even a facial expression. They are created by the teachers and used in order to help the learner to understand the meaning of verbal communication.

Gestures can be produced without additional verbal cues in order not to disrupt the learner's speech, to encourage, correct, help without interrupting production or it can be produced with the speech to visually represent a word, an idea of oral discourse.

Some gestures are considered as an aid to the learner for both understanding and production of speech in the classroom, as well as the pedagogical gestures can have an impact on memorization.

The pedagogical gestures can perform different functions such as to transmit the language, classroom management( activities and interaction) and to evaluate the student's production, the teacher may choose gestures to illustrate a word or idea rather than another for main reasons, both of these reasons can be combined because he considers this word particularly important to understand the overall meaning of the sentence, because he assumes that the word is unknown to the student and it will be a problem, for instance, a teacher says "that would be a stick" and made a gesture to illustrate the word "stick" because he considers this word as a key of the sentence.

### **II.5.3. Teacher's Illustrative Gestures**

The teacher's illustrative gestures play a very particular role in the emotional relationship that is developed between the teacher and his pupils, affectively can be: ,as it is argued " ... is understood not only as the effect of climate of mutual trust in the classroom, as well as motor mans intimate activity of the learner, and why not? Source of pleasure for those who sign"

(Pendanx, 1998, p. 22)

This component is valued in the foreign language classroom, especially with young learners. The relationship between teachers and students and even among students must be secure and loving for the transmission of knowledge which is done in favorable manner.

Thus, we find that the illustrative gestures of a teacher are both across and a disciplinary element, as we can say that there are some gestures purely educational and there are others who do not directly concern the subject taught such as "asking for silence", but in principle, their overarching goal which is didactic. Indeed, other extracts show that the teacher does not always have a good control and a good use of illustrative gestures that can remain obscure learners.

To our knowledge, reflection and analysis about non-verbal behavior of the teacher (gestures, posture, facial expression, use and occupation of space) as well as the relationship between body and the aids that do little place in the context.

### **II.5.4. Illustrative Gesture for Student Teaching**

Illustrative gestures are capturing the action and maintain learner's attention; the teacher's voice is not necessarily an element which attracts the attention. Also, if the teacher wants to direct eyes and ears of his learners, he will tend to make signs to his/her face, body or clapping. This emphasized by Calmy Gnzot, in his study of the hand in the pedagogical relationship

” the sign language is isolated from the verbal context, one sharpener attention. The verbal attention prepares auditory attention”

(Guyot, 1973, p. 58)

This is valid for all ages but especially relevant to a child whose attention is limited. To maintain children more in their learning, it is also recommended to make children succeed and to be quiet with more dynamic activities (songs, ball games, moving in classroom, mimes.

### **II.5.5. Gestures in Teaching**

The relationship between gestures and learning is emphasized by Louis Porcher in his study of gestures and communication, it shows the old anthropological (ethnological and sociological) on the issue.

Moreover, the work of Marcel Mauss on “the body technique” shows the nature of body gestures and its influence on the learner understands. There are other authors such as Pierre Bourdieu (1972) who study the anthropology of gestures and critical contributions in the field of research in pre-history.

From these works, we find that illustrative gestures play a crucial role in understanding the social phenomena and behavior of a human being.

We can therefore take into consideration the evaluation of our language teaching, technological and global cultural corporation, we found that the illustrative gestures have an undisputed place in the field of teaching.

We can support our idea by Louis Porcher in the following manner:

“Learning a language is to communicate”

” from which these figure could legitimately call a gestural competence (comprehension and production). Illustrative gesture, in a given society, is non-random, historically and culturally constituted (as a language system) which can be learned and taught”

(Calbri, 1989, p. 9)

That is to say, language production is accompanied by illustrative gestures production, except in some situations such as: telephone, dialogue without visibility.....etc.

### **Conclusion**

From this study, we can say that illustrative gestures play an important role in Teaching/Learning E.F.L. In addition illustrative gestures have many characteristics which enable teachers to teach students and to develop their student's understanding; also it is a great way to have fun while students build their knowledge. Also it gives learners the opportunity to prepare themselves to become capable learners; rely on themselves to develop self-confidence and achieve better results.

