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**Exploring English as a foreign language teachers' use of
Paralinguistic features to facilitate pupils' vocabulary
acquisition**

A Case study of first year middle school EFL pupils in Biskra.

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Dedication

I dedicate this work:

To my dear and loving mother **Soraya**

To my sisters **Amira** and **Raihanna**

To my dearest friend **Malki Ikram**

To my daughter **Alya** (may God embrace her with his mercy)

Acknowledgement

We express sincere acknowledgement to all people who helped us accomplish this work.

Abstract

In view of the growing importance that vocabulary in language learning is gaining these last decades, the Algerian first year middle school EFL pupils still find difficulties to acquire the vocabulary that the teachers introduce to them inside the classroom. It is well established that middle school EFL teachers tend to use a very simple language when explaining new vocabulary to their first year pupils, yet the pupils still find trouble to understand fully and correctly the new vocabulary. This research study sheds light on middle school teachers' use of paralinguistic features inside the classroom. It aims to explore middle school EFL teachers' use of their body and vocal paralinguistic features in order to assist their first year pupils in their vocabulary acquisition. Specifically, it investigates not only the situations that arises whenever the teachers use paralinguistic features to explain new vocabulary, but also when they do not. In this context, Paralinguistic features of language refer to the nonverbal aspects of communication such as body language, facial expressions and intonation. For the sake of testing the research hypothesis that if the teachers use their body and vocal paralinguistic features when teaching new vocabulary, their first year pupils will understand and acquire the new vocabulary in a more effective way, the mixed-method approach was adopted through one semi-structured questionnaire that was administered to ten (10) EFL middle school teachers through an online platform. The results demonstrated that the teachers' integration of body and vocal paralinguistic features along with the verbal explanation of the new vocabulary words is an effective technique to enhance and assist pupils to understand the new vocabulary. In addition, the study results revealed that pupils need less time to comprehend the new vocabulary and that they are more attentive and interactive when their teachers use paralinguistic features during the explanation of the new words. Therefore, we recommend EFL middle school teacher to use the different types of paralinguistic features during the explanation, for the reason that it is considered to illustrate, demonstrate, and facilitate the pupil's comprehension of new vocabulary. On this basis, the research hypothesis was confirmed.

Key words: Vocabulary, paralinguistic features, EFL.

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Introduction

According to many researchers, vocabulary represents a crucial part in language learning, the reason why more focus and attention must be given to how language learners are learning and are taught this essential component of language. The English as a foreign language vocabulary teaching and acquisition are very difficult and challenging due to a number of reasons, such as the learners' absence of prior knowledge in the English language and that all words are mostly acquired inside the classroom through teachers' instruction. Teachers can make use of several ways and methods to help the learners reach a better understanding. This research project is to be conducted for the sake of finding possible solutions, for it will endeavor to explore the use of paralinguistic features of language by the EFL teachers inside the classroom to facilitate pupils' vocabulary acquisition.

Statement of the problem

Middle school EFL teachers tend to use a very simple language when introducing new vocabulary to their first year pupils, but it appears that it is still difficult for these learners to fully and correctly understand the new vocabulary, due to their young age on one hand and to the fact that English language is not in their immediate context on the other. Consequently, Middle school EFL teachers need to make use of paralinguistic features of language, in addition to the use of simple language, to reinforce and support their explanation of the new vocabulary in order to guarantee a successful learning of this crucial aspect of language.

Significance of the study

This study is important because it does not only shed the light on paralinguistic features of language but also their importance in ensuring a good comprehension of new vocabulary to the EFL young beginner learners. It can help

the EFL teachers save time and spend less effort explaining new vocabulary to their young beginner learners who in their turn may find vocabulary learning in this illustrated way exciting, hence effective.

Furthermore, this study will contribute in enriching the area of research on paralinguistic features of language about which a little research has been done based on the available literature.

Aims of the study

The general aim of this study is to explore the teachers' use of different paralinguistic features of language when they are in the process of introducing new vocabulary to their EFL young beginner learners. More precisely, this study attempts to raise teachers' awareness towards paralinguistic features and the important role they play when integrated while teaching new vocabulary. In addition to describe the situation that arises in the EFL classroom when paralinguistic features are used, and suggest pedagogical solutions which reinforce the use of paralinguistic features in teaching new vocabulary.

Research questions

1. Is there a relationship between the teachers' use of paralinguistic features and their EFL beginner learners' vocabulary acquisition?
2. How can the teachers' use of their body and vocal paralinguistic features affect the EFL beginner learners' understanding of new vocabulary items?
3. What are the benefits of the teachers' integration of their body and vocal paralinguistic features when teaching new vocabulary on their EFL beginner learners?

Research hypothesis

We hypothesis that if the teachers use their body and vocal paralinguistic features (body movements, vocal qualifiers and facial expressions) when teaching

new vocabulary, pupils would understand and acquire the new vocabulary in an effective way.

Research methodology

Research approach

The researcher adopted the mixed-methods approach, which deals with both quantitative and qualitative methods, in order to find answers to the research questions. This method is more suitable and applicable for the nature of this study that belongs to social sciences. This study opted for a small scale study because the findings will not be generalized.

Population and Sample

In order to obtain data about the effect of middle school EFL teachers' use of paralinguistic features on first year middle school EFL pupils, a sample of ten (10) EFL middle school teachers was selected randomly from a total population of 100 middle school EFL teachers in the city of Biskra.

Data collection tools

Teachers' questionnaire

In order to get reliable data, a questionnaire was administered to ten (10) EFL middle school teachers from different middle schools in Biskra. This semi-structured questionnaire contained both open ended and close ended questions with the objective of generating a set of answers related to the research questions.

Structure of the dissertation

The present research study is divided into two main parts. The first part is dedicated to the theoretical background and literature review, meanwhile the second part is dedicated to the field work as well as the data analysis.

The first part consists of two chapters. Chapter one deals with paralanguage and paralinguistic features. It describes both the vocal and the body paralinguistic features. The second chapter provides an overview about vocabulary, its definition, tiers and types. Also, it highlights the vocabulary size that an EFL learner should learn. In addition to the main vocabulary teaching techniques.

The second part begins with the literature review of the research methodology adopted for the study. Also, it is dedicated to the analysis of the data gathered from the teachers' questionnaire in order to confirm or disconfirm the research's hypothesis.

Chapter one
Paralinguistic Features of Language

Introduction

Successful messages between a sender and a receiver require two simultaneous mediums of communication, which are the verbal and the non-verbal communication. In fact, the non-verbal communication has a significant contribution in the clarification of the message in a communication since the majority of the meaning is expressed non-verbally. Paralanguage is believed to be a prominent facet in both foreign language learning and teaching that has a significant role in improving foreign language learners' achievement. Paralanguage is the section of non-verbal communication which underlines body movements and voice tones as a way to convey feelings and thoughts. There are various features of paralanguage such as facial expressions, posture, tone of voice, hand gestures. This chapter attempts to define and to provide illustrations for all the paralinguistic features, their types and their components.

1. Definition of Paralanguage

Paralanguage is considered as a very important part in non-verbal communication. Poyatos 1984 (as cited in John E. Lewis 1998 p.103) defines paralanguage as “the ever present co-occurrent voice modifications or alternating independent sounds of perfectly lexical value”. This definition is often restricted to nonverbal aspects of speech used to change meaning, such as pitch, tone of voice and silence etc. On the other hand, Houston (1995) describes paralanguage as the study of speech communication elements that are included neither in linguistic structures nor in content such as vocal qualifiers, intonation, and body language (p.216). In the same sense, according to the British Broadcasting Corporation (BBC) online dictionary Paralinguistics “are the aspects of spoken communication that do not involve words”. In other words, paralanguage does not only include vocal modifiers, but also body movements. These vocal and non-vocal aspects may emphasis or add meaning to what people say, and they may be expressed consciously or unconsciously.

“Most of our nonverbal behavior involves change or movement. We exhibit different gestures, postures and body movements during an encounter; sometimes we touch others, and sometimes we do not. Our face, eyes and voice also are displayed in various patterns”. (Knapp and Hall, 2009, p.221).

We can say a lot just by making a change in our tone of voice, by moving a part of our bodies or by manipulating our facial traits, therefore according to Knapp and Hall (2009) all of these are what paralanguage is about.

2. Issues in Paralinguistics

Paralinguistics has nothing to do with the surface form of the language such as grammar phonology and syntax; rather it has to do with issues of speech, voice, and body language. A degree of perplexity appeared about whether to refer to paralanguage as it is in its narrow definition as being classified under nonverbal communication or as being concerned only with vocally-produced sounds, or whether to refer to it as an umbrella term which covers and encloses all non-verbal communication aspects.

According to some authors like Duncan 1969 (as cited in Pennycook 1985) who includes body motion, paralanguage, proxemics, olfaction, skin sensitivity, and use of artifacts under the title of nonverbal communication, when the other trend argues that all aspects of non-verbal communication are subsumed under paralanguage.

The broader definition is adopted in this study and it is in accordance with Loveday's (1982) “paralanguage, that is to say, the vocal, kinesics (gestural) and proxemics (spatial) channels...” (p.91). this definition indicates that paralanguage encompasses all features of nonverbal communication that concerns the body as well as the voice.

In this study, paralanguage is used for the broad meaning, and paraverbal features for paralanguage in the narrow meaning in order to handle all aspects, not only those concerned with speech, that can either send meaningful messages or accentuate the meaning of spoken utterances.

A message can have different meanings through the use of paralinguistics. According to Weitz (1979) Paralinguistics gives more focus on how something is said rather on what is said. In this respect Hargie, Saunders, and Dickson (1994) clarify this point arguing that, usually the manner something is said determines the exact meaning of what is said (p.60). From the above claims, it can be said that paralinguistics tend to be of a great importance in communication.

3. Categories of Paralinguistic features

Paralanguage is composed of highly culture-specific elements. Hall (1959) comments on this point "Culture is communication and communication is culture" (p.186).

Researchers gave a considerable importance to this point such as Birdwhistell (1970) who claims that "although we have been searching for 15 years, we have found no gesture or body motion which has the same social meaning in all societies" (p.81). Put differently, so far there is neither a body motion nor a gesture that can be understood as universal.

Despite their cultural uniqueness, Harmer (2007) notes that paralinguistic features fall into two broad categories, those that involves the voice and those that involves the body.

Component	Description
Kinesics	Body movements and gestures.
Proxemics	Space management in relation to social and physical environment.
Haptics	Use of touch.
Oculesics	Use of eye contact.
Vocalics	Tone, pitch, volume, stress, speed etc.
Facial expressions	Gestures produced by the muscles of the face.
Silence	Absence of linguistic words or forms.
Posture	The position and orientation of the body.

Table 1. 1 The components of nonverbal communication adopted from Key (1977).

3.1 Vocal paralinguistic features

Vocal paralinguistic features represent one part of the paralinguistic features. According to Harmer (2007,p.43) There are a verity of ways from which we can chose how to say something, depending on the context we are in, irrespective of the sounds, stress on intonation we are using. Vocal paralinguistic features relate to how we say something being more aware that the slightest difference in terms of sound integration in our verbal communication can contribute significantly to a better conversation and may promote a deeper understanding and connection with others. In other words, we may say something loudly or in a low voice, which is in both cases a question of volume, and our tone vary according to specific circumstances, take the example when speaking in a high tone in case of being angry, or communicating in a low tone showing respect to an elder person.

They are also referred to as Paraverbal features. Pennycook (1985,p.266) indicates that Paraverbal features are all non-lexical aspects of verbal

communication and explains that these aspects are characterized by detectable and noticeable degrees of intensity, velocity, extent and duration of pitch fluctuation, duration of utterance segments, the use of sounds not occurring in the standard language system, and finally the role of silence. In simple terms, Paraverbal features are voice qualifiers that influence the spoken messages in order to add or sharpen its meaning. This indicates that these elements include all the communication signals dealing with voice modulation.

3.1.1 Voice Quality

Voice quality may be affected by various factors. Key (1975) identifies Palatalization, labialization, nasalization, Pharyngealization, sound placement, and the use or non-use of voice (p.45). Nasalization for instance is a paraverbal feature which in English is used to represent the state of being tough, foolish and harshness in the meantime in the French language it is considered as a standard feature. However, Loveday (1982) clarifies this point claiming that nasalization in the Bolivian language is a sign of a large respect, for example a lower socio economic status person uses nasalization with all of his vowels in the utterance while talking to someone of a higher rank (p.92).

3.1.2 Pitch of voice or vocal variety

This element affects the way spoken utterances are externalized. Poyatos (2002) considers pitch of voice as the most flexible and adjustable message-conveying feature of voice and indicates that the acuteness (highness) or gravity (lowness) of tone caused by the faster or slower frequency of vocal band vibrations is pitch. In essence, pitch refer to the amount of vibration the vocal cords make in the process of speaking. The sound of the voice changes as the rate of vibrations changes. When the amount of vibrations increases, the pitch as well increases and the voice sounds higher, but when the amount of vibrations decreases, the pitch also decreases and the voice sounds lower.

Loveday's study of pitch (1981) revealed that there is a different usage of pitch between Japanese and English speakers. English speakers of the same gender tend to use approximately a high pitch to express politeness, whereas Japanese speakers have a traditional divergence between male and female when it comes to their use of pitch since men have traditionally used low voices, whereas women have used high-pitched, dainty voices, consequently if English males used their pitch range in Japan then they would probably sound strange and feminine. And if we compare the same English speakers with Algerian speakers who use relatively low pitch to express politeness, so in case English speakers would use their pitch in an Algerian context, they would be considered as rude and impolite.

3.1.3 Tone of Voice

Tone of voice brings an emotional aspect to the spoken words. According to Givens (2002) tone of voice reflects psychological arousal, emotion and mood and it may carry social information as in a superior or submissive manner of speaking. In other words, tone of voice is a marker of the speaker's attitude and how emphatic a statement is. Tone of voice reveals the speaker's passion and commitment or the opposite, in addition to the emotions behind the words being uttered.

3.1.4 Intonation

Intonation is the rise and fall of pitch. Crystal (1975) argues that intonation, the systematic use of pitch in a language, is the most important factor in paraverbal characteristics. In the same respect, Harmer (2007) indicates that intonation as being the music of speech, is a crucial factor in speaking as it makes speakers convey a much subtler range of meanings (p.38). Crystal (1975) on his turn stresses on the influential role of intonation and add that intonation is used to segment and structure stretches of language expounding contrasts in meaning which are sometimes almost as a clear-cut as the contrasts signaled by phonemes or word order (p.165). The

author here is referring to intonation in speech as having the same role of spacing word order and punctuation in writing.

3.1.5 Silence

Silence is believed to be of great significance in communication. Devito (1992) states that silence over the history did not play a monotonous role in any culture and even within the same language (p.211). The meaning of silence changes according to cultural and situational factors, for this reason it is necessary to point out the important role of silence as an element of paralanguage when engaging in a communication.

Key (1975) claims that silence is essential to the organization of speech (p.117), And Devito (1992) emphasis the role that silence play in conversations and asserts that our silence and pauses convey meaning and intentions just as intensely as anything we might communicate verbally (p.212). Simply put, silence has many functions. For example it gives the speakers time to think and it indicates turn taking in a conversation.

In order to stress the value of silence, Pennycook (1985) gives the example of the Japanese culture, where silence is considered to be a great virtue, hence there exists some proverbs that praise silence as the one which says that "a mouth is to eat with, not to speak with". On the other hand, silence can result in a critical situation when it is considered as an offense, take the example when an American meets a Japanese person in a conversation, the constant silence from the part of the Japanese may cause an improper conversation with the American who tends to avoid silence in his speech. The Arabic culture also praises silence and believes that it is of a great significance. This is clear in the Arabic proverb "if speaking is silver, silence is gold". Usually, silence in the Arabic culture is a sign of acceptance and/or agreement.

3.2 Body Paralinguistic Features

The second category of paralinguistics stands for body paralinguistic features. The use of different parts of the human body in a communication can convey a number of meanings. It is an extremely important element within the human daily life communication. A brief overview at research estimations supports this by the fact that “we spend about Seventy percent of our waking time in the presence of others” (Perlman & Rook, 1987, p.17). But, individuals speak for only ten to eleven minutes a day, each utterance taking about 2.5 seconds (Birdwhistell as cited in Knapp & Hall, 2009).

These numbers are a proof of the reliance that we have on non-verbal communication to express ourselves and to interpret the unspoken intentions of others. In addition, the nonverbal channel of communication bears an estimated two thirds of the social meaning load, leaving only one third of all meaning carried via the spoken word Birdwhistell (1970). From the above, it is evident that body paralinguistic features took a considerable importance among the other features for it is significantly a useful element in communication according to several investigations.

3.2.1 Kinesics

The word kinesics comes from the root word kinesis, which means “movement,” and refers to the study of hand, arm, body, and face movements (Anonymous, 2012, p.196). Merriam-Webster (2020) dictionary defines kinesics as "a systematic study of the relationship between non-linguistic body motions communication.

According to Dittman (1972) the following kinesic markers: head nods, eye blinks, small lip movements, chin thrusts, and other body movements indicate the rhythm of the speech and help in casting thoughts into speech, thus, those body movements provide important clues to the listener in the task of understanding what

the speaker is saying. Our bodies, in fact, are constantly conveying messages in any interaction using different gestures. Furthermore, those body movements are in parallel with speech so that it is possible to create a correspondence between body movement and linguistic segments. Kendon (1970) claims in this point that it was found that when a speaker talks, his body motion co-occurring with his speech, points the points of change in the flow of sound coinciding with the points of change in body movement.

Another important note concerning kinesics is that they are culture-specific, for example within the Eastern cultures, down cast eyes are considered to be a sign of respect, while if one applies this in western societies, then he would be misunderstood, because a person who avoids face to face conversation in western societies is considered as "shifty" (Levy 1979). In addition, Hall (1976) supports this point and says "the chances of one's being correct decrease as cultural distance increases" which means that the cultural factor plays an important role in understanding each other's' non-verbal communication, specifically body movement, and the extent of a successful message tends to depend on the cultural awareness of the interlocutors.

3.2.1.1 Types of Body Movement

According to Communication for Business Professionals (2013) the study of body movements is called kinesics. It is key to understanding nonverbal communication. Body movements can complement the verbal message by reinforcing the main idea, it can also regulate conversations and also substitute or replace verbal messages. It includes elements such as gestures, eye behaviors, posture, and facial expressions.

