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On:

**An Investigation into the Role of Teacher's Expressiveness Technique
in Developing Pupils' Vocabulary Learning:**

The Case of First Year Pupils at Ahmed Zeid Middle School

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Declaration

I, **Hayette BARKAT**, do hereby solemnly declare that the work I will present in this dissertation is my own, and it has been read and approved by my supervisor Dr. ASSASSI Tarek. This work has not been submitted before to any other institution or university for a degree.

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Dedication

This work would not have been possible without Allah's help and the loving support of so many people. I find myself overwhelmed in offering them all my thanks in dedicating this work to them.

To Almighty Creator who made me

My dear mother who raised me

My esteemed father who nourished me

My dear sisters and brothers who supported me

My beloved ones who encouraged me

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Abstract

First-year middle school pupils are exposed more to the English language. Hence, teachers are expected to search for effective and reliable teaching techniques to develop pupils' vocabulary learning as it is an essential aspect of any language learning process. However, pupils find obstacles when learning words. This may result from the teaching method, lack of motivation, or classroom environment. This study aims to investigate the role of applying teacher's expressiveness as a teaching technique to develop pupils' vocabulary learning. Therefore, we sought to discover the main difficulties that pupils encounter when learning vocabulary and to check how the proposed teaching technique can enrich pupils' vocabulary bank and overcome these difficulties. To achieve the present study's investigation, we hypothesise that the more teacher's expressiveness is applied, the more pupils' vocabulary bank would be enriched. Thus, the main objective of this study is to investigate the effectiveness of applying teacher's expressiveness as a teaching technique to develop pupils' vocabulary learning. To test the validity of our hypotheses, a descriptive study is conducted with the qualitative approach to collect, analyse and interpret data. These latter were gathered through three different tools an interview administered to eight (8) middle school teachers in Biskra, a questionnaire which is administered to forty- three (43) first-year middle school pupils at Ahmed Zeid middle school in Biskra and classroom observation procedure. As a result, the study's findings proved that both teachers and pupils agreed upon the significance of vocabulary in learning the English language and the effectiveness of teacher's expressiveness as a teaching technique to develop pupils' vocabulary learning. Therefore, the study's findings confirmed the validity of our hypotheses. At the end, it is highly recommended for teachers to adopt innovative and efficient methods and techniques of teaching and adapt them to pupils' age and learning preferences by adopting techniques such as teacher's expressiveness that help learners to be motivated and active during the learning process, especially when learning new lexical items.

Keywords: teacher's expressiveness, vocabulary learning, learning, technique

List of Abbreviations and Acronyms

MS: Middle school

NVC: Nonverbal communication

P: Productive

R: Receptive

RQ: Research Questions

RH: Research Hypotheses

TPR: Total Physical Response

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المخلص

General Introduction

1- Study Background

Middle school pupils face obstacles in learning and understanding English vocabulary. They depend on the teacher to build their vocabulary knowledge since he represents the most trusted academic near resource. A teacher might be an expert in explaining vocabulary; he expresses them via attractive teaching techniques that engage pupils as opting for the paralinguistic features like the gestures, facial expressions, body movements and vocal variations. However, some teachers are only expert in the subject itself because they do not explain vocabulary in a way that inspires pupils to know more. Thus, those teachers need to consider how to effectively explain English vocabulary without overusing Arabic inside the classroom.

Considerable research has documented the significant impact of teacher's expressiveness in developing student's vocabulary, yet the effect of teacher's expressiveness is less clear and estimated. Accordingly, we have proved that teacher's expressiveness works as a teaching technique and we have tried it before, but we would rather ensure this procedure through this study. For this reason, teachers are expected to reconsider and reinforce the positive impact of teacher's expressiveness technique to enrich pupils' English vocabulary in accordance with other teaching methods.

2- Statement of the Problem

Planning middle school lessons to be quickly and actively understood and grasped is not an easy task. A considerable number of pupils reacts negatively to English classes by whispering, passing notes and yawning. First-year middle school pupils find problems in vocabulary learning and comprehension because they are exposed to the English language more academically across the teacher. The lack of learning vocabulary occurs because most teachers do not successfully convey its meaning. This can be also a result of over applying traditional methods such as the grammar-translation method. This latter focuses on translating words, sentences or texts from mother tongue to the target language and vice versa. In this respect, the researcher proposed if teachers opt for the paralinguistic features and communicate nonverbally to express English vocabulary, pupils' vocabulary bank will be developed.

3- Research Questions

This research seeks to answer the following research questions:

RQ1: What are the main problems that pupils encounter with vocabulary?

RQ2: What are the main techniques that are used to teach vocabulary?

4- Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: We hypothesise that pupils encounter problems with the meaning and pronunciation of vocabulary.

RH2: We hypothesise that if teacher's expressiveness technique was applied, pupils' English vocabulary would be enriched.