## **Part II: Field Work**

### **Chapter III: Teachers /Learners Questionnaires results and Analysis**

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## **Introduction**

This chapter deals with the analysis of both students and teachers questionnaires. The aim of the questionnaires is to gather data needed for the study and check both samples view points towards the use of illustrative gestures as a helping device in teaching English as a foreign language and the positive role, this latter could have on improving the learner's comprehension. The data gathered will be presented in the form of tables including the number and percentage of respondents followed by a discussion of the findings for each item.

### **III.1. Administration of the Teachers Questionnaire**

The questionnaire was administered to teachers of English at the level of six middle schools in Sidi Khaled- Biskra. Their exact number is 18 (Hani Mohammed middle school 3 teachers, Hamza middle school 3 teachers, Hey Elghiraba middle school 3 teachers, Tounssi Abdurrahman middle school 2 teachers, El Hay Echamaly middle school 3 teachers, and Khaled Iben Elwalid middle school 3 teachers). We opted to take all middle schools into account to consolidate the data and have evidence. During the administration of the questionnaire, we tended to consult those teachers in their free time (staff room). The questionnaires were directly distributed to teachers by the researcher and were filled and handed back in the same day. The administration took one week (one day for each school). Teachers were very helpful and proved their assistance.

For the Students Questionnaire administration, we have taken Khaled Iben El walid Middle School as a sample. Their exact number was 80 pupils belonging to three main groups. The questionnaire's copies were administered during the session of English. The students received oral instructions from the author about how to complete the questionnaire, and were provided with clarification of any items they did not understand (sometimes using Arabic). The task took 45 minutes for the students to complete the questionnaire in addition to 15 minutes for initial explanation, which was the length of one class time for each group.

### III.2-Description of teachers' Questionnaire

The teacher's questionnaire consists of twenty five (25) open-ended and multiple-choice questions. I was given it to eighteen (18) teachers at six middle schools in Sidi Khaled/Biskra. The questionnaire was planned to seek for both opinions and experiences to check the usefulness of illustrative gestures in teaching English, and how teachers can take the strategy at their best to facilitate their pupils learning. It includes three (03) sections and they are divided as follows:

**Section one:** from question 1 to 4. It includes general questions about teacher's background and their experience in teaching.

**Section two:** from question 5 to 11 is about the teaching English as a foreign language.

**Section three:** from question 12 to 25 deals with illustrative gestures as a teaching strategy.

### III.3-The analysis of teachers' questionnaire

#### Section one: Background information

##### -Question one

Age...

##### -Answer one

Options	Percentages
From 24 to 30 year	66.66%
From 31 to 38 year	33.33%

**Table 01: teacher's Age.**

The majority of teachers are from 24 to 30 years (66.66%), this results help us in our investigation. But only (33.33%) their age from 31 to 38 years.

##### -Question two

Degree(s) held:

- a- License
- b- Master/ Magister
- c- Doctorate

**-Answer two**

Options	Percentage
License	94.44%
Master/Magister	5.55%
Doctorate	00%

**Table 02: Teacher's Degree.**

The majority of teachers (94.44%) held the license degree, (5.55%) of them held Magister degree.

**-Question three**

How many years have you been teaching English?

**-Answer three**

Options	Percentage
From 1 to 5 years	55.55%
From 6 to 13 years	44.44%

**Table 03: Teacher's Years of Teaching.**

(55.55%) of them they teach English language from 1 to 5 years, and (44.44) of them they teach from 6 to 13 years.

**-Question four**

What are the levels you have been teaching?



**-Answer four**

Options	Percentage
First year	83.33%
Second year	83.33%
Third year	83.33%
Fourth year	66.66%

**Table 04: Teacher's Taught Levels.**

The majority of teachers (83.33 %) have been teaching first, second, and third year middle level and only (66.66 %) who teach fourth level. The sample we deal with is characterized to be a young one and our teachers are qualified to have various experiences. Those results are positive to get insights about the subject under investigation from different angles.

**Section two: learning English as a foreign Language**

**-Question five**

Generally, what are the needs of learners?

**-Answer five**

From the answers of teachers, we collect the following needs of learners:

- Good program.
- Good explanation.
- More practice in and outside classes.
- They need to visual aids.
- They need to learn more about the language itself and be exposed to its culture.
- They need dictionaries.
- They needs to speak, read, and write at express themselves in English.
- They need an attractive teaching's strategies to make them within classes.
- They need motivation.
- Text books which go with needs, interests, and language proficiency level.