3.2.1.2 Gestures

Gestures are one of the main features of paralanguage. Ekman & Friesen (1969) claims that there are five types of gestures which are important for effective communication: These are respectively emblems, illustrators, affect displays,

regulators and adaptors. These types of gestures are non-verbal cues and can convey the same meaning as the verbal message, as they may complete or supplement it (Gregersen, 2007, p.4). In addition, they may help language learners to make some new learned matters concrete and fasters their learning, for example, a student may not get the right meaning of “right ahead,” but when the teacher use a gesture to illustrate what he said, the learner would understand the meaning and go to the right direction.



Figure 1.1 Examples of different types of gestures retrieved from (stephan.dahl.at)

Harmer (2007) states that gestures are used to communicate a large amount of meanings although they may be specific to certain social group or culture, and explains that how strong gestures can be is clear in the example of British English behavior for shrugging shoulders may indicate indifference, an attitude of “I do not care” or “I do not know”, crossing your arms mean relaxation but it may also be a sign of boredom, whereas scratching one’s head could indicate puzzlement (p.44).

3.2.1.3. Emblems

The first type of gestures is emblems. Ekman & Friesen (1969) define emblems as being the nonverbal acts that have a direct verbal interpretation or even a dictionary definition. And add that this kind of gestures is intentionally used and that people are almost always aware of their use in communication or to transmit a message. Also, they claim that the fact that these gestures can replace specific words or even phrase, their meaning must be widely understood within a group, class or culture (p.63). As a result they are culture-specific. A good example is the "OK" symbol gesture made with the thumb and forefinger which in many parts of the

world this is directly translated as "OK", but in other cultures it might be understood differently.



Figure 1.2 Example of an emblem that symbols "perfect" done with a hand gesture provided by Gregersen (2007)

3.2.1.4 Illustrators

The second class of gestures is illustrators. Illustrators are defined by Ekman and Friesen (1969) as being the movements which are directly tied to speech, serving to illustrate what is being said verbally (p.68). Illustrators are movements of the hand that complement verbal communication by describing, sharpening or reinforcing what the speaker is trying to communicate. For most individuals, illustrators are the natural hand and body gestures that accompany speech such as gesturing, smiling, frowning, or pointing to illustrate a point. People use illustrators to show the shape or dimensions of an object, to draw something in the air or to reinforce a key word in their verbal communication.



Figure 1.3 Some examples of illustrators and their meaning provided by Moran (1984, p. 257)

3.2.1.5 Affect Displays

The next kind of body language has to do with the affect displays, which are necessary for language learners to process. According to Gregersen (2007) these are nonverbal behaviors of the body or the face that carry an emotional meaning or display affective states, but most commonly; these displays are communicated through facial expression, like smiling, laughing, or crying. Posture is also considered a tool through which emotion can be communicated.



Figure 1.4 An example of an affect display provided by Gregersen (2007)

3.2.1.6 Regulators

The forth element of gestures is regulators. These are acts which maintain and order the back-and-forth nature of speaking and listening between two or more

interactants (Ekman & Friesen, 1969, p.82) .Turn-taking in conversations is guided by transition signals, regulators are the body language cues that serve to control turn-taking, in addition to other procedural aspects of interpersonal communication. (Duncan, cited in Gregersen,2007) claims that a practical requirement of any conversation is the determination of who speaks and when, as this is usually done unconsciously and quite smoothly, because of regulators such as the termination of a gesture, the changes in gaze direction, or the speakers' looking away from the hearer when an utterance ends.



Figure 1.5 An example of a regulator hand gesture provided by Gregersen (2007)

3.2.1.7 Adaptors

Adaptors are the last category of gestures in body movements. Adaptors are the nonverbal behaviors most difficult to describe (Ekman & Friesen, 1969, p.84). They mostly include self-touching behaviors such as chewing one's fingernails, biting one's lip and scratching one's head and so on. These behaviors can send clear meaningful messages as they give clear signals about the state of being of one or both interlocutors if adapted in a specific communication situation.



Figure 1.6 : Example of adaptors retrieved from slideshare.com

This example of adaptors indicates that the person is trying to find the correct words to say rather than the true need for scratching.

3.2.1.8 Facial Expressions

Facial expressions are said to be an important form of kinesics used to non-verbally transmit messages. According to Knapp and Hall (2009)

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others (p.293).

Facial expressions are the key to unlock the meaning behind the message, the majority of people watch the speaker's face during conversation in order to understand better the different attitudes and reactions. The face reflects emotion, feeling and attitude, like anger, happiness, sadness, fear, confusion interest, boredom, etc.

Gregersen (2007) insists upon the fact that through the use of facial expressions people communicate silently but perfectly, since the face is the primary

means of interaction management, complementing a response, and replacing speech. Some researchers estimate that people can make up to two thousands different facial expressions. For these reasons, this medium of interaction can be used as an effective tool to facilitate vocabulary acquisition in classroom settings.

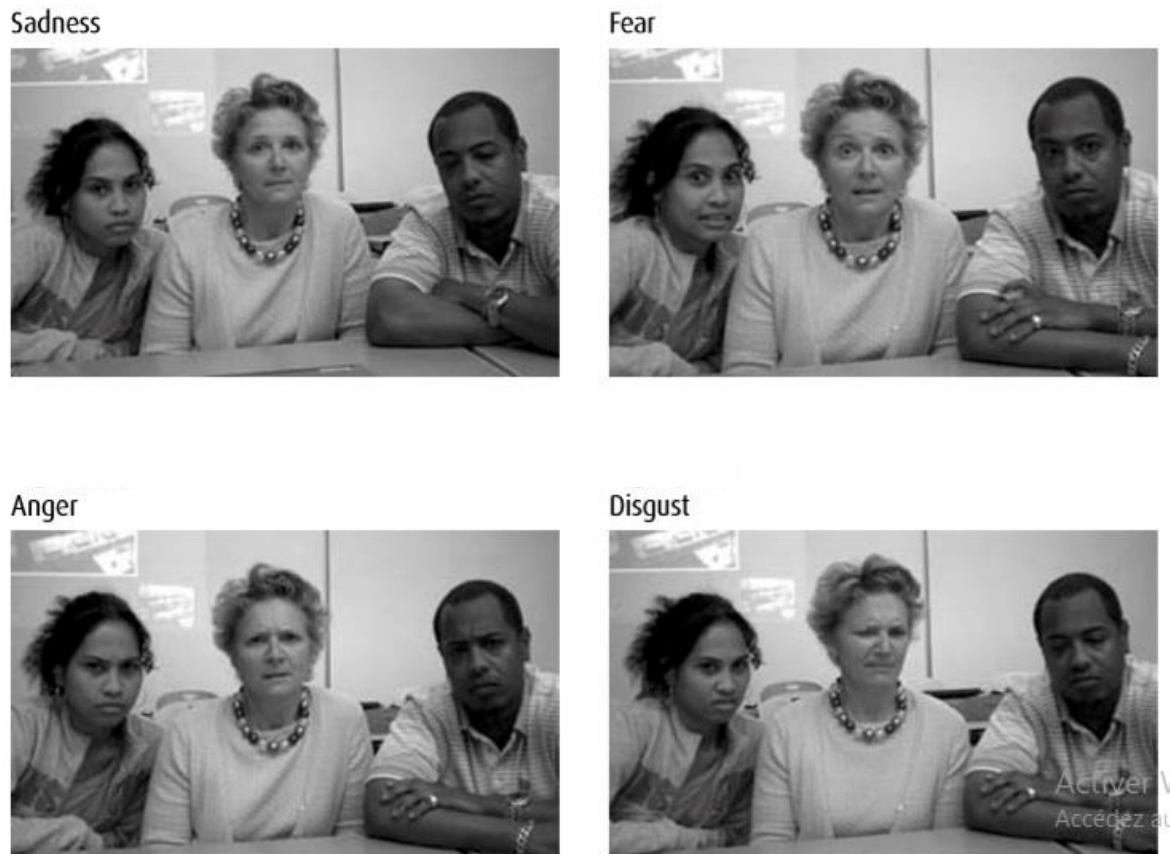


Figure 1.7 Some basic facial expressions provided by Gregersen (2007, p.57)

This figure is showing four basic concepts that we can easily express and communicate with our facial expressions which are anger, disgust, sadness and fear.

3.2.2 Proxemics

Proxemics are defined by Merriam-Webster dictionary as “The study of the nature, degree, and effect of the spatial separation, which individuals naturally maintain, as in various social and interpersonal situations, and of how this separation relates to environmental and cultural factors ”.

Proxemics is an important type of paralanguage characteristics of communication, and it is the study of special communication. It commonly indicates how humans, during interaction, regulate and control the space around them. The space between sender and receiver influences the message interpreted. The term Proxemics was first coined by Edward T. Hall who also Identifies four different types of distance found in interactions which are accordingly intimate, personal, social, and public (Hall, 1966, p.114).

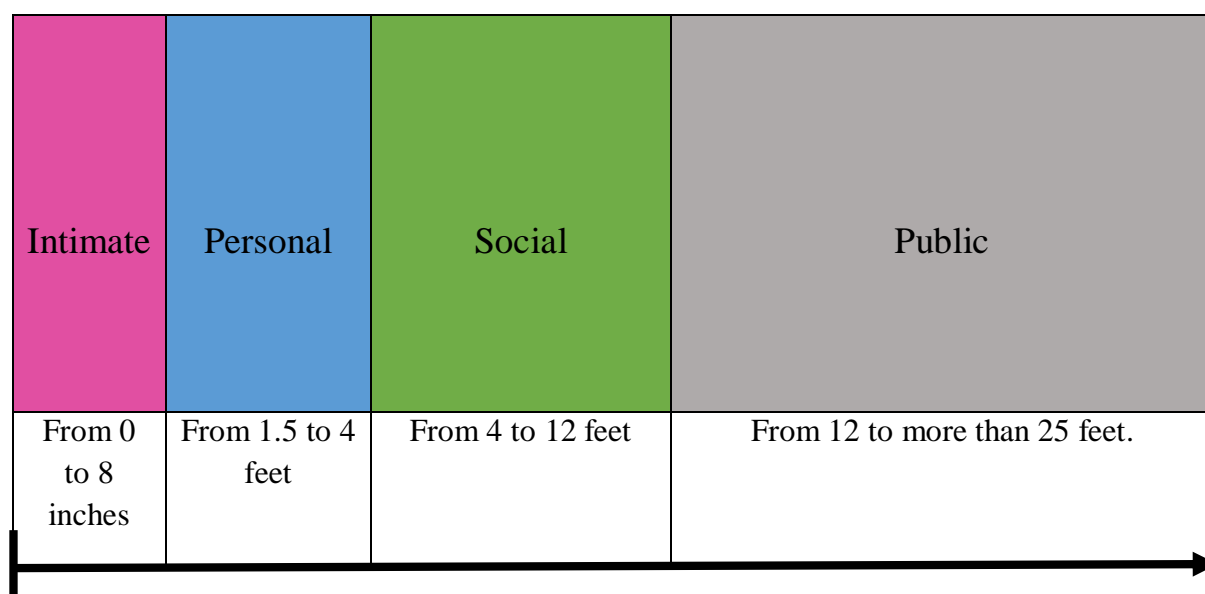


Figure 1.8 Concrete distance suggested for personal and interpersonal space provided by Hall (1966, pp. 117,124)

Harmer (2007) states that the physical distance between the speaker and the listener can mean a number of things and can also be used to send conscious messages concerning the intentions. Closeness, for example, may indicate intimacy or threat, while distance may denote formality or lack of interest.

3.2.3 Posture

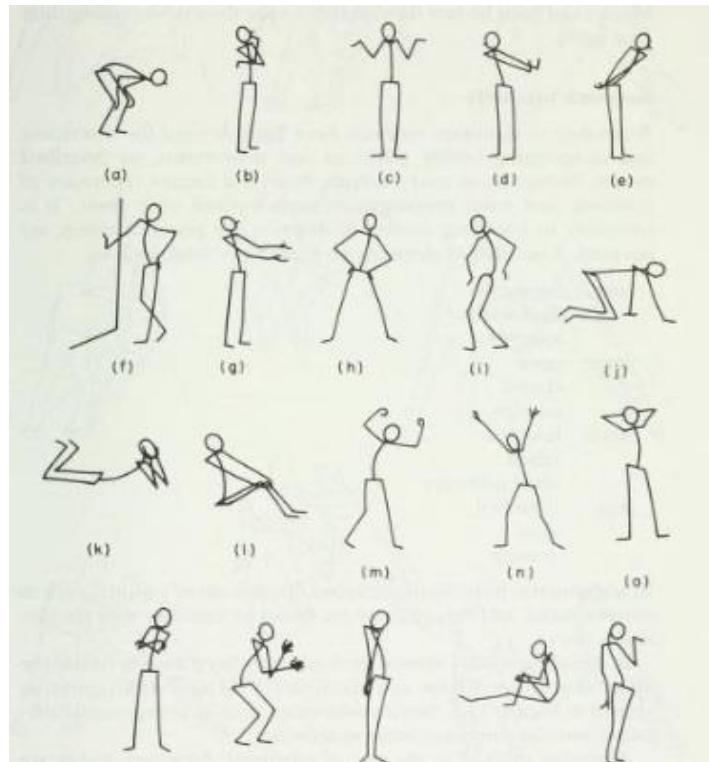
The term posture means the position of the body when a person is sitting, standing or walking through which emotion can be communicated. Posture is

considered a culture specific element as it is the case with other categories of body language.

Darwin's descriptions of emotion expressions contained many descriptions of emotional postures in both humans and animals. Thus, in later years postures that convey a specific emotion were hardly ever examined. Actually, Ekman and Friesen (1974) suggested that postures are just demonstratives of the power of a specific emotion rather than of its quality. On the contrary, early studies suggested that some basic emotions can be recognized from postures, suggesting that observers react to postural emotion cues in much the same way as to facial emotion cues. For example, in a foreign language context, an Algerian student cannot speak with his hands in his pocket because when student put their hands in their pockets while speaking with the teacher is seen as lack of respect toward the teacher and a sign impoliteness. In the same context, learners must not sit with their legs crossed in front of the instructor inside the classroom for that such a behavior could be understood as unsuitable or impolite by the teacher. (Hess, 2016, p.212)

Harmer (2007, p.44) indicates that posture can convey meaning. For example, hunched shoulders and a hanging head show strong hints about one's mood whereas a lowered head when speaking to a superior can indicate the appropriate relationship in a number of cultures.

He also mentions that a feature of both proximity and posture has been observed by many researchers and is that of echoing. He clarifies that through the example of sometimes unconsciously adopting the same posture of others when being interested in them.



(a) curious; (b) puzzled; (c) indifferent; (d) rejecting; (e) watching; (f) self-satisfied; (g) welcoming; (h) determined; (i) stealthy; (j) searching; (k) watching; (l) attentive; (m) violent anger; (n) excited; (o) stretching; (p)

Figure 1.9 Examples of postures and their meaning provided by Argyle (1975, p.205)

3.2.4 Oculistics

Another way that we communicate through is eye contact. According to Anonymous (2012) we can send and receive messages by means of eye contact and eye behaviors, and oculistics refers to the study and use of eye behaviors in terms of nonverbal communication (p.199). The eyes are vital organs in the human body, not only for sight but also for communicating in everyday conversations especially in face to face situations. Considering their communicative value, the eyes are sometimes referred to as “mirrors of the soul”. Furthermore, the eyes communicate similarly to the tongue and in the majority of cases, the eyes are more trustworthy than the tongue. Through the eyes, people can send different messages and guide the listener towards understanding the communicated intention because they carry a large part of what is meant to be conveyed. In addition, Richmond and McCroskey (1987) believe, through the eyes we can manage the interaction, draw others attention as well

as reveal an interest. Furthermore, emotions like fear, joy, anger and many other feelings can be communicated and expressed through eye behavior.

Oculesics are culture-specific, for example Parents in some cultures, as a sign of respect, ask their children not to look in adults' eyes when they are speaking to them, whereas others keep telling them to look the in the eyes when they speak to them. Another example of communicating intention through eye contact is clear in the example of the Algerian mother when she wants her children to stop whatever they are doing in the presence of guests, she open widely her eyes and focus her sight on them in a second of time.



Figure 1.10 Some examples of oculesics retrieved from komana.amcworks.co

3.2.5 Haptics

Haptics is another way through which we can communicate nonverbally. According to Wood (2018) haptics is the study of nonverbal communication that involves physical touch (p.116). It means that it is all the touch behaviors that we use to convey meaning during an interaction. The power of touch, where to touch and for how long someone performs a touch can indicate many things from sympathy or anger to how the relationship is defined between people.

Haptics communication differs around the world cultures, it is insignificant to touch in Western and British cultures, frequent among Italian and French, and is

to be avoided the Arab cultures. For example, in the United States it is common for friends (of either gender) to hug one another when greeting, whereas Arab women almost always only hug their female friends.

Touch works at different degree, counting functional and professional, social and polite, friendship and warmth, and love-intimacy (Heslin and Apler 1983 as cited in Anonymous 2012). In other words, haptics carries distinct emotions and meanings depending on their intensity and context, they may vary as good or bad touch. Haptic communication is completely arranged to grasp the information quickly. It involves handshake, pat, slap, hug, hit, kick, embrace, and tickle, etc., and each touch communicates a unique message such as fear, encouragement, gratitude, anger etc. Furthermore, Poyatos (2002) points out that haptics have an additional feature that can accentuate its meaning, which are the touch receptors that can feel pressure, heat, cold and perhaps even pain.

Touch is reflected in gendered patterns since cultural views consider women to use touch more than men are. Women tend to touch others to show liking and intimacy, while men more typically rely on touch to assert power and control (Jhally & Katz 2001 as cited in Wood 2018).



Figure 1.11 An example of haptics retrieved from komana.amcworks.co

The above figure shows a hand shake that is a touch behavior that appears mostly on the professional and functional level. It holds two main significations, for example at the beginning of a business meaning it means “nice to meet you”, whereas at the end of it, the handshake indicates agreement and approval. It should be noted that a firm handshake reflects confidence and power while a loss handshake reflects the opposite.