5- Aims of the Study

- General aim:

The general purpose of the study is, to see the importance of teachers' expressiveness as a technique to develop pupils' vocabulary; Moreover, to reconsider its usefulness in boosting pupils' motivation, and attracting their attention inside the classroom vividly and accurately.

- Specific aims:

- a. To raise teachers' awareness about the power of their expressiveness in developing pupils' vocabulary.
- b. To analyse the implementation of total physical response method in the middle school classroom.
- c. To investigate the impact of teachers' expressiveness in the context of teaching and learning.
- d. To see how teachers' expressiveness can enhance, improve and develop learners' vocabulary knowledge, and overcome the difficulties that pupils find with vocabulary.

6- Research Methodology

Research Approach

The present study deals with the role of teacher's expressiveness technique in middle schools. To answer the research questions, the research follows the qualitative approach because it is more suitable and applicable for the nature of our research that belongs to social sciences.

Research Design(s) / strategy(ies)

The present study opts for a case study (small scale study). The research design is based on three main data tools; a semi-structured interview with teachers that consists of a number of questions to get a variety of dissimilar responses. Also, semi-structured questions for pupils including multiple choices and (open-ended and close-ended) questions. Additionally, an observation grid inside the classroom to have a clear view about the implementation of teacher's expressiveness technique.

Data Collection Methods / Tools

In this case study, the researcher uses observation, interview and questionnaire.

Interview

In this study, the researcher uses a recorded semi-structured interview with teachers which may help to get honest answers. Furthermore, it is a tool to gather information about middle school teachers' opinion on teacher's expressiveness technique, pupils' vocabulary size, and their attitudes towards this technique, and the role of this procedure in enriching pupils' vocabulary.

Questionnaire

In this study, the researcher uses a semi-structured questionnaire which contains both open-ended, close-ended and multiple-choice questions. The questionnaire aims to identify the difficulties pupils face when studying English inside the classroom, their attitudes towards the implementation of teacher's expressiveness technique and whether it has a contribution to developing pupils' vocabulary.

Observation

In this study, the researcher plays the role of a non-participant observer. This tool takes a form of notes taken by the researcher to directly understand the case being analysed. Moreover, it is a tool that gives a clear view of what is happening inside the classroom. Additionally, it is a functional tool that allows observing different behaviours such as pupils' performance and reaction to teacher's expressiveness application.

Data Collection Procedures

To achieve the study objective (s), the researcher follows the following steps: As an initial step, she conducts a face to face recorded interview that takes a form of conversation with the target aim. The interview is conducted with middle school teachers. As a second step, she submits a semi-structured questionnaire translated into Arabic to the pupils due to their limited English vocabulary knowledge. As a third step, she does an observation grid. The researcher takes notes in English middle school session as a non-participant observer. Then, she collects middle school teachers and pupils' responses and the observation grid notes.

Data Analysis and Procedures

After counting the yielded results, the researcher analyses the data through counts, and percentages by using statistics with the questionnaire and descriptive analysis with the interview to see teachers' opinions about the role of teacher's expressiveness in teaching and learning context, and the observation to see pupils attitudes towards the suggested technique and its impact inside the classroom.

7- Population & Sample

For this study, the population is first-year middle school pupils Ahmed Zeid in Biskra. Since the study is about understanding the impact of teacher's expressiveness technique on middle school pupils. The researcher uses this population in order to see pupils' attitudes and reactions when the teacher expresses vocabulary implementing the proposed teaching technique. The researcher will choose 43 first-year pupils at Ahmed Zeid middle school of Biskra as a sample of the study, they will be chosen randomly and anonymously to help researcher fulfil the current research with useful reliable data.

8- Sampling Technique

For our study that belongs to social sciences, the researcher uses the purposive sampling technique; for the reason that, the targeted teacher had previously allowed for the researcher to conduct his study and apply teacher's expressiveness technique inside his classroom. Moreover, it can be a suitable sample because it may give a clear understanding of the suggested technique which will be applied on 1st year middle school pupils.

9- Significance of the Study

This study may have a significant contribution to the domain of teaching and learning English as a foreign language. The teachers can use teacher's expressiveness technique to enrich their teaching methods so that they can have a variety of techniques and methods to be applied in overcoming English vocabulary learning difficulties that arise in their classrooms. Besides, the research may increase middle school teachers' awareness towards the suggested technique which will help enrich learners' vocabulary in use. Furthermore, it may engage and motivate learners inside the classroom when this procedure is applied.

10- Structure of the Study

This study is divided into two main parts. The first part is devoted to the literature review. It contributes to two main chapters while the second one is devoted to the fieldwork and data analysis. The current study comprises three chapters; the first chapter presents an overview of vocabulary learning. Moreover, chapter two provides an overview of teacher expressiveness and paralinguistic features of the language. Additionally, the third chapter (the practical part) is devoted to data collection, analysis, and discussion. For more details, the categorisation is as follows:

- **Chapter One**

This chapter deals with vocabulary learning. We tackled its definition, importance, types, word knowledge and description in addition to the lexical system, vocabulary mastery as the strategies that help to learn vocabulary well as the difficulties that are found when learning the lexical items.