According to teacher's responses, they agree together on one thing which is that a good learning is a combination of many factors; a good teacher, good teaching strategies, a good text book, and a well equipped context in addition to the learners who should be good too.

**-Question six**

Are these needs satisfied within your classes?

a- Yes

b- No

**-Answer six**

options	Percentage
Yes	72.22%
No	27.77%

**Table 05: Teacher's Views about Meeting their Learner's Needs within their Classes.**

The majority of teachers (72.22 %) said that the needs of learners are satisfied within classes and it is really a great success. Only (27.77 %) of them said that these needs are not satisfied. The responses show that the learning environment is that suitable to create a good learner mastering all the skills of that language.

**-Question seven**

If yes, how?

If no, why?

**-Answer seven**

If yes, how

The majority of teachers affirm that these needs are satisfied because:

- They are teaching them reading, writing, and speaking in English and they tend to give equal importance to all skills.
- They are encouraging them to use dictionaries and teach them how to do.

- They are providing them with feedback to enable them recognize their weaknesses and try to compensate.
- They are teaching them vocabulary.
- They are making both teaching and learning process easier by trying to be flexible friendly, and a source of input and guidance.
- They are helping learners to be put in a real context of the language through a variety of activities and materials.

According to those efforts revealed to be adopted by the participants, the context is that comfortable one to learn the language successfully.

If no, why

On the other hand, many teachers confirm that learner's needs are not satisfied because:

- The lack of linguistic background.
- Crowded classes.
- Lack of didactic and pedagogical materials.
- The content of program doesn't adapt their needs and interest.
- The learners negative attitudes towards the language difficulty.
- Time allocated to the course isn't enough, so the teacher cannot make a parallelism between theory and practice
- Text books which ignore the cultural aspects of the language a tend to give importance to some skills rather than the others.

Still we have many weaknesses that should be overcome by seeking solutions.

### **-Question eight**

What are the main difficulties which encounter your students in class?

### **-Answer eight**

From the answers of teachers, we extract the following difficulties which encounter students in classes:

- The use of mother tongue in classroom.
- They lack interest to learn English language.
- Large classes and the insufficient time.
- The shortage in terms of vocabulary, which means a problem of comprehension, may appear.
- They face difficulties in writing, reading, listening and mostly speaking.
- They face difficulties in pronunciation, fluency and accuracy.
- They lack motivation.
- The main difficulties which encounter students are misunderstanding of new lexis and grammar lessons.

When consulting these problems, they all crucial ones and teachers should be aware about the necessity to opt for alternatives and remedies to help them.

**-Question nine**

When explaining your course, you describe your students understanding to be

- A-Good
- B-Medium
- C-Bad

**-Answer nine**

Options	Percentages
Good	16.66%
Medium	88.88%
Bad	00%

**Table 06: Teacher’s Opinions about their Learner’s Understanding.**

This question seeks to determine whether the level of learner understanding is good, medium or bad, as estimated by the teachers.

The table indicates that a great number of teachers (88.88 %) view that the level of students is medium, while (16.66 %) said it was good and none of them (00 %) considers that the level of student's understanding is bad. Their understanding according to teachers isn't that expected one since our pupil encounters the problem of lack of comprehension. They may be considered beginners or unfamiliar with that language and another possibility is the lack in terms of vocabulary repertoire.

#### **-Question ten**

What do you think the reasons of this misunderstanding are?

#### **-Answer ten**

Such evaluation leads us to say that the fact that students do not have a good understanding (as teacher's answers) may result in: poor vocabulary, moreover, a large number of students are lacking of practice, because the practice is an important element to develop student's understanding, the absent of interest. Furthermore, the teaching strategies, the level of students, and the less use of dictionaries.

#### **-Question eleven**

As a teacher, what do you do to help your learners understand what you explain?

#### **-Answer eleven**

From the results, we find that the majority of teachers follow these strategies to help their learners understanding:

- By giving examples from the real life.
- The use of gestures.
- The use of mother tongue.
- The use of games, songs.
- The use of similarities and opposites.
- The use of computer technique if available.

### Section three: Illustrative gestures as a teaching strategy

#### -Question twelve

Do you use strategies in teaching English language?

a- Yes

b- No

#### -Answer twelve

Options	Percentages
Yes	100%
No	00%

**Table 07: Teacher's Views about the Strategies that are Used within Classes.**

From the results, we find that all teachers (100%) adopt strategies in teaching English as a foreign language. This is positive to indicate that our teachers are aware about the urgent call for good strategies to realize better language learning.