4. Speakers' and Listeners' Motion Interaction

Speakers are not always those who are in constant motion, yet listeners tend to mirror the movements of the speaker. This echo from the listener's part is of paramount importance for it provides a clear evidence that the listener is attentive and interested to what the speaker is saying Argyle (1976) says “To signal attentiveness, interactors use proximity, orientation, gaze, head nods, alert posture and bodily movements” (p.72). In other words, to show the speaker that you are engaged in the conversation and interested by what s/he is saying we can simply use some paralinguistic features instead of saying anything. For example, when the teacher is giving a lecture and we want to show him that we are following him, and because interrupting the lecture to say “yes” or “indeed”, we can simply focus our gaze on him and approve of what he is saying by nodding our heads as well as adopt an attentive posture.

A further important role of these interactions is to organize discourse and demonstrate one's readiness to take his turn in a speech (Duncan 1974 as cited in Pennycook 1985).

Conclusion

Paralinguistic features are all part of the way we communicate with each other in face to face encounters and they have a substantial role in foreign language teaching if properly and correctly exploited. Researches in communication suggest that many more meanings, feelings and intentions are sent and received non-verbally

than verbally. This underscores the importance of paralinguage and the valuable role it can play in EFL classrooms.

Chapter two
Vocabulary acquisition

Introduction

Individuals need vocabulary to express themselves and to communicate. Vocabulary is an essential factor in successful language acquisition. In language learning settings, learners start to build their vocabulary account and the more vocabulary items they learn and use, the better their level is. Laufer (1997) claims that vocabulary is what makes the essence of a language; without vocabularies speakers cannot convey the meaning and communicate with each other in a particular language; consequently the importance of vocabulary learning is evident in any language learning.

McCarthy (1990) notes that no matter how good the learner masters the grammar of a language and no matter how well he pronounces it, if he does not have the vocabulary to express a wide range of meanings, then communication in this language cannot happen in a significant way. Hence, vocabulary is an important component of language learning. It helps learners develop their language through the four skills, such as reading, writing, listening, and speaking. Vocabulary is as such a crucial part of language acquisition that it deserved to be planned for, deliberately controlled, and monitored.

1. Definition of vocabulary

According to Cambridge Advanced Learner's Dictionary (CALD) vocabulary is “all the words which exist in a particular language or subject”. In the same vein, Linse (2005) indicates that vocabulary is a set of words that individuals have in their knowledge (p.121). Vocabulary as a word is always related to the word “list”. In the same sense, Hatch and Brown (1995) suggest that any language consists of a list of words that speakers of this language might use, and this list is called vocabulary. In fact, most of field experts have the same definition for the term vocabulary as being a list of words and the meaning of those words.

2. Importance of vocabulary

Vocabulary plays a vital role in language teaching and learning. Laufer (1997) notes that vocabulary, after being neglected for a very long time, is at the moment admitted to be the core of any native or non-native language acquisition process (p.140). That is to say that the teaching and learning of vocabulary have been undervalued in the field of learning a second or a foreign language throughout all its stages. Richards (1976) states that the teaching of vocabulary did not reach the same level of importance in teaching a language as have some other language aspects such as grammar, reading or writing which have obtained considerable attention of teachers and scholars (p.77). In other words, vocabulary was not considered a major subject to be taught separately, instead it was only included within the speaking, reading and grammar lessons because researchers and teachers prioritized these aspects of language over vocabulary teaching.

In the past few decades, the vocabulary aspect of language began to draw language teachers', researchers' and applied linguists' attention which led to the emergence of several works that put the finger on the great importance of the lexical aspect of a language.

Recently, vocabulary teaching and learning process has been developed and received such an importance in EFL classes. There has been an awareness that a strong knowledge of vocabulary is needed in order to learn a foreign language rather than to depend only on grammar.

Vocabulary is the most important skill in teaching and learning a foreign language. The linguist, Wilkins, stated "without grammar little can be conveyed, without vocabulary nothing can be conveyed" (1972, p.111), meaning that despite the importance of grammar in language we cannot achieve progress without vocabulary. As a matter of fact, vocabulary learning is more important than any other skill because it is needed in order to achieve them, it is needed when learners want to write, to speak and to understand what it is being communicated to them.

Overall, vocabulary seems to be much more important than any other aspect of language, because it is the key to the language learners to achieve advanced

stages in language learning. McCarthy (1990) noted that as long as learners do not possess the sufficient vocabulary items to express a big range of meanings, communication in L2 cannot be successful nor clear despite how good students are at L2 grammar and how well they pronounce its sounds.

3. Receptive and productive vocabulary

According to the division suggested by Henriksen (1999), vocabulary items are divided into two main sections which are receptive vocabulary and productive vocabulary.

Melka (1982) indicates that the reason behind finding many denominations for the two terms like passive/active, receptive/productive and understanding/speaking is that the terms are not yet precisely defined (p.5). On one hand, this issue could be due to the fact that researchers have not yet agreed on the reality of what they are working with. On the other hand, the distinction between the two notions is not made because it is meaningfully justified but because of reasons of convenience.

3.1. Receptive/ passive vocabulary

To explain the term receptive or passive vocabulary items, Grains and Redman (1986) suggest that language components that can only be perceived and understood by listening and reading material are what constitute receptive vocabulary (p.64). Similarly, Nation (1990) clarifies that receptive vocabulary is the vocabulary that a person identifies when it is encountered in listening or reading (p.31). A person's receptive vocabulary represents all the words that one understands or perceives when reading or hearing these words. Put in a simple way, Schmitt (2000) states that the capability to comprehend a word is what is known by receptive vocabulary and it is normally linked to reading and listening (p.4).

3.2. Productive / active vocabulary

In contrast to receptive vocabulary, productive vocabulary, as it comes to be explained by Grains and Redman (1986), is the language components that the learner can remember and utilize correctly in both speech and writing. Accordingly, Nation (1990) states that productive vocabulary is the vocabulary that a person is able to use appropriately whether in speaking or writing (p.32). Meaning that productive vocabulary is knowing how to pronounce, spell and write the word. In this sense, Schmitt (2000) points out that productive vocabulary is understood to be the capability of the learner to use and produce a word of his own accord in his writing or speech in a correct manner.

4. Types of vocabulary

Vocabulary has many types according to Montgomery (2007). She claims that there are four types of vocabulary namely: Listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

4.1. Listening Vocabulary

Listening vocabulary is the words that an individual is able to understand when s/he hears them. Listening vocabulary is a passive process because it starts at a very early age. For example a two years old child can understand the meaning of a word even before being able to produce it. Hence, when we become adults most of us will recognize and understand close to fifty thousand words.

4.2. Speaking vocabulary

Speaking vocabulary are the words we use when we speak. In comparison to our listening vocabulary the words we use when we speak are very limited. The

majority of adults use just five thousands to ten thousand words for all their conversations or instructions which is far less from the listening vocabulary number of words. The reason behind this is that in the case of listening vocabulary, the comprehension of the words is aided by facial expressions, tone of voice, or context that usually accompany the words listened to. On the other hand, speaking requires correct pronunciation which is not necessary all known by the user. So the limited number of speaking vocabulary is majorly related to his level of comfort.

4.3. Reading Vocabulary

Reading vocabulary refers to the words comprehended when reading them in a written text. It is to understand the exact meaning of the word in its context. It is noticed that when we read we can understand many words that we do not use in our speaking vocabulary. Reading vocabulary is considered the second largest vocabulary type.

4.4. Writing Vocabulary

Writing vocabulary refers to the words which we retrieve when we write. We generally find it easier to express our ideas orally coinciding with the use of our intonation and facial expressions, than to explain ourselves in writing, because the latter imposes finding the suitable and accurate word choice in addition to the fact that it is highly attached and influenced by the words we can spell correctly.

Montgomery (2007) comments on the four types of vocabulary saying that children start acquiring listening and speaking vocabularies many years before they start building the reading and writing vocabularies.

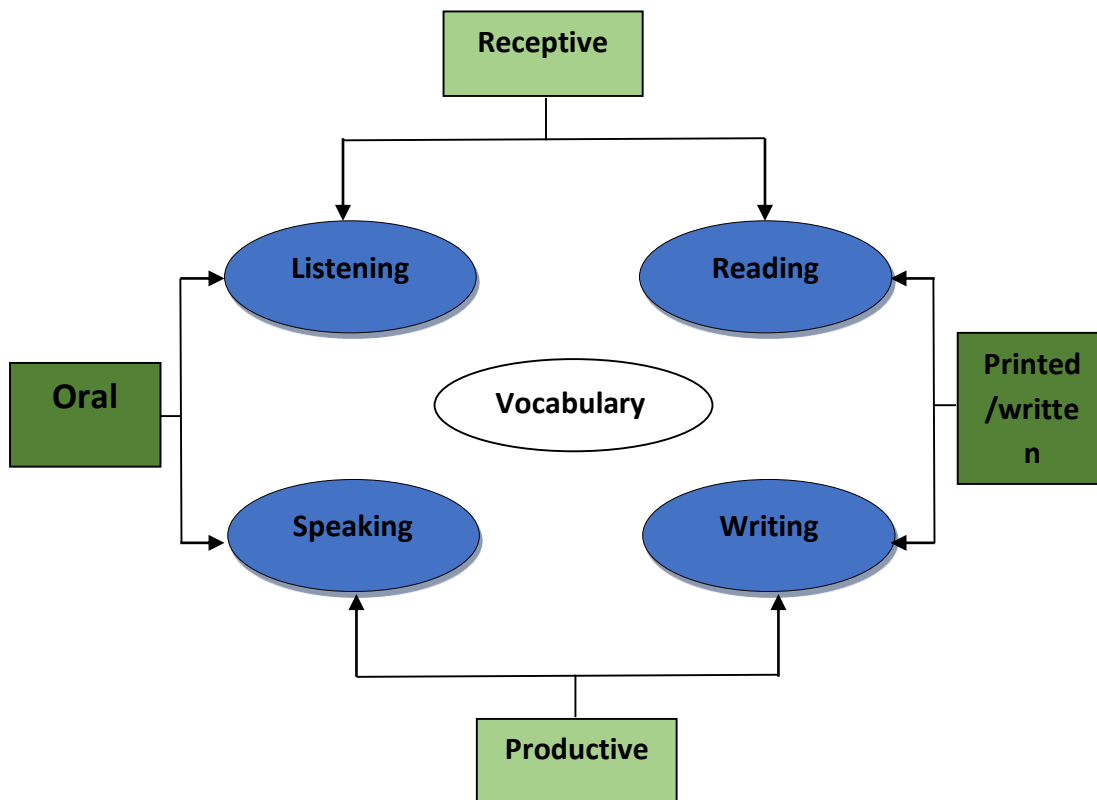


Figure 2. 1 Summary of types of vocabulary.

5. Tiers of vocabulary

Learning a language requires a considerable number of vocabulary items that fit with the age and the learning capacities of the learners but not all the vocabulary items are necessary in learning a language. In addition, there are some words which are at the heart of language learning process, hence vocabulary items fall into three tiers which categorize the importance of the vocabulary items as they may orient the language teachers to focus on some items more than others. According to Beck, McKeown, Margaret, and Kucan (2002) tiers of vocabulary are: basic vocabulary, high frequency vocabulary, low-frequency vocabulary or context-specific Vocabulary.

5.1. Basic Vocabulary

The first tier of vocabulary is composed of the most basic words of a language which are commonly used in spoken language. These words hardly ever call for instructional attention or hard explanation of their significance in school and also do not have multiple meanings, as opposed to other words which have a multiple meaning. Examples of basic vocabulary word: girl, baby, apple, cat (p.8).

5.2. High Frequency Vocabulary

The second tier consists of high frequency words. These words have the characteristic of being used in a wide range of disciplines and domains. They are central to comprehension and are understood by most language users and student are likely to encounter in all topics and content. It influences speaking and reading comprehension, these words are the most important ones for direct instructions, which can be the most productive, because they indicate whether the students learnt these words or not (Beck et al, 2002, p.8). Examples of high frequency vocabulary: hunger, fortunate, nature.

5.3. Low-Frequency vocabulary

The last tier of vocabulary is the low-frequency one. Becket et al (2002) note that the last tier contain words which have a low frequency usage and are often limited to a specific subject area. They suggest that these words are probably best learned by direct instruction in context when individuals have a specific need in a specific domain (p.8). Evaporation, peninsula, climate, habitat, are some

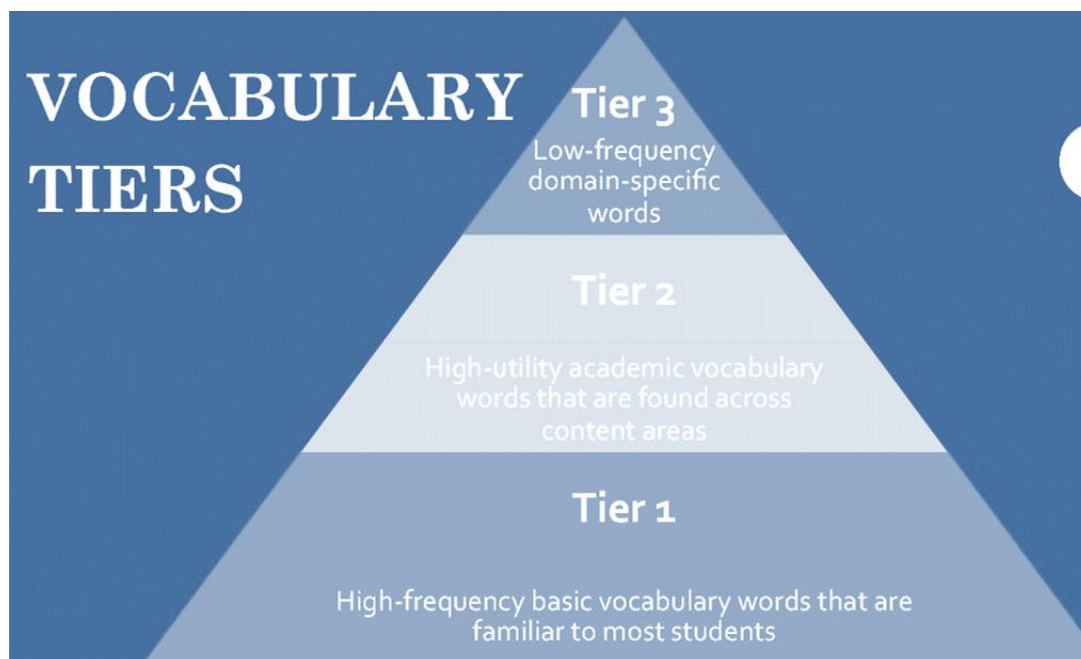


Figure 2. 2 Tiers of vocabulary adopted from Beck et al (2002)

6. Vocabulary Teaching Policy

The English language has a very large vocabulary and learning all of it could be somehow challenging. Schmitt (2000) states that although natives themselves are not familiar with all the vocabulary of their mother tongue, knowing all the language vocabulary is the foreign language learner ultimate objective (p.12). Schmitt (*ibid*) also thinks that the main purpose of any language learner is to be able to communicate in the target language, so it is very important to know and discuss how much vocabulary is needed for this communication to happen. Additionally, "learners must learn a very large number of lexical items to be able to operate in English" (Schmitt, 2010, p.8).

Schmitt (2000) argues that a vocabulary of around two thousand words represents a realistic objective and that it could present a success when it comes to interacting about everyday activities and points out that these words do not only permit basic interaction but also provide a solid basis for achieving development and reaching advanced levels in study.

When it comes to an exact number of words needed for an EFL learner to have, Schmitt (2000) suggests for instructors to start teaching using the general service list (GSL) as a reference and as a source for teaching the most frequent two thousand words, because it will enable students to comprehend speech and most of the text they read for the reason that this list includes nearly two thousand words of most important and useful words of the English language, and it provides information about the relative frequency of the words multiple meanings and it will be of a great help for the teachers.

Furthermore, Schmitt (2000) makes a reference to another important list of words, not included in the two thousand list of frequent English, that should be taught especially at the start of the course which is the vocabulary needed for classroom management (p.142)

But in order for a foreign language learner to get close to a native like size of vocabulary, Schmitt (2010) suggest that a number ranging from sixty thousand to twenty thousand word families looks a fair estimation for an educated native speaker (p.6) this means that according to Schmitt the learner should know this number of words in order to reach native like vocabulary size.

	<u>Vocabulary Size</u>	<u>Hours of Instruction</u>
• Japan EFL University	2,000-2,300	800-1,200
• China English majors	4,000	1,800-2,400
• Indonesia EFL University	1,220	900
• Oman EFL University	2,000	1,350+
• Israel High school graduates	3,500	1,500
• France High school	1,000	400
• Greece Age 15, high school	1,680	660
• Germany Age 15, high school	1,200	400

Figure 2. 3 EFL vocabulary size adopted from Laufer (2001, pp. 549,550).

Taking into account the above numbers of approximately how much vocabulary EFL learners need to know in English, the numbers vary from a small

number to fulfill a basic function, to a large number of word families to get near a native like size. However, these numbers are just paving the way to show that a learner can learn more than he or she thinks they can and it can only be achieved depending on the different teaching strategies and techniques adopted in presenting the new vocabulary items.

7. Rate of Teaching New Vocabulary

It is crucial to know how much vocabulary should be taught or learnt in the classroom. In this context, Schmitt (2000) evokes the matter of how many words that should be taught in a class period and suggests the number of ten words in a session of one hour and thinks that it is quiet doable (p.121). On the other hand, Grains and Redman (1986) suggest that an average of eight to twelve words represent a reasonable input in a sixty minute class (p.66). Considering the average of what it mentioned above, student will be able to learn up to 1000 vocabulary item in a period of 100 hours of instruction.

8. Incidental and explicit learning of vocabulary

When talking about the teaching of the vocabulary of a foreign language, the first thing that comes in mind is a list of words which are presented separately from any context and needs to be learned by heart. The process of how students learn vocabulary inside the classroom was put forward by Schmitt (2000). The latter, *ibid.* states that teachers can teach vocabulary in a successful way just by understanding that words are acquired in two ways, that is incidentally and explicitly (p.142). However, he clarifies that there is no optimal vocabulary teaching method that suits all teaching situations, rather the choice of best way for teaching vocabulary is a function of the type of students, the vocabulary to be taught, the curriculum and various other factors.

8.1. Incidental/Implicit vocabulary learning

Learners can incidentally acquire vocabulary. Gass (1999) considers incidental vocabulary learning a by-product of any other cognitive activity that includes comprehension (p. 319). Moreover, Schmitt (2010) defines incidental vocabulary learning as “learning which occurs as by-product of language usage, without the intended purpose of learning a particular linguistic feature” (p.29). That is to say that a student incidentally learns a vocabulary item when word-learning is not meant to be the primary focus. Incidental vocabulary learning refers to the acquisition of vocabulary words that occurs naturally within the environment of everyday life in all contexts going beyond the classroom boundaries. Furthermore, Schmitt (2000) illustrates that incidental learning can take place when someone is using language for communicative intentions and obtains extra benefit which is learning new words (p.120).

To better understand it, easy terms are used to describe incidental vocabulary acquisition including learning as a “by-product” (Huckin & Coady, 1999) or a “side effect” (Gass, 1999) of another primary activity, and also as the unplanned and casual “picking up” (Hulstijn, 2013; Rott, 1997) of new words during an activity.

On the other hand, incidental learning of vocabulary is not quite understood when it comes to the way of it actually happens, taking in consideration that there are many factors and several variables that affect the learner’s success when trying to infer a new word, such as the amount of exposure, the type and size of vocabulary required for correct guessing, the strategies adopted for word guessing and their effectiveness, and the quality of the context in which the learners’ inference activities takes place, the amount of exposure needed in order for a successful retention . Huckin and Coady (1999) claim that the frequency of vocabulary exposure tends to have a great impact on incidental vocabulary learning.

All in all, implicit incidental learning seems to be a slow and inefficient process which does not necessarily imply long term retention (Sokmen, 1997. cited

in Takač 2008). This is taken to mean that it takes much more time and it is more gradual which makes it difficult for learners to grasp the new vocabulary words and keep them in their minds, therefore; it is not to be majorly depended upon when learning vocabulary is the number one aim.

8.2. Explicit/intentional vocabulary learning

According to Ellis (1994) explicit learning is a conscious process whereby the learners make and test hypotheses about the target language. It engages them not only to use different cognitive process in order to understand and acquire the vocabulary of the new language but also in activities that focus attention primarily on learning new words.

In this sense, Schmitt (2000) states that explicit vocabulary learning focuses attention directly on the selected vocabulary words to be learned and gives the greatest chance for their acquisition. Because it entails many aspects, such as making conscious efforts to notice new lexical items, selective attending, and context based inferring as well as storing into long term memory (Ellis, 1994). Similarly, Takač (2008) believes that explicit vocabulary teaching and learning would insure that lexical advancement in the target language follows a systematic and logical way; consequently, the accumulation of random lexical items can be avoided (p.18).

The contemporary approach to vocabulary teaching, recognizes the importance of both implicit and explicit teaching, both of them are needed for learning vocabulary especially for second and foreign language learners and they should be considered as complementary (Schmitt, 2000, p.121). However, it is clear that effective, direct vocabulary teaching plays a critical role in improving vocabulary skills for all learners. For this reason, some linguists started to insist on explicit vocabulary teaching from the very beginning of any language learning program (Takač, 2008, p.18).

To sum up, explicit vocabulary learning is time consuming and it would make it too difficult to learn an adequately sized vocabulary for the majority of students. On the other hand, implicit vocabulary learning is a very slow process of acquisition. For instance, Takač (2008) says that vocabulary acquisition cannot depend only on implicit incidental learning but needs to be controlled (p.18). Namely because implicit vocabulary learning lacks the focused attention of explicit vocabulary learning.

	Advantages	Disadvantages
Explicit vocabulary learning	<ul style="list-style-type: none"> ◆ Focus students' attention only on what is meant to be learnt (Schmitt, 2000). ◆ Enables high frequency words' learning (Nation, 1990). ◆ Enables to learn difficult and confusing words (Sokmen, 1997). 	<ul style="list-style-type: none"> ◆ Consume all class time. ◆ It could be hard for student to apprehend a very large number of words in a limited time. (Schmitt, 2000).
Implicit vocabulary learning	<ul style="list-style-type: none"> ◆ It is useful for learning and revising the word forms. Nation (2001) ◆ Helps in learning grammatical and collocational patterns. Nation (2001) ◆ Nation (2001), learning incidentally by way of guessing the meaning of words in the context in which they are written or spoken is more important than any other source with regard to vocabulary learning. 	<ul style="list-style-type: none"> ◆ Very little attention is allocated to the words. ◆ Low word retention. ◆ Students may not be capable to comprehend the sense of the word from the context. ◆ It is a very slow process (Schmitt, 2000).

Table 2.1 Advantages and disadvantages of both explicit and implicit vocabulary learning.

9. Vocabulary learning strategies

Vocabulary learning strategies are a part of language learning strategies. When students make use of a particular technique in order to acquire new vocabulary in the second or foreign language they are learning, it is referred to as vocabulary learning strategies. Vocabulary learning strategies, as explained by Griffiths (2008), are activities chosen intentionally by students in order to organize their own learning. Furthermore, it has been stressed upon the fact that these strategies have a significant impact on the success of the vocabulary learning process when used by the students (Schmitt 1997 as cited in Schmitt 2000).

Schmitt's classification is to be tackled to present the different vocabulary learning strategies. It contains social strategies, determination strategies, memory strategies, cognitive strategies and metacognitive strategies. But it should be noted that each of these strategies is classified under a major class, either discovery strategies (the ones that are beneficial for the initial discovery of a word's meaning) or consolidation strategies (the strategies useful for remembering words that has been already introduced) and that they encompass a number of sub-strategies in their turn.

9.1. Discovery strategies

These strategies are mostly beneficial for the initial discovery of a word's meaning.

9.1.1. Social strategies (SOC)

One way to recognize a new meaning is the social strategy which consists of asking someone who knows the meaning. Schmitt (2000) states that social strategy use interaction with other people to enhance vocabulary learning. For instance, the learner can ask his teacher or his classmates for clarification and information about a new word and they can reply in a variety of ways. For example the clarification could

be by providing a synonym, giving a definition, using the new word in a phrase, explaining by translating the word to the student's mother tongue or maybe a combination of all of them. Also, the learner can study and reinforce word knowledge with others (p.135).

9.1.2 Determination strategies (DET)

The first strategies to adopt by the learner when he faces a new word meaning to discover without seeking others for help are determination strategies. Schmitt (2000) explains that in this strategy, students try to predict and identify the meaning of the new vocabulary through the assistance of the students' structural information of language, L1 cognate, context or reference materials. Meaning that the students rely only on themselves to discover the meaning of the new words.

9.2. Consolidation strategies

These strategies are useful for the process of remembering the words that have been already introduced.

9.2.1. Memory strategies (MEM)

Also known as mnemonic, memory strategies According to Schmitt (2000) consists of building a relationship between the knowledge that is already learned and the new word to be learned by using images or groupings. The latter, *ibid.* also adds that groupings are significant facilitators for recall since people tend to naturally arrange words into categories or groups. Another type of memory strategies is to concentrate on the orthographic or phonological aspect of the new word to make its recall easier. Likewise, the use of physical movements when learning has demonstrated to facilitate the recall of information.

Underwood (1989) also notes that learners remember pictures better than they remember words and that makes associating words with pictures a solid recollection system (p.19).

9.2.2. Cognitive strategies (COG)

According to Schmitt (2000), these strategies are similar to memory strategies, but they do not concentrate particularly on mental manipulative processing, thus they include repetition and mechanical means usage to study vocabulary such as flash cards, including keeping a vocabulary notebook (p.136).

9.2.3. Metacognitive strategies (MET)

The last strategies are the metacognitive strategies which Schmitt (2000) indicate that they are strategies adopted intentionally by the learner about the whole learning process. In other words, metacognitive strategies mean that the learner consciously plans, monitors and evaluates his learning all along the learning process including; to choose the words that are worth learning and which are not, to plan and to design how these words will be learned, to monitor and to evaluate constantly his word acquisition, to select the most efficient methods of learning as well as to test himself to check his progress (p.136).

		Discovery strategies (for discovery of new word's meaning)	
Strategy group	Determination strategies	Analyze part of speech.	
		Analyze affixes and roots.	
		Check for L1 cognate.	
		Analyze any available pictures or gestures.	
		Guess meaning from textual context.	
		Use a dictionary (bilingual or monolingual).	
	Social strategies	Ask teacher for synonym, paraphrase or L1 translation.	
		Ask class mate for meaning.	
			Consolidating Strategies (for consolidating an encountered word)
	Social strategies	Study and practice meaning in a group.	
		Interact with native speakers of the target language.	
	Memory strategies	Connect word to a previous personal experience.	
		Associate the word with its coordinates.	
		Connect the word with its synonyms and antonyms.	
		Use semantic maps.	
		Image word form.	
		Image word's form.	
		Use keyword method.	
		Group words together to study them.	
		Study the spelling of a word.	
		Use physical action when learning a word.	
	Cognitive strategies	Verbal repetition.	
		Written repetition.	
		Word lists.	
		Put English labels on physical objects.	
		Keep a vocabulary notebook.	
	Metacognitive strategies	Use English language media.	
Use spaced word practice (expanding rehearsal).			
Test oneself with word tests.			
Skip or pass a new word.			
Continue to study word over time.			

Table 2.2 Vocabulary teaching strategies adopted from Schmitt (2010, p134-136)

10. Vocabulary teaching techniques

Vocabulary teaching techniques refer to any tool, method or strategy the teacher uses in order to facilitate the vocabulary learning for his students, there is a considerable number of techniques that the teacher uses in order to teach his students new vocabulary words. The following techniques are most commonly used.

10.1. Translation

One of the most known and familiar vocabulary teaching techniques is translation. That is to connect an L2 items with its equivalent in the learner's native language. Translation make it simple, clear and quick to explain the new word for the learner because it presents the same processes as translation into a picture. However, some experts do not recommend this technique, for instance Doff (1988) states that the learners would not figure out how a word is used in an English sentence if the teacher relies only on direct translation when introducing vocabulary (p.12). Meaning that the learners will understand and acquire the word according to their mother tongue instead of the language in question; consequently, they will formulate their ideas in their mother tongue then try to translate it into the target language which will cause immense problems due to the fact that many words are difficult to translate and that some words do not have exact equivalent in both languages.

On the other hand, Harmer (2001) indicates that it seems absurd not to use translation when by doing so, the teacher and student can save a lot of time, especially if the teachers cannot find or think of any other way to explain the word (p. 86). However, if teachers use translation, they should control this use because if they deliver most explanation in the mother tongue, their students will not really feel the atmosphere and the spirit of being in language learning setting (Grains & Redman, 1986, p.75).

10.2. Description and definition

Another way of explaining the new vocabulary items is the use of description or definition. It is important that the teacher should have the ability to come up with short and clear definitions in order for the learner to understand it correctly. According to Nation (1990) to define a word is to show or explain its meaning. A fair definition of a word presents its meaning as different from the others words meaning (p.56). In other words, the definition must point at the aspects which corresponds only to this concept as distinct from others. On the other hand, Grains & Redman (1986) indicate that the use of definition alone is probably an insufficient way to convey meaning, because often clear contextualized examples are needed to draw the limits of the vocabulary item (p.74).

10.3. Gestures and mime

The use of mimes or gestures is very beneficial considering that it highlights the importance of gestures and facial expressions on communication. In fact, a considerable number of words can be presented through the use of mime and gestures namely adjectives and words describing jobs and feelings. Several studies have emphasized the role of gestures in second language acquisition and demonstrated that Teachers tend to gesture a lot especially when teaching young learners and/or beginners, because it is known that the use of gestures and mimes capture attention and give the lesson a dynamic aspect.

Teaching through mime and gestures take various forms for example; hand gestures, facial expressions, body movements, etc. which can either mime or symbolize the meaning of the vocabulary item and also help the learners to infer the correct meaning of a word or expression but they should be kept unambiguous and easy to grasp otherwise the learner will be confused.

10.4. Realia

This technique consists of teaching vocabulary through the use of concrete objects. It can aid learners in the process of learning and remembering the vocabulary words in a better way, because it has been demonstrated that students can learn new vocabulary more efficiently by linking the word to its referent.

Takač (2008) explains that in addition to being a useful vocabulary teaching technique, it can serve as cues for remembering words, and add that it would be more effective if accompanied by a description or a definition, not only for the fact that it reduces the probability of guessing the word in a wrong way, but also that it results in storing the information both linguistically and visually (p.20). Real objects are used to introduce the meaning of a word when it consists of a concrete nouns such as; pen, book, hand and so on. Moreover, helps the learners store and remember lexical items efficiently. Furthermore, Takač (2008) also indicates that the technique of using real objects in the classroom is largely adopted with beginner or young learners. However, this technique presents a limited group of vocabulary words with which the teacher can use it.

10.5 Pictures

Pictures also are considered to be an effective means to teach the meaning of new vocabulary items. For instance, using pictures enable students to make a link between the prior knowledge and the new story of the lexical item, and in this process, assist them to learn new words. There are a great deal of vocabularies that can be introduced by using pictures.

Grains and Redman (1986) indicates that it includes photographs, blackboard drawing, posters, pictures, wall charts, and flash card and that they are broadly used for conveying meaning (p.73). Teachers tend to use this technique when introducing new words is much easier and less time consuming than when explaining them verbally. For example, a group of pictures showing some types of sports can be used to present some vocabulary items such as skiing, climbing and

sailing. And it is obvious that the students will understand those items better than if the teacher tries to explain them orally.

Nowadays, many vocabulary books and course books readers meet a large number of attractive pictures which facilitates the learning of the meaning of basic words for them. Moreover, pictures not only support the learner's understanding of the meaning but also makes it easy to remember.

10.6 Context

Guessing the meaning from the context is a largely suggested technique as a way of handling unknown vocabulary items. Alqahtani (2015) indicates that there are two types of contexts which are the context within the text, and the general context, or non-textual context.

Takač (2008) says that in this technique the teacher tries to build up a situation or a scenario in which he contextualizes the new vocabulary item. And explains that this context could be presented in one single sentence or in multiple sentences in which the new word appears, the students then build up the meaning by accumulating the impact of the sentences (p.20).

McCarthy (1990) thinks that new vocabulary items are most efficiently grasped when they are connected to the already known words by using them in a context. Showing meaning of words through context is very effective especially if the new words are becoming more abstract lexis such as, love, hesitate, think and impossible (p.108).

11. Teaching vocabulary

Teaching vocabulary is a fundamental aspect in learning a language. According to Grains & Redman (1986) oral drill consists of the word pronunciation in a clear way many times by the teacher while students listen then repeat aloud

individually or in group. Through this techniques, the students get familiar with the word form and to how it sounds. Drilling is very useful since students need to pronounce the word to themselves as they learn it to make its retrieval from memory easier (p.21).

The graphic representation of the word has also a role to play in the students retention of the newly introduces lexical items because the primary means of spelling is memorizing words (Reed, 2012). Words spelling should be stressed upon for the reason that students cannot always guess how words are transcribed only by their pronunciation.

By using these techniques, Takač (2008) suggests that the teacher should encourage his students to uncover the words meaning either from its parts or by elicitation for the reason that elicitation serves as a way of to confirm the students' understanding. For example the teacher presents a picture to his students and asks the students to provide a word for it.

Furthermore, for the purpose of establishing connection between the meaning and the form, students need to pay attention to the orthographic and phonological form of the word as well. This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life because it enhances memory (p.21).

In the end, Takač (2008) thinks that the teacher should consider a number of issues when selecting the vocabulary teaching technique he want to use inside the classroom. Namely, time availability, the content and the teaching materials. The teacher also should be aware that vocabulary is something new for the students and different from their mother tongue. Furthermore, the teacher should put in mind that teaching young learners is different from teaching adults learners. Moreover, the teacher must select the suitable techniques from various and up-to-date techniques to implement in the classroom. In addition, he should be creative and capable to master the material and should be familiar with his learners' characteristics.

Conclusion

Vocabulary is the core and the foundation of any language learning considering the very important role it plays. Vocabulary is central to express ourselves and to understand what other people say to us, to learn further aspects of a language and for many other activities. Consequently, a number of field researches stressed on the fact that teaching and learning vocabulary should be handled seriously and should be devoted a large interest in order to guarantee that it is being acquired effectively.

Chapter three
Data analysis and interpretation

Introduction

Since the main objective of this study is to explore the effect of the middle school EFL teachers' use of their body and vocal paralinguistic features on their pupils' vocabulary acquisition, this chapter will serve as an empirical evidence to confirm or disconfirm the hypothesis that the researcher formulated at the beginning of the study. For this purpose, one semi-structured questionnaire is used for middle school teachers to obtain their opinions and attitudes concerning the use and the effect of paralinguistic features of language on the acquisition of vocabulary inside the classroom setting. In this chapter, the data gathered are displayed, analyzed and discussed in order to answer the research questions and verify the research hypothesis.

1. Research approach

In order to get different types of reliable data about the effect of the use of paralinguistic features of language by middle school EFL teachers, the researcher opted for the mixed-method approach. According to Creswell (2014, p.33) a mixed method approach is an approach that involves the collection of both qualitative and quantitative data. In essence, the integration of the quantitative and the qualitative approaches permit on one hand to present people's beliefs and attitudes, and to get numerical and statistical data on the other. In other words, the mixed-method approach is most suitable for answering the research questions as well as provide a better understanding of the research problem.

2. Population / sample

In order to obtain data for the research study, a sample of ten (10) EFL teachers was selected randomly from a total population of all (100) the middle schools EFL teachers in the city of Biskra.

3. Data collection tools

The unique data collection tool used to gather data for this study is a semi-structured questionnaire. This questionnaire was administered to Middle School EFL teachers in Biskra city for the sake of obtaining their opinions, attitudes and reports.

3.1 Aim of the teachers' questionnaire

The main aim of the teachers' questionnaire is to know the EFL middle school teachers' opinions about vocabulary and its teaching, their familiarity and use of paralinguistic features of language, as well as their reports about situations that take place when they use them in the process of introducing new vocabulary to their first year pupils, in addition to get insights about the integration of body and vocal paralinguistic features by teachers when they teach new vocabulary words to young learners.