#### -Question thirteen

If yes, which ones

#### -Answer thirteen

This question is related to the previous question, from the results we can classify these strategies into:

- Games.
- Gestures.
- Songs.
- The summary of the previous lessons.
- Group work.
- Visual aids.

Positive indication is the one of using gestures to develop the learners understanding.

**-Question fourteen**

How do you you're your students in case they fail to understand your explanation?

- a- Use illustrative gestures
- b- Use mother tongue
- c- Use other paralinguistic feature

**-Answer fourteen**

Options	Percentages
Illustrative gestures	94.44%
Use mother tongue	55.55%
Use other paralinguistic feature	22.22%

**Table 08: Teacher's Views about the Common Used Strategies for Facilitating Comprehension.**

Most of teachers (94.44%) declared to use illustrative gestures to help their learners in understanding and this lead us to discover the positive effects of this strategy. (55.55%) of them use mother tongue, but only (22.22%) of them use other paralinguistic features to make their explanation clear. Since the majority is adopting those illustrative gestures as helping devices in their classes, it means their efficiency is proved.

**-Question fifteen**

Do you use illustrative gestures in your classes?

- a- Yes
- b- No

**\_Answer fifteen**

Options	Percentages
Yes	100%
No	00%

**Table 09: Teacher's Views about the Use of Illustrative Gestures in their Classes.**

According to the results, we find that all teachers (100%) use illustrative gestures in their classes. It is a confirmation about their positive role in facilitating the pupils learning and improving their understanding.

**-Question sixteen**

Do you use them?

a- Often

b- Rarely

**Answer sixteen**

Options	Percentages
Often	100%
Rarely	00%

**Table 10: Teacher's Opinions about the Frequency Use of Illustrative Gestures.**

From the results, we find that all teachers (100%) use illustrative gestures always when they are teaching. Participants agree on using this technique frequently and when the context calls for that.

**-Question seventeen**

Do you think that using illustrative gestures will improve student's understanding?

a- Yes

b- No

c- I don't know



**-Answer seventeen**

Options	Percentages
Yes	100%
No	00%
I don't know	00%

**Table 11: Teacher's Views about the Use Illustrative Gestures in Improving Student's Understanding.**

According to the results, we find that all teachers (100%) confirm that the use of illustrative gestures can improve student's understanding. It reflects the suitability of such a technique to motivate the learning and make it easier.

**-Question eighteen**

Justify?

**-Answer eighteen**

Since all teachers use illustrative gestures as a teaching strategy and they confirmed that this strategy is so effective in improving student's comprehension. So, from teacher's answers we collect the following justification:

Illustrative gestures can:

- Help them to explain their lesson easily.
- Make learning funny, interesting, and not boring.
- Attract learner's attention.
- Develop speaking skill.

**-Question nineteen**

In your class, to what extent illustrative gestures improve your student understands?

a- High

b- Low

**-Answer nineteen**

Options	Percentages
High	100%
Low	00%

**Table 12: Teacher’s Opinion about the Extent to which Illustrative Gestures Contribute in Developing Student Understandings.**

Unexpectedly, all teachers (100%) saw that illustrative gestures are a good strategy. Some of them said that it is absolutely important, and this confirms that the idea about the high extent to which illustrative gestures improve the student’s understanding. As it was expected, the efficiency of the technique was proved by the respondents.

**-Question twenty**

Do your students enjoy this strategy of teaching?

- a- Yes
- b- No
- c- Somehow

**-Answer twenty**

Options	Percentages
Yes	94.44%
No	00%
Somehow	5.55%

**Table 13: Teacher’s Views about the Enjoyment of Illustrative Gestures by their Students.**

The majority of teachers (94.44%) confirm those students are enjoying illustrative gestures as a strategy of teaching. Only (5.55%) answered somehow and none of them (00%) who said “No” because with this strategy teacher can make students more active and attract their attention, also this strategy is more dynamic, funny, and it raises learner’s self-confidence.

**-Question twenty one**

Could you describe some cases when you feel it urgent or necessary to use gestures?