3.2 Description of the teacher's questionnaire

The questionnaire used in this study is a semi-structured questionnaire designed for middle school EFL teachers. It consists of close-ended questions (yes or no question) and multiple choices questions where the teacher are asked to choose the answer that expresses their opinion the most, as well as open-ended question where the teachers can write explanation and suggestions, or give comments.

The questionnaire is divided into three main sections holding 26 open-ended and close-ended questions. The first section entitled "personal profile" contains 2 questions that aim to collect general information about the teachers, which are their gender and level of experience. The second section under the title of "Information about vocabulary and paralinguistic features", entails 11 questions that mostly concerns vocabulary. These questions aim to collect general information about both

vocabulary and whether the teachers are familiar with the paralinguistic features or not. The third and last section entitled “Vocabulary and paralinguistic features” holds 13 questions which focus both on the impact of the use of paralinguistic features of language inside the classroom by the EFL teachers on their first year pupils’ acquisition of new vocabulary words and on the situations that result when the teachers use paralinguistic features when introducing new vocabulary to their first year pupils.

3.3 Validating and piloting the questionnaire

The first draft of the teachers’ questionnaire was sent to two middle school EFL teachers via Facebook and to the supervisor via e-mail in order to check its content and face validity. Their feedback and modifications’ suggestions were taken into serious consideration in the process of designing the final draft. After making the necessary changes, the questionnaire was once again piloted with 2 master two mates and two other middle school teachers, but no additional modifications were made. Finally, the final draft was ready to be administered to the sample.

3.4 Administration of the teachers’ questionnaire

After finalizing the final draft, the questionnaire was administered to the sample mainly through Facebook and Facebook Messenger in form of a link that directs the teachers towards the online version of the questionnaire which was done with Google Forms software which displays the questionnaire and also collects the answers.

3.5 Analyzing the teachers’ questionnaire

The teachers’ responses to the questionnaire will be displayed, analyzed and then interpreted.

3.5.1 Section one “Personal profile”

Question one: Please, specify your gender

This question aims to know the gender of the teachers in order to determine whether both genders recognize and use paralinguistic features or not.

	Participants	Percentage
Male	4	40%
Female	6	60%
Total	10	100%

Table 3. 1: Teachers' gender

As Table 3.5.1.1 shows, female EFL teachers represent 60% of the whole teachers' sample which is 6 female teachers out of ten, whereas male EFL teachers represent 40% that is 4 male teachers out of ten. Having both female and male teachers in the sample permit to have a verity of points of views and opinions.

Question two: Please, specify your degree of experience.

This question was put forward in order to know if there is a relationship between the teachers experience and the recognition and use of paralinguistic features.

	Participants	Percentage
Novice teacher	4	40%
Experienced teacher	6	60%
Very experienced teacher	0	0%
Total	10	100%

Table 3. 2: Teachers' experience

Table 3.5.1.2 demonstrates the teachers' level of experience as EFL teachers in the middle school. The table shows that experienced teachers represent nearly the majority of the sample with a value of 60% and that novice teachers represent 40% of the whole sample whereas none of the respondents have an advanced degree of experience in middle school EFL teaching. Having a mixture between novice and experienced levels in the teachers' degree of experience, makes the sample most likely to report reliable data and assure that the following answers more diversified.

3.5.2 Section two “Information about vocabulary and about paralinguistic features”

Question one: Do you agree with the claim “vocabulary is the most important aspect in any language learning”? Whatever your answer is, please justify.

This question aims to test the participants' knowledge about the importance of vocabulary in language learning.

	Participants	Percentage
Yes	9	90%
Non	1	10%
Total	10	100%

Table 3. 3: Degree of agreement with vocabulary being the most important aspect in language learning.

According to the results illustrated in the table above, the majority of the teachers assert that vocabulary is the most important aspect in any language learning. This indicates the important role that vocabulary plays in the process of learning any language, whether a native language, a second language or a foreign language. The teachers provided many explanations for their choices. After interpreting the data, one common point was identified which is the fact that vocabulary acquisition serves as a foundation upon which the language learners build their learning and development of the other skills. Furthermore, the teachers added that vocabulary is a key element in understanding and communication since that the beginning of learning any language is often ambiguous and with time vocabulary is what makes it clearer.

On the other hand one teacher indicated that despite that vocabulary is a very important aspect in language learning, still all the aspects of language learning are interrelated and need to be focused upon equally so they can develop with the same rate.

Question two: How important do you think teaching vocabulary inside the classroom is?

This question's objective is to find out how important the teachers consider teaching vocabulary inside the classroom settings.

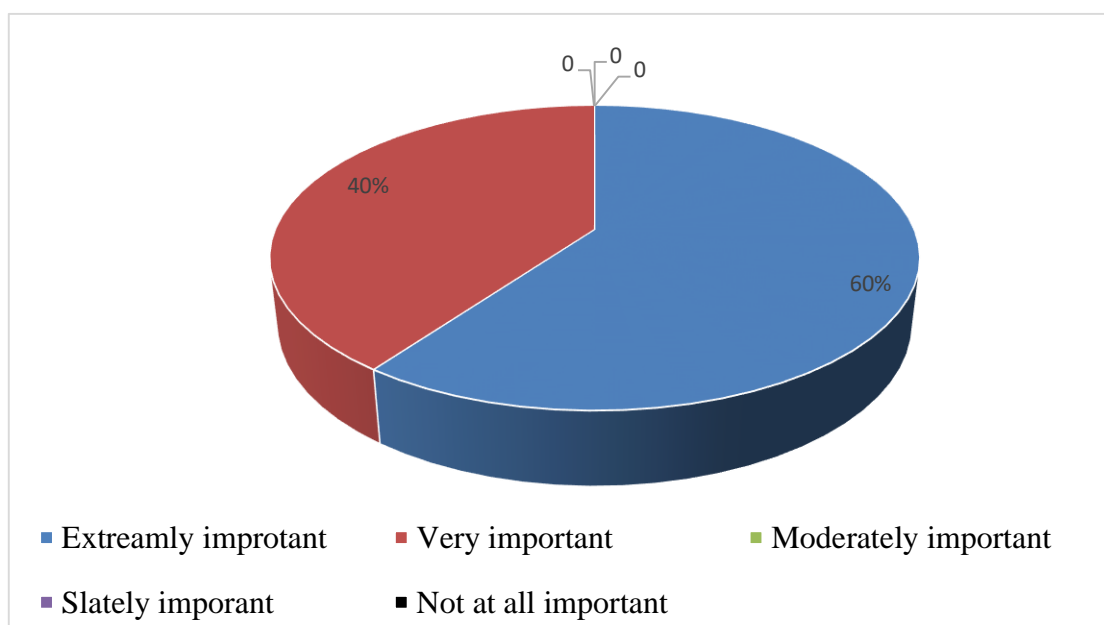


Figure 3. 1: The importance of teaching vocabulary inside the classroom.

As displayed in the figure above, 60% of the teachers consider teaching inside the classroom as extremely important and 40% considers it as very important. According to this results, teaching vocabulary inside the classroom is thought to be of a great importance since it is the essence of the learning and development of the other skills such as reading comprehension, listening comprehension, speaking, writing, and spelling.

Question three: How would you describe your first year pupils' vocabulary level?

This question aims to gather data about the pupils' vocabulary level since they are beginner English learners and that they are studying English for the first time.

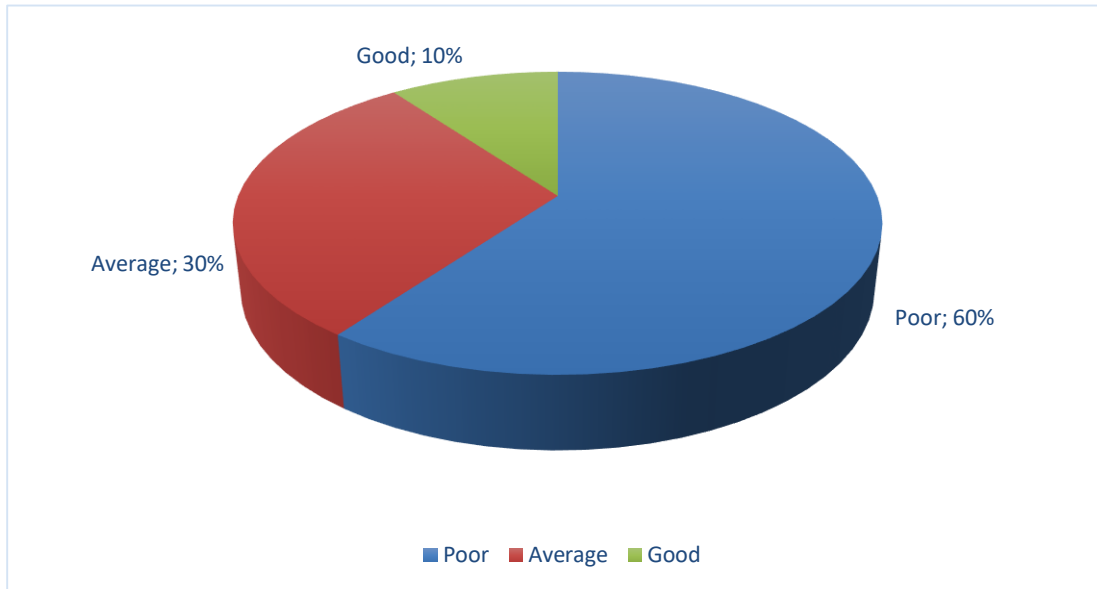


Figure 3. 2: First year pupils' vocabulary level.

The figure above shows that 60% of the teachers had first year pupils with a poor level of vocabulary, 30% had first year pupils with an average level of vocabulary and only 10% had first year pupils with a good vocabulary level. Based on this numbers, it is noticed that most first year middle school pupils have a poor level in English vocabulary, and the reason behind this could be due to the fact that the English language is not in the immediate context of the pupils unlike the French language.

Question four: Is there a particular vocabulary policy in your middle school teaching community? (For example, your institution provides you with the type and/or amount of vocabulary words that the EFL pupil should acquire per session, or per school year).

This question aims to check whether there is any kind of vocabulary learning policy or strategy provided by the middle school or not.

	Participants	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Table 3. 4: Vocabulary policy in middle school teaching community.

According to the numbers shown in the table above, all the 10 teachers with a percentage of (100%) have answered with no. Which means that all the teachers indicated that there is no middle school vocabulary teaching policy to refer to when teaching vocabulary.

Question five: In your opinion, what is the sufficient amount of words that an EFL pupil should learn per year?

This question aims to draw an idea about the participants' opinions concerning the number of vocabulary words that the EFL pupil should acquire per school year and to check whether it is in accordance with scholars' suggestions.

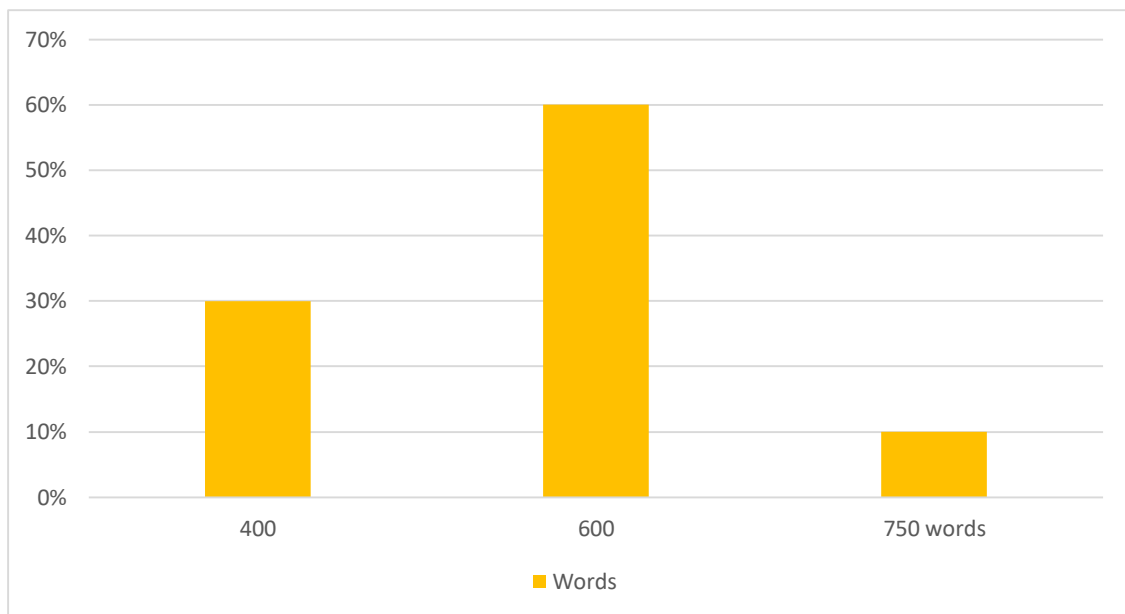


Figure 3. 3: EFL pupils amount of vocabulary learning per year.

The figure above reveals that 6 teachers representing (60%) of the whole sample think that the EFL pupil should acquire at least 600 vocabulary words per school year. Whereas 3 teachers representing (30%) of the sample see that the minimum amount of vocabulary words that should be acquired by the EFL pupil is of 400 words. But only one teacher indicates that vocabulary words acquired by the EFL learner should not be less than 750 words.

Question six: In average, how many vocabulary words do you introduce to your first year EFL pupils per session?

In order to accomplish the required number of words per year, a certain number of words should be introduced each session, so this question aims to discover these numbers.

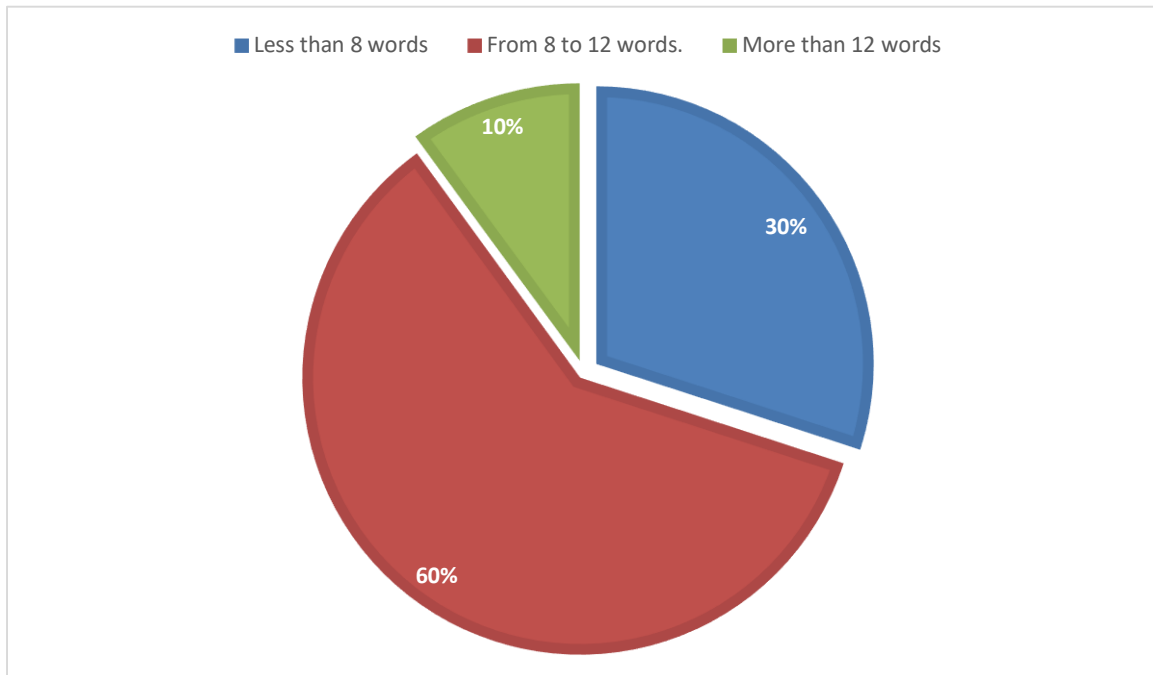


Figure 3. 4: Amount of vocabulary words introduced to first year pupils per session.

Based on what is demonstrated in the figure above, the large majority of teachers, represented by (60%) of the whole sample, introduce from 8 to 12 words per session to their first year pupils. This interval expresses an average of 10 words per session of 60 minutes. On the other hand, 3 teachers indicate that they introduce less than 8 words per session, while only one teacher presents more than 12 words to their first year pupils per session.

Question seven: Do you use vocabulary teaching techniques inside the classroom?

This question aims to know if the teachers use vocabulary teaching techniques inside the classroom they just teach it like any other language aspect.

	Participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 3. 5: Teachers’ use of vocabulary teaching techniques.

As the numbers in the table above show, all the 10 teachers indicate that they use techniques to teach vocabulary in order to facilitate their pupils’ vocabulary learning process. This confirms that vocabulary learning is very important and that teaching vocabulary needs preparation and work.

Question eight: Are you familiar with the term “paralinguistic features of language”?

This question objective is to determine whether the teachers know what is meant by paralinguistic features of the language and if they are familiar with it or not.

	Participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 3. 6: Teachers' familiarity with the term “paralinguistic features”.

As the percentages above indicate, all the participants point out to the fact that they already know what is meant by paralinguistic features of language. This is considered to be a positive matters for the reason that it reflects the degree of awareness that both the novice and the experienced teachers have.

Question nine: Which from the bellow list of paralinguistic features are you familiar with?

This question has for objective to explore the teachers’ use of each element of the paralinguistic features apart from the whole.

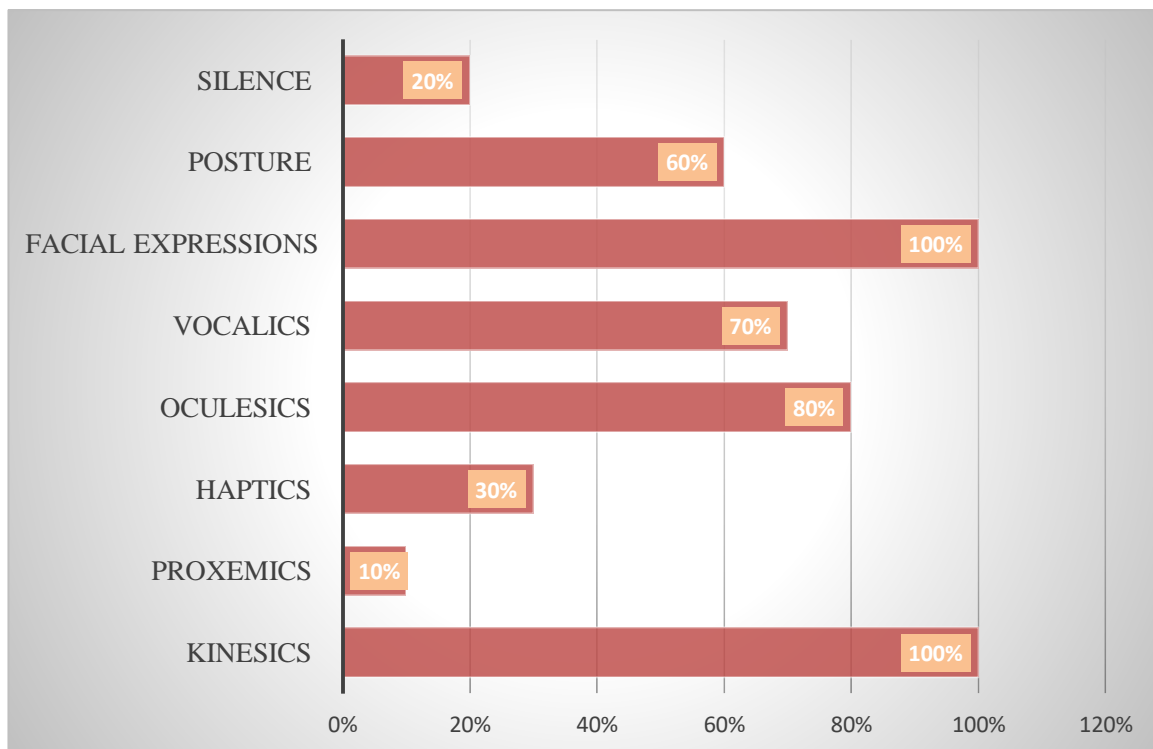


Figure 3. 5: Teachers’ familiarity with different types of paralinguistic features.

The figure above show that teachers are most familiar with kinesics and facial expressions with a value of 100% each, meaning that all the 10 teachers are aware of these two aspects of paralinguistics. Also, more than a half of the teachers know what oculesics, vocalics and posture mean with 80%, 70% and 60% in this respect. On the contrary, only 2 teachers are familiar with silence and one teacher with proxemics.

3.5.3 Section three: “Vocabulary and paralinguistic features”

In this third section of questions, the researcher aims to explore the way the teachers’ use paralinguistic features, how their pupils react to this use, and also to investigate the relationship between the first year pupils vocabulary acquisition when the teachers use their body and vocal paralinguistic features to explain new vocabulary words to them.

Question one: In your opinion, the use of paralinguistic features as technique to teach vocabulary is: effective, difficult or complex?

The aim of this question is to obtain the teachers' description of the use of paralinguistic features as a vocabulary teaching technique.

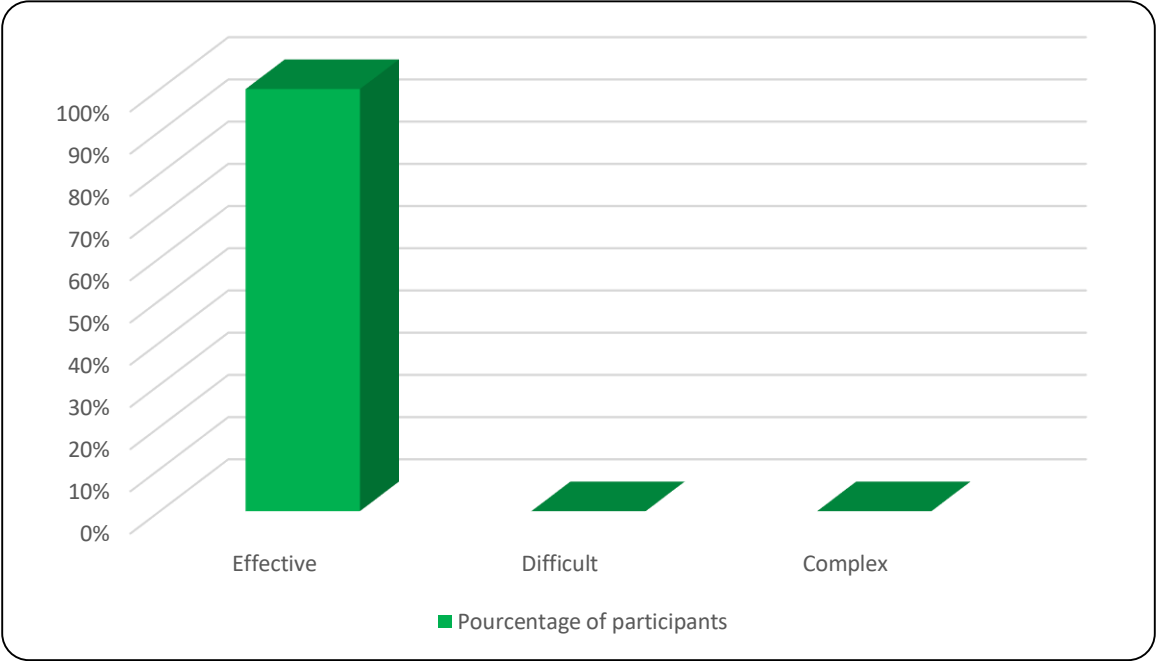


Figure 3. 6: Description of the use of paralinguistic features as a technique to teach vocabulary

The figure above displays how the participants describe the use of paralinguistic features as a technique to teach vocabulary. The results show that all the 10 teachers represented in (100%) of the sample considered that the use of paralinguistic features as a technique to teach vocabulary is effective. This confirms the role that paralinguistic features play in facilitating the acquisition of new vocabulary.

Question two: As an EFL teacher, do you use paralinguistic features to facilitate your first year pupils' vocabulary comprehension?

This question aims directly to know if the participants use paralinguistic features as a technique to facilitate their pupils' vocabulary understanding.

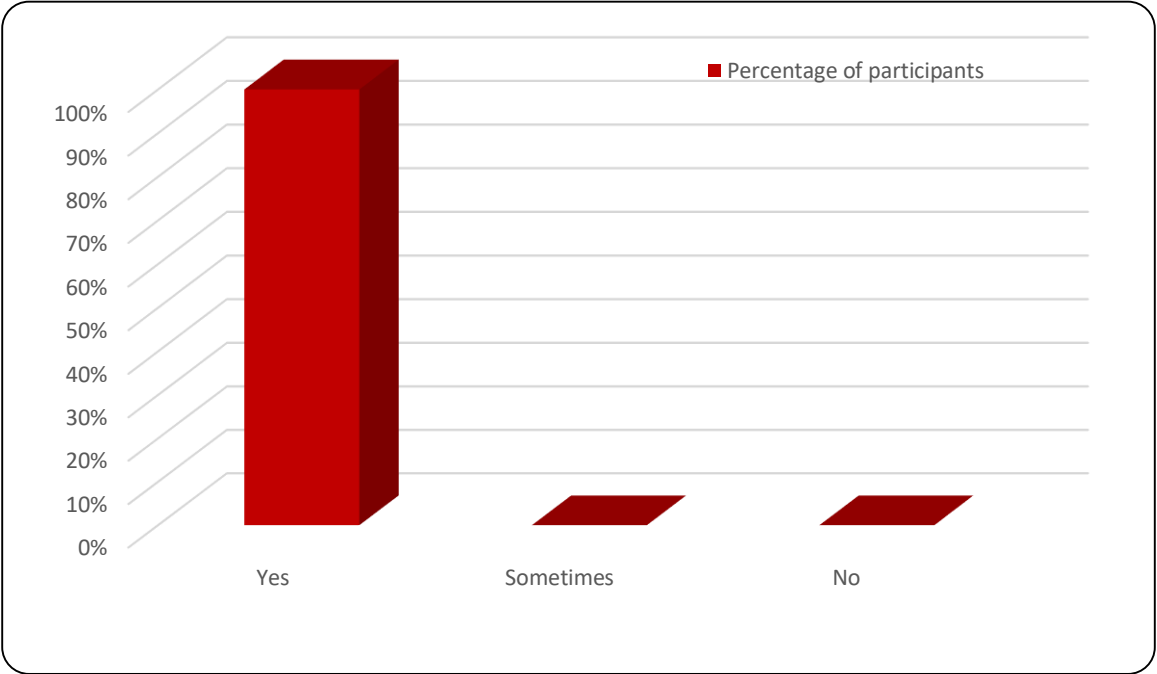


Figure 3. 7: Teachers' use of paralinguistic features to facilitate their pupils' vocabulary comprehension

The results displayed above show that 100% of the participants answered the question with yes. This emphasizes the point that all the teachers use paralinguistic features when teaching vocabulary in order to assist and aid their pupils in the process of learning it.

Question four: How often do you use your body or vocal paralinguistic features when you introduce new vocabulary items to your first year EFL pupils?

The fact that teachers know all the aspects of paralinguistic features does not necessarily mean that they use all of them when they teach vocabulary to their learners. The main objective of this question was to determine the frequency of use of each aspect of the paralinguistic features separately from the whole.

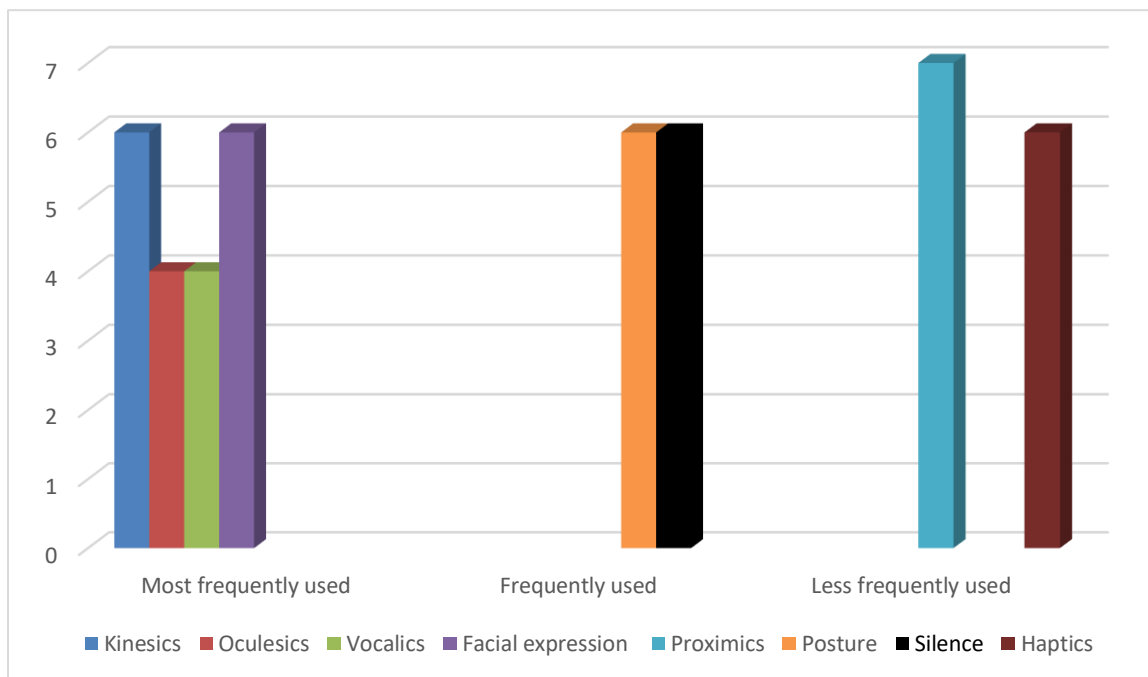


Figure 3. 8: Elements of paralinguistic features' frequency of use.

	Always		Often		Sometimes		Rarely		Never		
	N°	%	N°	%	N°	%	N°	%	N°	%	
Kinesics	4	40%	2	20%	4	40%	0	0%	0	0%	MFU
Proxemics	0	0%	0	0%	3	30%	4	40%	3	30%	LFU
Haptics	0	0%	0	0%	4	40%	5	50%	1	10%	LFU
Oculistics	4	40%	0	0%	5	50%	0	0%	1	10%	MFU
Vocalics	1	10%	3	30%	4	40%	2	20%	0	0%	MFU
Facial expressions	4	40%	2	20%	3	30%	1	10%	0	0%	MFU
Posture	3	30%	0	0%	3	30%	4	40%	0	0%	FU
Silence	0	0%	0	0%	4	40%	2	20%	4	40%	LFU
Total	16		7		30		18		9		

Table 3. 7: Teachers' frequency of using different types of paralinguistic features.

To simplify what is demonstrated in the figure and table above, every element shall be analyzed alone

Item1: Kinesics

Kinesics seems to be widely used amongst the participants since it is placed within the most frequently used paralinguistic features. In fact, 4 teachers indicated that they always use kinesics when they introduce new vocabulary to their pupils, 2 teachers pointed out that they often use kinesics and finally 4 teachers indicated that they use kinesics sometimes.

Item 2: Proxemics

The element proxemics is not largely adopted by the participants as it is included within the less frequently used paralinguistic features as shown in the figure above. For instance 3 teachers (30%) stated that they never use proxemics in the process of explaining vocabulary to their pupils, 4 teachers (40%) indicated that they rarely use proxemics and only 3 teachers (30%) do sometimes use it.

Item3: Haptics

The same as proxemics, haptics is included within the less frequently used paralinguistic features and it is not very much employed by the participants. The results above show that one teacher never uses haptics when teaching vocabulary, 5 teachers (50%) rarely use them and 4 teachers use them sometimes when they present new vocabulary words to their pupils.

Item 4: Oculesics

On the contrary, oculusics is seen within the most frequently used paralinguistic features and it is widely applied by the participants. The values in the table above demonstrate that 4 teachers presenting (40%) of the whole sample indicated that whenever they teach new vocabulary to their learners they use eye

movement in order to facilitate the acquisition of the words. Furthermore, 5 teachers use oculesics sometimes, but only 1 teacher never uses it in teaching vocabulary.

Item 5: Vocalics

In the same path, vocalics are included within the group of the most frequently used paralinguistic features during the introduction of new vocabulary words to first year middle school EFL pupils. The data displayed above reveals that 4 teachers (40%) sometimes use their voice paralinguistic features when teaching vocabulary, that 3 teachers (30%) often use vocalics, and that 1 teacher (10%) always uses it. Whereas 2 teachers indicated that they rarely use their vocal features while they explain the new vocabulary to their pupils.

Item 6: Facial expressions

Similarly, facial expressions are widely implemented by the participants during the process of explaining new vocabulary. As illustrated above, 40% of the teachers confirm the fact that they always use their facial expressions to help their learners understand new vocabulary words in a better way. Also, 20% of the teachers point out that they often use their facial expression and 30% indicated that they sometimes use facial expression to teach vocabulary. On the other hand, only 10% of the teachers rarely use their facial expression to explain new words to their pupils.

Item 7: Posture

As it is shown in the figure above, posture is moderately used. It is the only element in the frequently used category of paralinguistic features. The numbers show that 3 teachers (30%) stated that they always use posture when they teach vocabulary, and also 3 teachers (30%) indicated that they sometimes use posture in

the process of explaining new vocabulary to their learners, whereas 4 teachers (40%) stated that they rarely use posture when introducing new words to first year pupils.

Item 8: Silence

Silence is not widely utilized among the participants of the sample since it is included with less frequently used paralinguistic features as it is displayed on the figure above. According to the results in the table above, 40% of the participants never use silence as a technique to support their vocabulary explanation, 20% indicated that they rarely use it, and 40% stated that they sometime use silence to enhance their pupils vocabulary comprehension.

Question four: In your opinion, your first year EFL pupils acquire new vocabulary more effectively when you use facial expressions, body movements or vocal qualifiers?

The reason behind asking this question is to determine which from the most used paralinguistic features, is the most effective one when it comes to facilitating pupils' vocabulary acquisition.

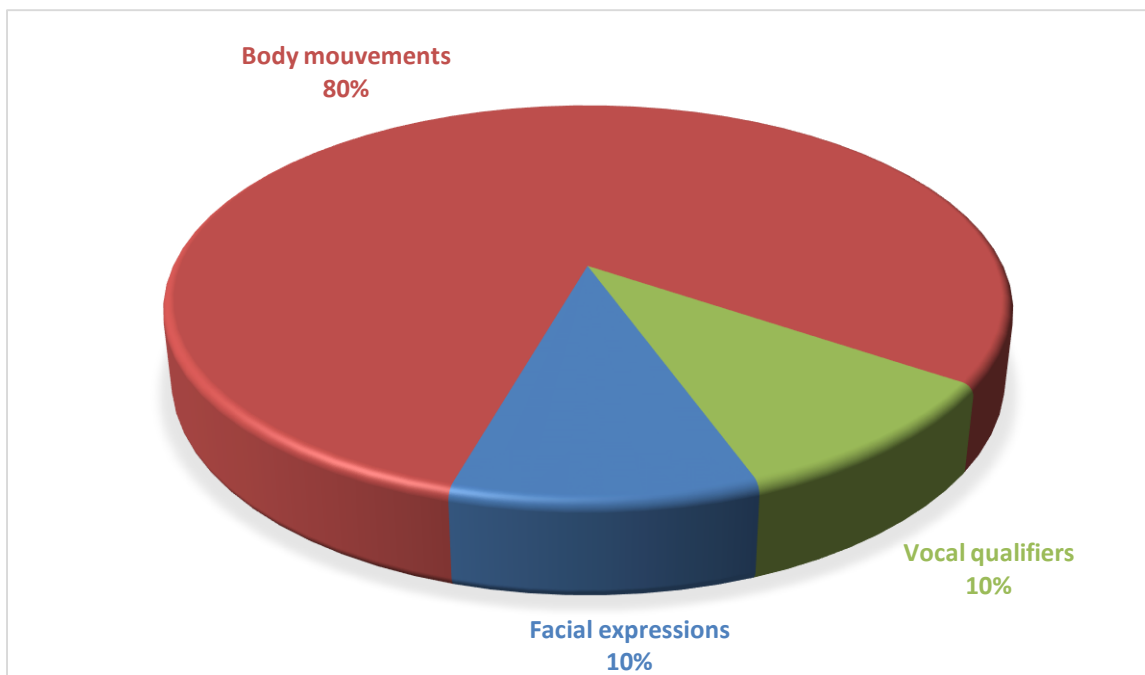


Figure 3. 9: Most effective paralinguistic feature in vocabulary acquisition.