**-Answer twenty one**

Since all teachers use illustrative gestures in their classes; the majority of them recognize some cases when they feel it urgent or necessary to use illustrative gestures, their recognition of these cases differ from one teacher to another as follows:

- For example with the first year pupils, who they are not familiar with the language (beginners).
- In acting the “ listing scripts” specially in dealing with feelings, if the learners get the mood of the dialogue from the teacher’s facial expression it will help learners so much.
- Some teacher’s said when they want to name the body organs , shapes , and colors.
- When telling a story or singing a song.
- When explaining new vocabulary items.

These are only some of the cases when illustrative gesture are used by teachers.still many others have to be introduced whenever the situation calls for that and when pupils show a lack of understanding.

**-Question twenty two**

As a teacher of English, at which level you think this technique will be more fruitful

- a- Beginners
- b- Intermediate
- c- Advanced
- d- All of the above

**-Answer twenty two**

Options	Percentages
Beginners	88.88%
Intermediate	5.55%
Advanced	00%
All of above	50%

**Table 14: Teacher's Views about which Level Illustrative Gestures Proved to be more Fruitful.**

From our investigation we find that the majority of teachers (88.88%) saw that illustrative gestures are a fruitful strategy with beginners, (5.55%) said at an intermediate level, and no one qualifies it at an advanced level, finally, (50%) of them agree that illustrative gestures serve all levels since the problem of comprehension lack is existent within all levels.

**-Question twenty three**

Please justify your answer?

**-Answer twenty three**

Concerning this question which is related to the previous one, we find that all teachers' justification under the following answers:

- Beginners needs illustrative gestures more than others levels because they learn English for the first time.
- Because illustrative gestures are the appropriate teaching's strategy which help learners to understand being far from the mother tongue.

**-Question twenty four**

In addition to improve student's understanding; what are the positives that may illustrative gestures as a strategy have on students learning?

**-Answer twenty four**

From the results, all teachers (100%) claimed that illustrative gestures have a very positive effects on student's learning and motivation, another teachers reports that a feeling of comfort can be generated in the students who would further enjoy the activity. The third category of answers is that the idea of knowledge of vocabulary can be increased through practicing illustrative gestures. This implies that the learners can get new words, they never met before. The fourth category of answers is provided by other teachers, they confirm that illustrative gestures can improve learner's learning.

Among the other advantages of using illustrative gestures in class is that it creates a comfortable context described to include motivation; creativity; enjoyment ;and success.

Visualizing the gesture form with the exact word it can be the best way. This implies that learner's self-confidence can be created through a lot of illustrative gestures. Thus, academic achievements can be realized not only in comprehension but also in developing speaking skill.

**-Question twenty five**

What do you think about the topic of our research?

**-Answer twenty five**

All teachers said that the topic of our research is interesting and beneficial because illustrative gestures are an important strategy to develop student's comprehension but under some conditions such as to apply it appropriately.

## **Conclusion**

From our analytical study of our sample, we find that the majority of teachers of English language said that their students are motivated to learn English language and those results lead us to the satisfaction of learner's needs in classes, in other hand, some of teachers said the opposite views about learner's needs, these results can be due to many factures, of which the most important due to fear of commuting grammatical mistakes, organizing ideas, lack of vocabulary, lack of motivating, the absent of interest to this language, and the main reason is the insufficiency of the allocated time.

Thus, teachers should find the appropriate ways to push and motivate their learners and they should look for the real problems of their students and create efficient methods for teaching.

All teachers admit that they try to apply many strategies to improve their learner's understanding such as pictures, video based technique, and illustrative gestures. This latter, which we focused in our research work because it helps students a lot and will have very positive effects on the way they think and understand in classes, consequently, fruitful achievements can be realized.

Other teachers mentioned dictionaries specially (English- English) as a technique that they should use when presenting unfamiliar words. Their reason is that, they give their learners the opportunity to look up the words in dictionary, by doing that, learner's knowledge of words meaning, form, and word class can be increased. This implies that the teacher's goal is to enhance student's skill in thinking and comprehension.

The results which we deduced from our field work proved that all teachers at middle schools use illustrative gestures in teaching English as a foreign language, this question leads us to discover that this strategy is a vital and important in the field of teaching., and they consider that student have fun when they are learning it, thus, it is considered as a way of motivating learners.

Concerning the positives of illustrative gestures most of teachers claimed that illustrative features has a very effects on student's learning, another teachers reports that this strategy can make teaching/learning process easier.

Other category of answers was provided by ten teachers, which emphasized that doing a numerous gestures, the students familiarity with the new words can increase even the memorization of words. This implies that the use of illustrative gestures can increase learner's understanding and why not their self-confidence.

#### 4-The Analysis of Learners' Questionnaire

##### Section one: learner's background information

###### -Question one

Age...

###### -Answer one

Options	Percentages
From 11 to 13 years	77.5%
From 13 to 15 years	2.5%

**Table 15: Learner's Age.**

The answers show that the majority of learner's age (77.5%) is between (11to13 years) the others are over (13 to years old) represent (2.5%) of the sample, this reveals that there might be among the students, those who took more than two years in first year middle level. A young population that represents beginners' .with beginners the implementation of such a technique will be of a great value since they contact the language for the first time.

###### -Question two

How many times a week do you study English?

###### -Answer two

From the results, we find that students study English three (03) times in a week, and this isn't enough for them to learn this language.

###### -Question three

Are you motivated to learn English?

Yes

No



**-Answer three**

Options	Percentages
Yes	56.25%
No	42.75%

**Table 16: Learners' Views Towards their Motivation.**

According to the results shown in the table above, a big proportion of participants (56.25%) claimed that they are motivated to learn English. At the same time the other half (43.75%) said that they are not. The results indicate that the lack of motivation is real problem that many learners encounter and this call for teacher's efforts to help them in creating a motivational context and make the learning easy also teachers should incite learners to study and make them aware of the importance of this language.

**-Question four**

Do you concentrate within classes?

Yes

No

**-Answer four**

Options	Percentages
Yes	75%
No	25%

**Table 17: Learner's Views about their Concentration within Classes.**

According to learner's answers, we find that (75%) of them can concentrate within classes. On the other hand, (25%) of them didn't concentrate at all. Even if it is a just small part of respondents who claimed not to concentrate well ,but still it is necessary to look for the reasons which may qualify the lack of understanding to be a major cause. Teachers should look for a remedy which may be illustrative gestures. (75%) of pupils confirmed their concentration and affirmed having no problems.

## Section Two: Attitudes Towards Illustrative Gestures as Teaching Material

### -Question five

Do you understand your teacher's explanation?

Yes

No

-if "No" Why

### -Answer five

Options	Percentages
Yes	50.5%
No	49.5%

**Table 18: Learner's Opinions about their Comprehension of Teacher's Explanation.**

From the results, we find that (50.5%) of learners comprehend their teacher's explanation and (49.5%) do not and find a difficulty to understand what their teachers explain. The obtained results indicate the existence of the lack of comprehension as a barrier in EFL classes. The respondents claim a real need to find solutions.

-if "No" Why?

The explanations vary to include the followings:

- They are beginners and newly introduced to that language
- Teachers go fast when explaining
- Lack of a large vocabulary repertoire
- Lack of interest
- Noise in class
- Courses are difficult.

**-Question six**

In case you do not understand something (a word...), do you ask your teacher to re -explain to you?

Yes

No

**-Answer six**

Options	Percentages
Yes	50%
No	50%

**Table 19: Learner’s Ability to Ask Questions when not Understanding.**

The responses vary to include those who can ask for repetition and clarification, and those who feel unable to do and both group are presented with the same percentage (50%). This inability is mainly due to some reasons such as: shyness, anxiety, and fear of the teacher’s reaction .In this context, illustrative gestures as a technique to be used by the teacher seems to be very helpful for those introvert pupils.

**-Question seven**

If “yes”, how often?

Always

Sometimes

Rarely

**-Answer seven**

Options	Percentages
Always	6.25%
Sometimes	77.5%
Rarely	16.25%

**Table 20: Learner's Requests for Clarification Frequency.**

(77.5%) of the total number of students ask sometimes, in addition, a very low proportion (6.25%) who ask always, also, there are (16.25%) of learners do not asked or rarely they do, because of the fear to speak in English and the fear of making mistakes. We notice that even those who tend to ask for clarification, but they rarely do that. This call for remedies

**-Question eight**

What does your teacher do to clarify and explain more?