In virtue of what is demonstrated in the figure above, the most effective paralinguistic feature in aiding first year pupils in their vocabulary acquisition is the use of body movements. The data displayed in the figure indicates that 8 teachers representing 80% of the participants assert that their first year pupils learn and grasp new vocabulary items when they integrate their body movements within the process of explaining the new vocabulary, while one teacher representing 10% indicated that their first year pupils acquire new vocabulary in an effective way when they incorporate his/her facial expression, and also only 1 teacher indicated the same for using his/her vocal qualifiers.

Question five: Does your first year EFL pupils face difficulties to understand one or more of these paralinguistic features?

The aim of this question is to know whether the first year pupils find difficulties to understand the types of paralinguistic features that their teachers use when they explain new vocabulary items or not.

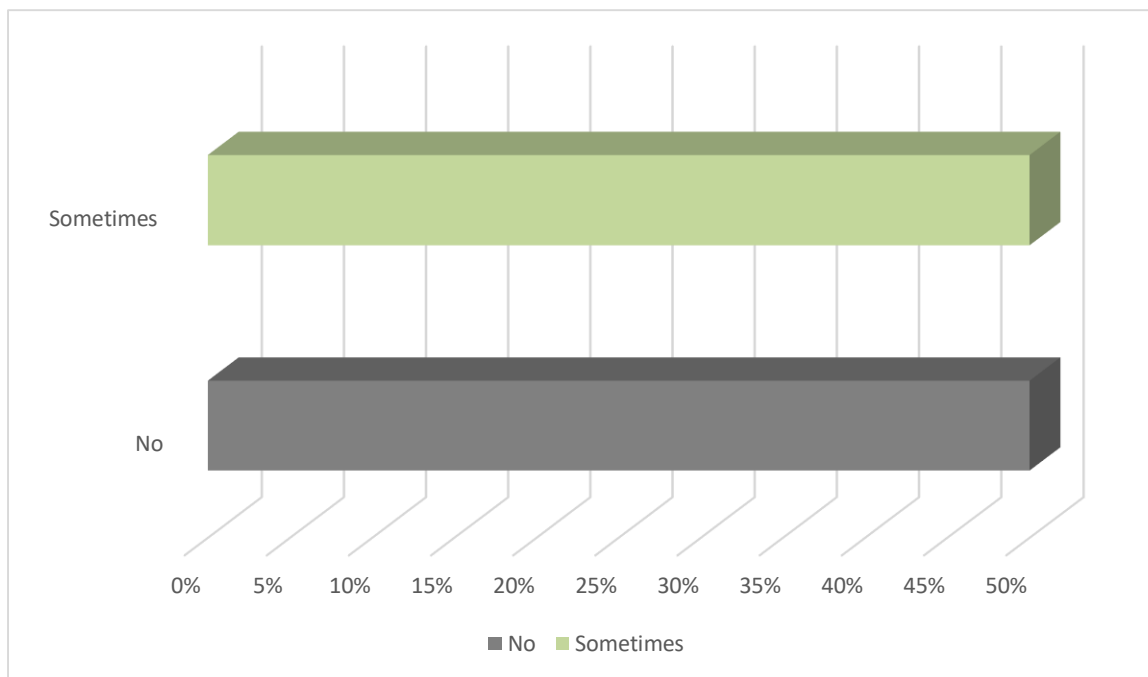


Figure 3. 10: Teachers' opinion about pupils' difficulties to understand paralinguistic features.

According to the data expressed in figure 3.9 the participants were divided in half in which 50% answered with no and the other 50% answered with sometimes. In other words, 5 teachers representing 50% of the sample indicated that their first year pupils do not face any difficulty understanding the paralinguistic features they use to facilitate their vocabulary acquisition. Whereas the other 5 teachers, also representing 50% of the sample, noted that their pupils sometimes find difficulties to comprehend what the teachers are trying to say by the type of paralinguistic features they use to explain vocabulary for them.

Question six: How often do your first year EFL pupils guess new words correctly when you use paralinguistic features?

The main objective of this question is to estimate the frequency with which first year pupils infer the correct meaning of the new vocabulary words introduced to them through the use of any paralinguistic features.

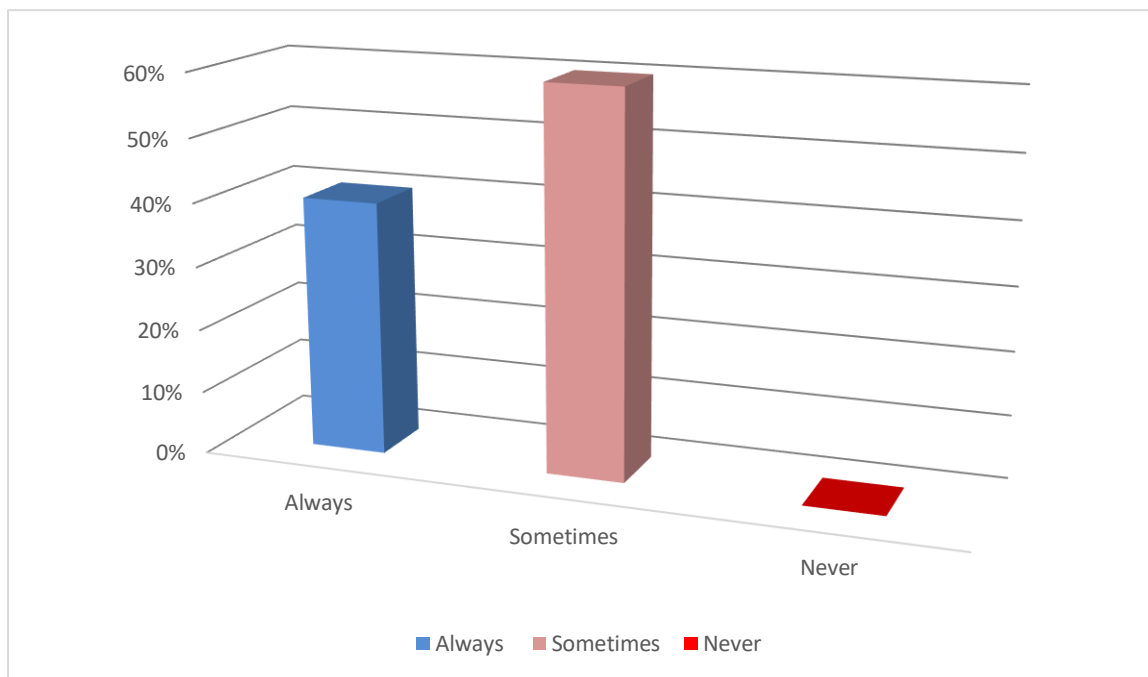


Figure 3. 11: Frequency of pupils guessing the words correctly when paralinguistic features are used.

In the light of what is visualized in the above figure, 6 teachers representing 60% of the sample’s participants reported that when they use paralinguistic features to explain new vocabulary, their first year pupils sometimes guess the new words correctly and sometimes they do not, while 4 teachers representing 40% of the participants asserted that their first year pupils always figure out the new words correctly if paralinguistic features were used along with the teachers’ explanation.

Question seven: At what stage do you use paralinguistic features to explain new vocabulary items to your first year EFL pupils?

The reason behind asking this questions is to know at what phase of the instruction, precisely while explaining new vocabulary, the teachers use their body and vocal paralinguistic features.

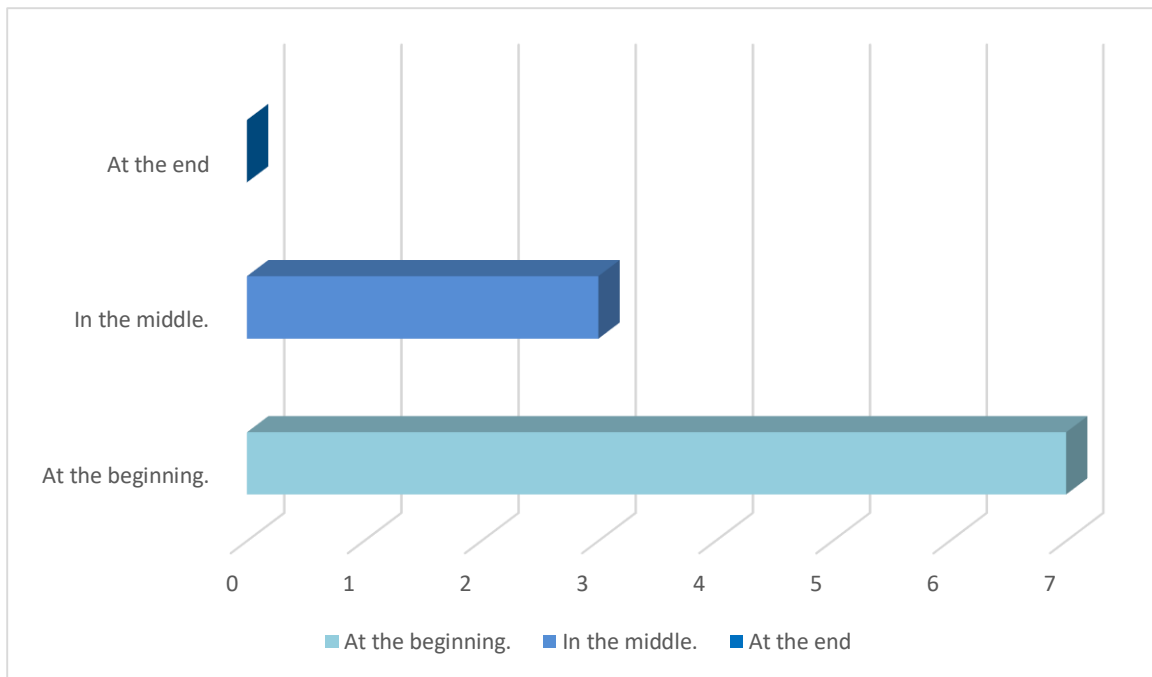


Figure 3. 12: Stage at which teachers start using paralinguistic features to explain new vocabulary.

Based on what is demonstrated in the figure 3.11, the large majority of the participants representing 70% of the whole sample informed that they start integrating their body and vocal paralinguistic features at the beginning of explaining new vocabulary to their first year pupils. This indicates that the two activities, the introduction of the new words and the use of paralinguistic features, start at the same time. However, less than half of the participants representing 30% of the sample, noted that the phase in which they start using paralinguistic features is in the middle of the process of explaining new vocabulary, whereas none of the participants (0%) uses paralinguistic features in the final stage of the process of introducing new vocabulary.

Question eight: How would you describe your first year EFL pupils' acquisition of the new vocabulary items presented without the use of any type of the paralinguistic features?

The underlying reason of including this question is to describe the first year

pupils' new vocabulary words acquisition when the teachers do not at all make use of any type of the paralinguistic features

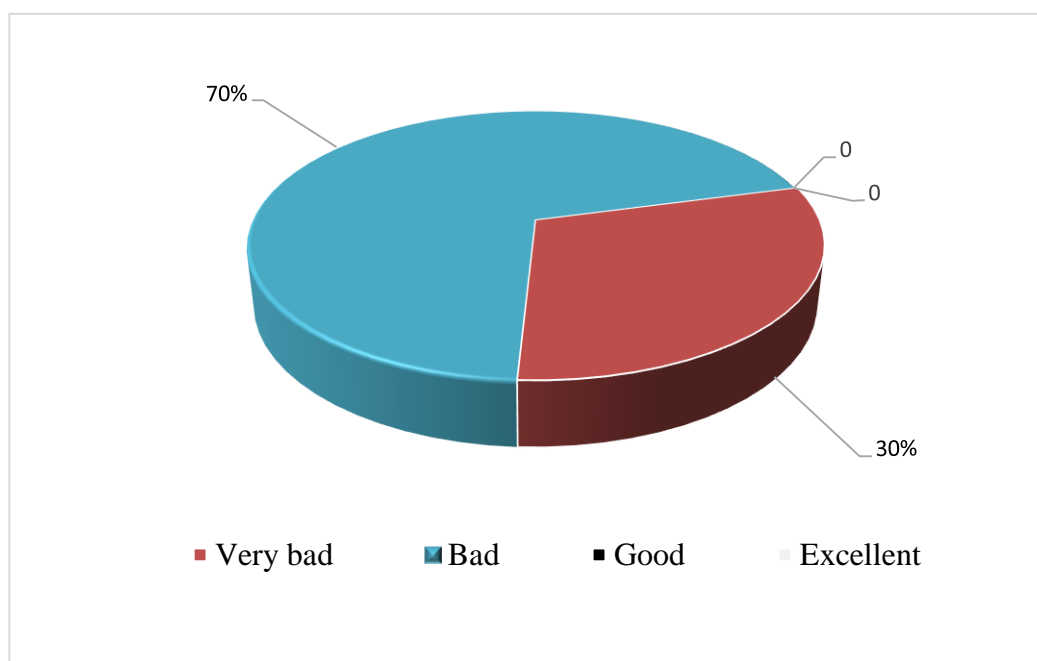


Figure 3. 13: Description of pupils' new vocabulary acquisition in the total absence of paralinguistic features.

According to the data presented in the figure above, the higher percentage of participants expressed in 70% of the whole sample described their first year pupils' new vocabulary words acquisition in the total absence of the use of any type of paralinguistic features as being "bad". Meanwhile, the remaining 30% of the participants described their pupils' acquisition in the situation in which they present new vocabulary words without integrating their body and vocal paralinguistic features in the explanation as being "very bad".

Question nine: In your opinion, to what extent the use of paralinguistic features can help in enhancing first year EFL pupils' vocabulary acquisition? Choose a number from 1 to 5 in which 1 means extremely helpful and 5 means not helpful at all.

This question aims to determine the extent to which the teachers believe that the usage of paralinguistic features during the process of explaining new vocabulary is helpful for their first year pupils' vocabulary acquisition.

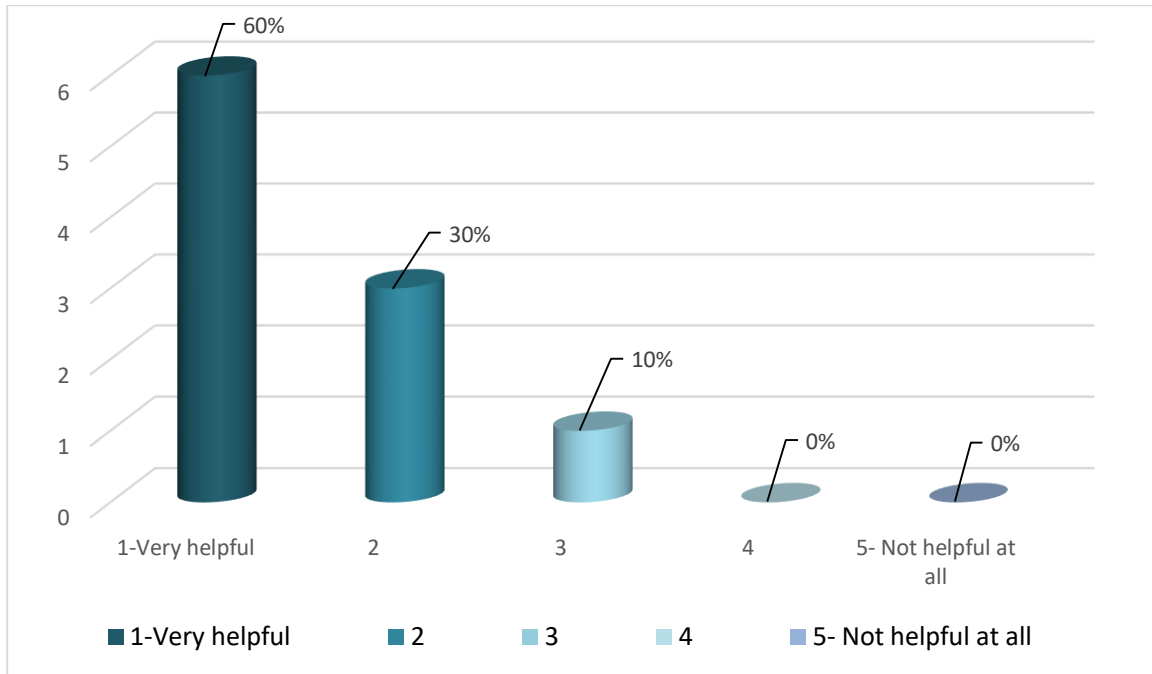


Figure 3. 14: The extent to which paralinguistic features help pupils' vocabulary acquisition.

the numbers displayed above show that in order to describe the impact of using paralinguistic features on the improvement of pupils' vocabulary acquisition, a considerable percentage of the participants which represents 60% of the sample noted that it is "Extremely helpful", a lowest percentage that of 30% of the participants said that it is "very helpful", whereas 10% of the participants stated that it is "helpful". In other words, all the 10 teachers confirm that the use of paralinguistic features improves and enhances their pupils' new words acquisition but with different degrees.

Question ten: Do you use paralinguistic features to reinforce other techniques when you teach vocabulary to your first year EFL pupils?

The aim of this question is to know whether the teachers make use of

paralinguistic features as means to aid and support other vocabulary teaching techniques when they introduce new vocabulary to their first year pupils or not.