- Repetition
- Using images
- Video based techniques
- Illustrative gestures

**-Answer eight**

Options	Percentages
Repetition	05%
Using images	45%
Video based technique	05%
Illustrative gestures	45%

**Table 21: Learner's Views about Teacher's Strategies of Clarification.**

It seems from the results that the techniques that are presented by teachers when making clarification are more important and we classify them as follows: illustrative gestures

and images (45%), the use of repetition and video based technique (05%), images and illustrative gestures are the primary concern of teachers when they want to make their explanation more clear and this is positive.

**-Question nine**

Are you satisfied by your teacher's strategies of teaching,?

Yes

No

**-Answer nine**

Options	Percentages
Yes	98.75%
No	1.25%

**Table 22: Learner's Satisfaction with their Teacher's Clarification Strategies.**

The results in the table show that (98.75%) of the students are satisfied with their teacher's teaching strategies. These results prove that student's motivation to learn English is mainly due to these strategies. Only (1.25%) claimed they are not satisfied with them. Illustrative gestures satisfy the pupils in their class because they provide a consolidation to get the meanings of words easily and this helps to get the messages and transmit them by reacting positively.

**-Question ten**

Among the following teaching strategies, which one you prefer?

Images

Video based-technique

Illustrative gestures

**-Answer ten**

Options	Percentages
Images	30%
Video based technique	10%
Illustrative gestures	60%

**Table 23: Learner's Views Towards their Preferred Teaching's Strategies.**

According to the results, we find that (30%) of the learners prefer Images as a strategy because it develop their thinking, (60%) of learners prefer illustrative gestures because helps them to acquire new vocabulary and why not in memorization, it makes learning/teaching process easier and funny, but only (10%) who prefer video based technique.

**-Question eleven**

In what extent you can understand by illustrative gestures?

- Good
- Average
- Bad

**-Answer eleven**

Options	Percentages
Good	91.25%
Average	6.25%
Bad	2.5%

**Table 24: Learner's Opinions about the Extent of their Understanding by Illustrative Gestures.**

From the results, we find that the majority of learners (91.25%) can understand by illustrative gestures, (6.25%) of them who said they can understand by illustrative gestures in an average extent, only (2.5%) affirm that this strategy develop their comprehension well. The

results confirm the learner's qualification to this strategy of illustrative gestures as a helping device and said that their understanding is highly developed via this technique.

**-Question twelve**

How much do you enjoy the English sessions by illustrative gestures?

Much

A little

Not at all

**Answer twelve**

Options	Percentages
Much	93.75%
A little	3.75%
Not at all	2.5%

**Table 25: Learner's Views Opinions about the Enjoyment of English Sessions by Illustrative Gestures.**

The majority of learners (93.75%) are enjoying the English sessions by illustrative gestures because it facilitates the way to understand the words used and the courses explained in an easy way. Only (2.5%) of the learners are not enjoying English sessions by gestures because they are not motivated to learn this language. In addition, (3.75%) who said that they are enjoy English sessions by this technique, but just little.

**-Question thirteen**

Do you think that illustrative gestures can develop your understanding?

Yes

No

**-Answer thirteen**

Options	Percentages
Yes	100%
No	00%

**Table 26: Learner's Opinions about Illustrative Gestures in Developing their Understanding.**

According to the results, we find that all the learners (100%) presenting the total majority confirm that illustrative gestures can serve them by developing their comprehension



## **Conclusion**

From our investigation of our sample we find that the implementation of illustrative gestures as a strategy of teaching, play a very essential role in improving student understands. This strategy lead to greater improvements as far as the comprehension is concerned. In other hand, all learners (100%) prefer illustrative gestures which is an effective strategy and it permit them to interact with teachers and between each other also to gain more information and ideas and it helps them to understand the teacher's explanation, this returns to the role of the teacher which should has a strong and friendly personality at the same time makes their learners more motivated (86.25%) to learn English language.

In our visit to Khaled Iben El-Walid we notice that learners didn't have the test book and that is what makes really a big problem in developing the process of learning and menaces the concentration within classes, and we suggest for the school to offer those learners the scholar book. Teaching English as a foreign language in middle schools adopts many strategies to make this language easy, such as images, videos, crosswords activity, and illustrative gestures. This latter has many effects related to the teachers and learners. According to our investigation, we affirm that our stated hypothesis is accurate.

## **General conclusion**

This work focuses on the use of illustrative gestures as a teaching strategy through a questionnaire directed to teachers and learners of first year middle school, and this investigation lead us to examining the impact of gestures made by teachers to develop their learner's understanding.

Gesture is undeniably part of lives of beginners and plays a crucial role both in cognitive development; it also plays a major role by acting as scaffolding strategy.

The term "gestures" can take different meaning, more or less restricted based on non-verbal elements. We used the term gestures or the movements of the hands and arms, in the same time with speech, also sometimes refers to facial expression.

There are several types of gestures; we referred them to Ekman classification as follows: the emblems, illustrators, regulators, affect displays, and adaptors.

The pedagogical gestures are produced by teachers to help learners in their comprehension. It may take different forms (mimes, facial expression), it usually accompanies speech and acts as a non-verbal translation, it may also occur "silently".

The action also contributes to establish an emotional climate in the classroom and the formal aspect of language courses.

As a result of our experiment, we arrive at the following belief: illustrative gestures play a key role in the understanding of unknown items.

Finally, we can say to current and future teachers to become aware of the power of their gestures to support and reinforce the verbal content of their course.

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# Teachers' Questionnaire

Dear teachers,

The following questionnaire is part of research work that deals with the impact of using illustrative gestures by an EFL teacher. It goes deeply examines the use of illustrative gestures as a teaching strategy and a helpful device to develop student's learning and comprehension.

- please ticks (/) in the appropriate box or provide full answers whenever it is necessary.

Thank you in advance

## **Section one: background information**

1- Age...

2- Degree(s) held:

d- License

e- Master/ Magister

f- Doctorate

3- How many years have you been teaching English?

.....

4- What are the levels you have been teaching?

.....

## **Section two: learning English as a foreign Language**

5- Generally, what are the needs of learners?

.....

.....

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6- Are these needs satisfied within your classes?

c- Yes

d- No

7- If yes, how?

If no, why?

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8-What are the main difficulties which encounter your students in class?

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9-when explaining your course, you describe your students understanding to be

A-Good

B-Medium

C-Bad

10- What do you think the reasons of this misunderstanding are?

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

11- As a teacher, what do you do to help your learners understand what you explain?

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

**Section three: Illustrative gestures as a teaching strategy**

12- Do you use strategies in teaching English language?

c- Yes

d- No

13-If yes, which ones

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

14- how do you you're your students in case they fail to understand your explanation?

c- Use illustrative gestures

d- Use mother tongue

c- Use other paralinguistic feature



15-Do you use illustrative gestures in your classes?

c- Yes

d- No

16-do you use them

c- Often

b- Rarely

17- Do you think that using illustrative gestures will improve student's understanding?

d- Yes

e- No

f- I don't know

18- justify

.....

.....

.....

.....

.....

19- In your class, to what extent illustrative gestures improve your student understands?

c- High

d- Low

20- Do your students enjoy this strategy of teaching?

d- Yes

e- No

f- Somehow

Justify your answers

.....

.....

.....

21- Could you describe some cases when you feel it urgent or necessary to use gestures?

.....

.....

.....

.....

.....

22- as a teacher of English, at which level you think this technique will be more fruitful

- e- Beginners
- f- Intermediate
- g- Advanced
- h- All of the above

23- Please justify your answer

.....

.....

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24- In addition to improve student's understanding; what are the positives may illustrative gestures as a strategy have on students learning?

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25-What do you think about the topic of our research?

.....

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*“Thank you”*

## Check list for the learner

*First of all, we are waiting the help from your answers about the introduced questions, because it formulates the core of our work. So, be sure from your answers in order to really help us and thank you beforehand.*

### Section one: learner's background information

1- Age...

2- How many times a week do you study English?

.....

3- Are you motivated to learn English?

Yes

No

4- Do you concentrate within classes?

Yes

No

### Section two: Attitudes towards Illustrative gestures as teaching material

5- Do you understand your teacher's explanation?

Yes

No

6- Are you satisfied by your teacher's strategies of teaching,

Yes

No

7- Among the following teaching strategies, which one you prefer?

Images

video based-technique

illustrative gestures

8- In what extent you can understand by illustrative gestures?

Good

Average

Bad

9- How much do you enjoy the English sessions by illustrative gestures?

Much

A little

Not at all

10- Do you think that teacher's illustrative gestures can develop your understanding?

Yes

No

***“Thank you”***

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تقديم استبيان موجه لكل من الاستاد و التلميذ من المدارس المتوسطة.

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