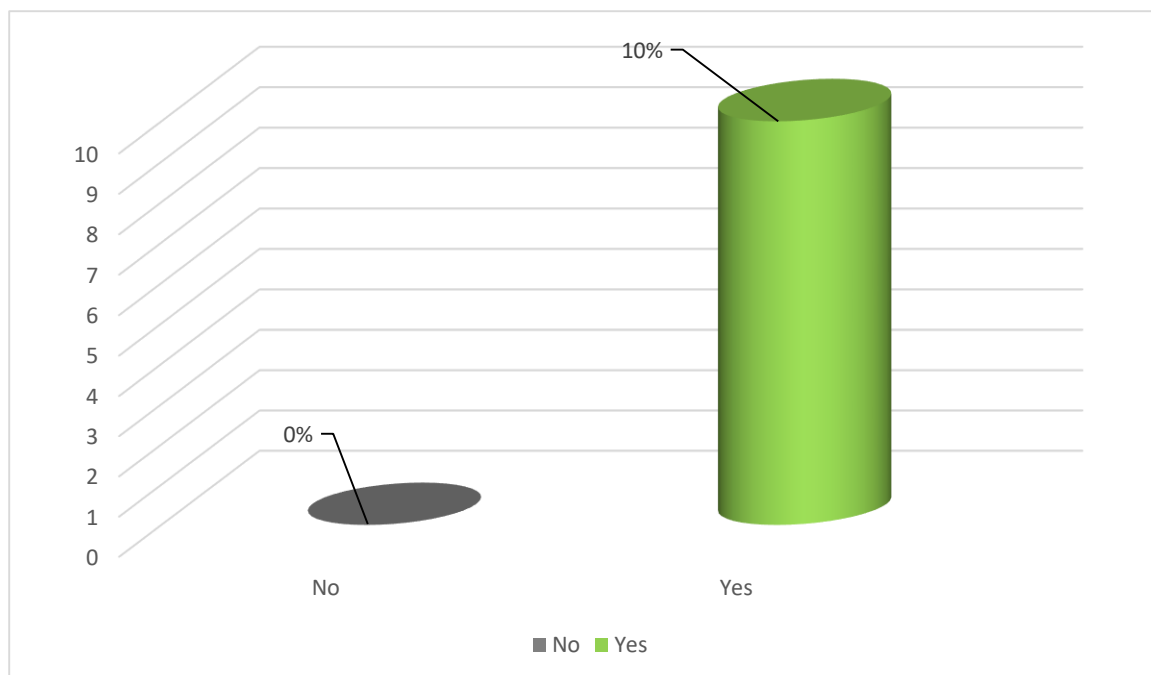


Figure 3. 15: The use of paralinguistic features to reinforce other techniques.

According to the results demonstrated above, all the 10 teachers representing the whole sample have indicated that even if they adopt a technique other than paralinguistic features to present new vocabulary words to their first year pupils, they actually use paralinguistic features in order to reinforce and support the other technique.

Question eleven: When you explain new vocabulary items to your first year EFL pupils using paralinguistic features, they need more, same, or less time to acquire the new vocabulary?

This question aims to collect data concerning the time that first year pupils require in order to understand and acquire the new vocabulary words when their teachers use paralinguistic features in the explanation.

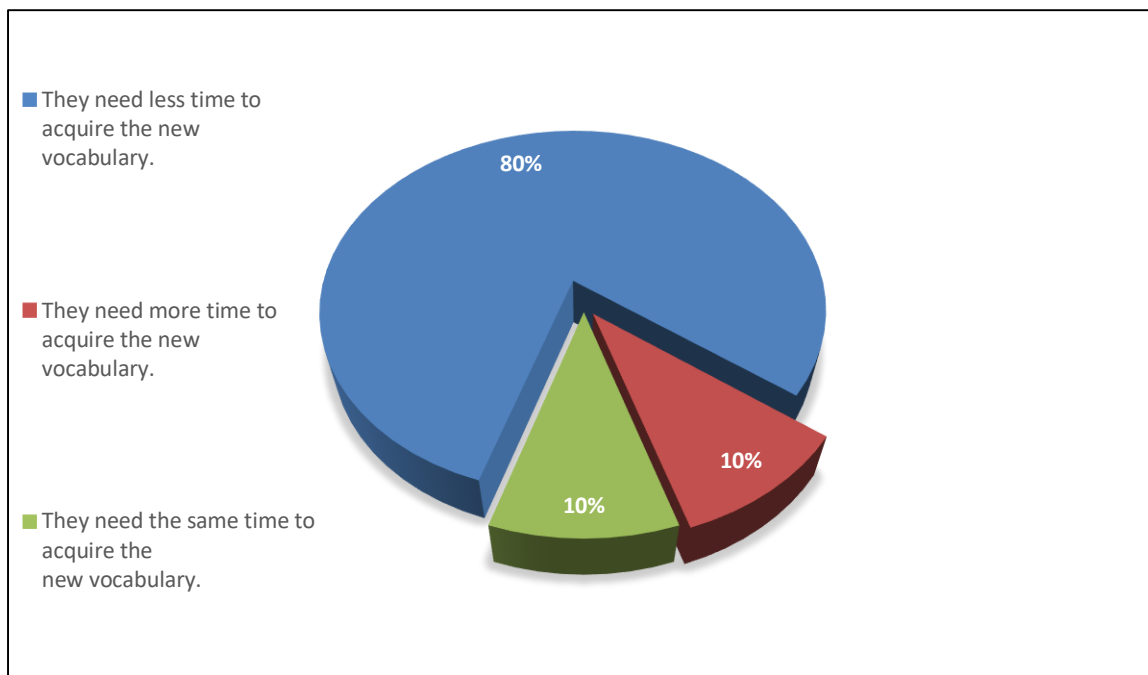


Figure 3. 16: Time needed by pupils to learn new vocabulary through the use of paralinguistic features.

To simplify what is expressed through figure above, the highest percentage of participants (80%) indicated that their first year pupils actually require less time to learn the new vocabulary when they use paralinguistic features to in the explanation than they usually do. However, a very low percentage of participants (10%) stated that their first year pupils need the same amount of time as they usually do to understand new vocabulary, whereas the other 10% of participants informed that their first year pupils need more time than they usually do to acquire new vocabulary.

Question twelve: Which situation occurs the most in the classroom when you use body and/or vocal paralinguistic features during the explanation of new vocabulary items to your first year EFL pupils?

This question target is to discover the situations that arise the most inside the classroom when the teachers adopt paralinguistic features to introduce new vocabulary to their first year pupils.

	Participants	percentage
The process of explaining the new vocabulary items becomes complicated.	0	0%
The new vocabulary items becomes clearer and easier to learn.	7	70%
You feel that your time and energy are wasted	0	0%
The classroom becomes noisy and losses its discipline	0	0%
Pupils' pay more attention and their level of interaction is raised.	3	30%
Total	10	100%

Table 3. 8: The most occurring situations inside the classroom when paralinguistic features are used.

To summarize the data displayed in the table above, two situations occur the most when the teachers use their body and vocal paralinguistic features to explain new vocabulary words to their first year pupils. A considerable numbers. The first situation is that the new vocabulary items becomes clearer and easier to learn and it was indicated by 7 teachers representing 70% of the sample. The second situation is that the pupils pay more attention and that their level of interaction is raised, this latter was mentioned by 3 teachers representing 30% of the sample.

Teachers' comments

This small space was added in the end of the questionnaire to enable the

teachers to write any suggestion, share their opinions and comment about the topic of the study and content of the questionnaire. Mainly, the majority of the teachers advocated the originality of the topic and credited the researcher for such a good selection of the topic. In addition, they believed that the use of paralinguistic features is very important since it represents a highly effective technique to teach vocabulary comparing to the classical techniques such as the use of the learners mother tongue.

4. Summery and discussion of the results

The results obtained from the teachers' questionnaire revealed that all the teachers agreed on the fact that vocabulary is a very important aspect in any language learning especially if it is a foreign language. However, the results demonstrated that there was no vocabulary policy in the middle school community to define and clarify the manners to teach vocabulary, nor to indicate how many and which words to teach. This suggests that vocabulary learning is still underestimated in comparison to other aspects of language such as grammar and spelling which are stressed upon in the course book. Nevertheless, as drawn from the analysis, this did not prevent the teachers from elaborating a personal plan upon which they teach vocabulary to their first year pupils. In addition, it is clear that the analysis asserts that the use of paralinguistic features is among a number of other vocabulary teaching techniques that the teachers use in order to facilitate the vocabulary learning process for their pupils.

Furthermore, it was shown by the results that all the teachers were familiar with term paralinguistic features of language and that they recognize all its components which reflects that they have a certain awareness and knowledge in the field of foreign language vocabulary teaching despite the fact that the majority of them were novice teachers.

More importantly, the data analysis and results demonstrated that the teachers use of their body and vocal paralinguistic features during the explanation of

new vocabulary words in order to facilitate their first pupils' vocabulary acquisition, and that they all agree on its effectiveness. Moreover, the analysis findings affirmed that the use of paralinguistic features presented several positive outcomes. For instance, when the teachers integrate paralinguistic features during the explanation of new words, this latter is acquired more efficiently and in a short time in comparison with a relatively bad acquisition in the absence of paralinguistic features use. Additionally, the results confirmed that the use of paralinguistic features to teach vocabulary not only makes the new words unambiguous, clearer and easier to learn, but also contributes in raising the first year pupils level of interaction in the classroom as well as directing the pupils attention towards the teachers' explanation. This reveals that young learners are more attentive when their teachers act and demonstrate new words for them because they are simply still young and they enjoy action and movements and they are interested more in concrete than abstract explanations.

5. Conclusion

In this last chapter, all the data gathered through the teachers' questionnaire for this research were analysed one by one and their answers were displayed in tables and graphs to facilitate the understanding of the results, then the results were summarized and discussed. The final results of this study demonstrated that paralinguistic features of language are an effective vocabulary teaching technique, which confirms the hypothesis formulated in the beginning of the research work.

General conclusion

The mastery of vocabulary represents a fundamental requirement to achieve a native like language control. Thus, vocabulary learning is an essential prerequisite in foreign language learning, but still the English as a foreign language teaching and acquisition of vocabulary is very challenging. The EFL beginner learners face many difficulties in understanding new words, due to their young age on one hand and to the fact that English is not in their immediate context, therefore, through this research, we aimed to explore the EFL teachers' use of paralinguistic features to facilitate young learners' vocabulary acquisition.

The reason behind conducting this research was to examine the middle school EFL teachers' integration of their body and vocal paralinguistic features to assist their first year EFL pupils' new vocabulary comprehension.

Within the focus of this study, the theoretical part was divided into two main chapters. The first chapter was concerned with the paralinguistic features of language. It presented a comprehensible review about the paralinguistic features of language, their types and components. Whereas the second chapter underlined vocabulary acquisition as well as types of vocabulary and vocabulary teaching techniques. As for the third chapter, it dealt with the practical part of the research study and it was concerned with the data analyses and interpretation of the results in addition to explore the situations that arise in this context.

Accordingly, for the sake of gathering data, a semi-structured questionnaire was designed and administered to a sample of ten (10) EFL middle school teachers which were selected randomly from a total population of all the middle school EFL teachers in the city of Biskra. This questionnaire aimed to answer the research questions and verify the research hypothesis.

In light of the study's results, we deduced that the teachers' integration of their body and vocal paralinguistic features along with the verbal explanation of the

new vocabulary words is an effective technique to enhance and assist their first year pupils to understand the new vocabulary. The participants confirmed that their first year pupils guess the meaning of the new words correctly when paralinguistic features are adopted in the vocabulary explanation. In the same vein, the teachers reported that this technique saves time and contributes in raising the pupils' attention and level of interaction. As a result the research questions were answered and research hypothesis was confirmed.

Limitations of the Study and suggestions for further research

One of the difficulties that the researcher faced was the lack of sources about the first variable in the English division's library. Also, the fact that the university does not provide master two students with academic e-mail accounts prevented the researcher from getting access to many online libraries that offer a large and diverse number of books and articles for researchers for free. Another difficulty was that there were very little studies conducted about the relationship between the two variables. Moreover, the present health crises due to the wide spread of the deadly corona virus 19, which imposed the closure of all schools, the researcher could not do the classroom observations that were planned in the beginning of the research. So the study was restricted and fully relied on the teachers' questionnaire to provide reliable data.

This study was conducted within a small teachers' sample, and with only one data collection tool. Accordingly, we recommend to use other data gathering tools such observation and/or focus group, in addition to select a bigger teacher's sample size in order to generalize the findings. Furthermore, in this study we tackled all the elements of paralinguistic so we

couldn't get deep in any one of them, therefore we recommend to select a small number of features and study them in a deeper way.

The fact that few investigations were conducted about the teachers' integration of paralinguistic features when teaching new vocabulary, there is a need for a long-term academic studies in order to provide a clear image about how these features should be used and how they can be the most beneficial in teaching new vocabulary words of a foreign languages to young beginner learners.

Recommendations and Pedagogical implications

In the light of both the theoretical and practical part of this study that investigated the effect of the teachers' use of paralinguistic features as a vocabulary teaching technique on the pupils' vocabulary acquisition, the researcher will provide some recommendations and suggestions for EFL middle school teachers and policy makers.

Suggestions for teachers

- Teachers should use their body and vocal paralinguistic features when they teach new vocabulary items to their EFL beginner learners, because these features were proved to illustrate, demonstrate, and facilitate the comprehension of the newly introduced vocabulary.
- Teachers should use both of their body and vocal paralinguistic features to support teaching new vocabulary words, because they can cover the deficiency in both classical and modern teaching materials in the Algerian classrooms.
- Teachers should take into consideration their EFL beginner learners' limited thinking capacities, since it is difficult for them to think abstractly. Therefore, they should use their body and vocal paralinguistic features to relatively conceptualize

the new vocabulary.

- Since some learners find some difficulties in understanding some of the paralinguistic features, teachers should be clever actors more than good teachers when using their body and vocal paralinguistic features to introduce new vocabulary items.
- In view of the fact that there is no particular vocabulary policy to which the teachers can refer, the researcher advise them to check the general service list as well as read some works about EFL vocabulary learning such as works of Norbert Schmitt and Batia Laufer, and sincerely read Harmer's practical English language teaching book.

Suggestions for policy makers

- The ministry of education and teaching should include a vocabulary teaching policy like the one established for grammar, since they are both important in learning a foreign language.

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Appendices

Teachers Questionnaire about

The role of the EFL teachers' use of paralinguistic features in facilitating First year pupils' vocabulary acquisition

Dear teachers

I am a master 2 student conducting a research about the use of paralinguistic features by the EFL teachers when they introduce new vocabulary items to their young EFL learners. The aim of this study is to explore the situations that arise inside the classroom when the EFL teachers use paralinguistic features to introduce new vocabulary words to their young EFL learners.

This questionnaire is a part of my research and your contribution will be of great importance in its success, there for we would be grateful if you provide clear, precise and complete answers. We assure you that your answers will be kept anonymous and will be used for research purposes only.

Thank you for time and contribution.

Researcher's name: ADLI Nourelhouda

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Section one “Personal profile”

1. Please, specify your gender

Male.

Female.

2. Please, specify your degree of experience?

Novice teacher.

Experienced teacher.

Very experienced teacher.

Section two “Information about vocabulary and paralinguistic features”

3. Do you agree with the claim that “vocabulary is the most important aspect in any language learning “.

Yes.

No.

Whatever your answer is, please explain

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4. How important do you think teaching vocabulary inside the classroom is?

Extremely important.

Very important.

Moderately important.

Slightly important.

Not at all important.

5. How would you describe your first year pupils' vocabulary level? *

- Poor.
- Average.
- Good.

6. Is there a particular vocabulary policy in your middle school teaching community?

(For example, your institution provides you with the type and/or amount of vocabulary words the EFL pupil should acquire per session, or per school year).

- Yes.
- No.

• If yes, what is it?

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7. In your opinion, what is the sufficient amount of words that an EFL pupil should learn per year?

- 400 words.
- 600 words.
- 750 words.
- Other:.....

8. In average, how many vocabulary words do you introduce to your first year EFL pupils per session?

- Less than 8 words.
- From 8 to 12 words.
- More than 12 words.

9. Do you use vocabulary teaching techniques inside the classroom?

- Yes.
- No.

10. Are you familiar with the term «paralinguistic features of language"?

Yes.

No.

A little bit.

11. Which from the bellow list of paralinguistic features are you familiar with? (you can choose more than one answer)

Kinesics (use of body movements and gestures).

Proxemics (space management).

Haptics (use of touch).

Oculesics (use of eye contact).

Vocalics (tone, pitch, volume, stress...).

Facial expressions.

Posture (position and orientation of the body).

Silence (absence of linguistic forms).

Section three “vocabulary and paralinguistic features”

12. In your opinion, the use of paralinguistic features as technique to teach vocabulary is:

Effective.

Difficult.

Complex.

Other:

13. As an EFL teacher, do you use paralinguistic features to facilitate your first year pupils' vocabulary comprehension?

Yes.

Sometimes.

No.

14. How often do you use your body or vocal paralinguistic features when you introduce new vocabulary items to your first year EFL pupils?

	Never	Rarely	Sometimes	Often	Always
Kinesics (use of body movements and gestures)					
Proxemics (space management)					
Haptics (use of touch)					
Oculesics (use off eye contact)					
Vocalics (tone, pitch, volume, stress)					
Facial expressions					
Posture (position and orientation of the body)					
Silence (absence of linguistic forms)					

15. In your opinion, your first year EFL pupils acquire new vocabulary more effectively when you use:

- Facial expressions.
- Body movements.
- Vocal qualifiers.

16. Does your first year EFL pupils face difficulties to understand one or more of these paralinguistic features?

- No.
- Sometimes.

17. How often does your first year EFL pupils guess new words correctly when you use paralinguistic features?

- Always.
- Sometimes.
- Never.

18. At what stage do you use paralinguistic features to explain new vocabulary items to your first year EFL pupils?

At the beginning.

In the middle.

At the end.

19. How do you describe your first year EFL pupils' acquisition of the new vocabulary items presented without the use of any type of the paralinguistic features?

Very bad.

Bad.

Good.

Excellent.

20. In your opinion, to what extent paralinguistic features can help in enhancing first year EFL pupils' vocabulary acquisition?

	1	2	3	4	5	not
Extremely helpful						helpful at all

21. Do you use paralinguistic features to reinforce other techniques when you teach vocabulary to your first year EFL pupils?

Yes.

No.

22. When you explain new vocabulary items to your first year EFL pupils using paralinguistic features:

They need less time to acquire the new vocabulary.

They need more time to acquire the new vocabulary.

They need the same time to acquire the new vocabulary.

23. Which situation occurs the most in the classroom when you use body and/or vocal paralinguistic features during the explanation of new vocabulary items to your first year EFL pupils?

- The process of explaining the new vocabulary items becomes complicated.
- The new vocabulary items becomes clearer and easier to learn.
- You feel that your time and energy are wasted.
- The classroom becomes noisy and losses its discipline.
- Pupils' pay more attention and their level of interaction is raised.

* Please if you have any comments, write them bellow. Thank you.

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