- **Chapter Two**

This chapter deals with teacher expressiveness. We tackled the definition of the paralinguistic features of the language, its principles and types. Furthermore, it represents the role of teacher's expressiveness in the general classroom. Additionally, it defines the total physical response as a supportive method for teacher's expressiveness technique and mentions some related elements to this method. Besides, it highlights the role of teacher's expressiveness in relation to motivation.

- **Chapter Three**

This chapter begins with a literature review about the research methodology adopted for this study namely, the research approach and research design. Then, it deals with data collection, analysis, and interpretation. It is based on the use of three data collection methods (a questionnaire, an interview and classroom observation).

Chapter One:

Vocabulary Learning

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Introduction

The progress in learning a second language depends on an important element which is vocabulary. This latter is considered an essential concept in the process of learning and teaching any foreign language. The introductory chapter attempts to provide an overview of vocabulary learning by providing a variety of definitions. Then, it mentions the importance of vocabulary learning for pupils. Moreover, it tackles vocabulary types, word knowledge, vocabulary description and the lexical system as well as the vocabulary mastery. Furthermore, this chapter provides an explanation and examples of vocabulary learning strategies. Finally, it discusses the difficulties that pupils may encounter in learning English at schools.

1.1 Definition of Vocabulary

Several definitions may be given to vocabulary. According to Richards and Rodgers “Vocabulary is core components of language proficiency and it provides much of the basis for how learners speak, listen, read and write” (1986, p. 255). Saptura (2007) defines vocabulary as being all the words that are used in a language, and have meaningful sense. They consist of verbs and idioms. Also, vocabulary is defined in Oxford dictionary (2017) as “The body of words used in particular language” which means that vocabulary consists of individual words we probably understand or aware of their meanings in which they are used.

The term vocabulary refers to the words and their meanings that are stored in mind to be recalled later and used to achieve the act of communication. According to Wilkins (1972) “without grammar, very little can be conveyed without vocabulary nothing can be conveyed”. This indicates that producing grammatically correct sentences is not sufficient to deliver messages, yet a considerable amount of vocabulary is required to communicate. Additionally, Hornby (1986) defines vocabulary as “Total number of words, which (with rules for combining them) make-up of the language” (p. 959). Meaning that vocabulary refers to a list of words that are connected and coherent grammatically. Furthermore, vocabulary is an endless list of words which has their meanings to be used by people when communicating as Webster (1966, p. 256) states “vocabulary is a sum or stock of words employed by a language, group, individually or in work, in relation to a subject”.

In the same line of thoughts, Neuman and Dwyer (2009) define vocabulary as words which are needed to achieve the process of communication; they can be expressive vocabulary in speaking and receptive vocabulary in listening (p.385). Moreover, McArther (1992) states that “Vocabulary derives from the Latin word ‘vocabularium’ a list of vocabula words. The medieval vocabularium was a list of Latin words to be learned by clerical students. It was usually arranged thematically, with a translation equivalent in vernacular language” (p. 1090). That means vocabulary is a group of words that exists in any language and has different meanings according to the nature of the topic.

To sum up, from what has been synthesised from the above, vocabulary may be considered as the package of words which need to be connected to achieve the act of communication in a foreign language context. This explains its crucial role in learning a foreign language.

1.2 Importance of Vocabulary

The foreign language learning requires an emphasis on an essential part which is vocabulary. In other words, vocabulary is central to learn any language because it encompasses words that learners are in need to express ideas and to learn new elements. Lewis (1993, p. 89) declares “Lexis is the core or heart of language”. This means, vocabulary has a significant impact on learning any language because it enables learners to speak and write, also to help them to achieve the process of communication. In the same path, Thornbury (2002, p. 13) quotes Wilkins (1972) “you can say very little with grammar, but you can say almost anything with words”. This denotes the importance of vocabulary compared to grammar. Moreover, Schmitt (2000) believes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55). This leads to understanding that having enough background of words enables learners to effectively communicate in a foreign language.

In addition to these views, Cameron (2001) believes that vocabulary is a fundamental part of learning any language. Also, Flohr (2008) states that learners will not be able to speak a foreign language unless they learn vocabulary. In this sense, Schmitt (2010, p. 4) argues that “learners carry around dictionaries and not grammar books”. This means that even if learners have weak grammar, they believe that knowing much more vocabulary is more important because it allows them to communicate in the target language. Besides, Nation (2000) realises

that the four skills are influenced by lexical items. This means, listening, reading, writing and speaking are affected positively by vocabulary learning. In addition to these clarifications, research of Nation (2001) reveals that vocabulary knowledge is the main element that readers rely most on when reading to understand. The figure below indicates the significance of vocabulary learning:

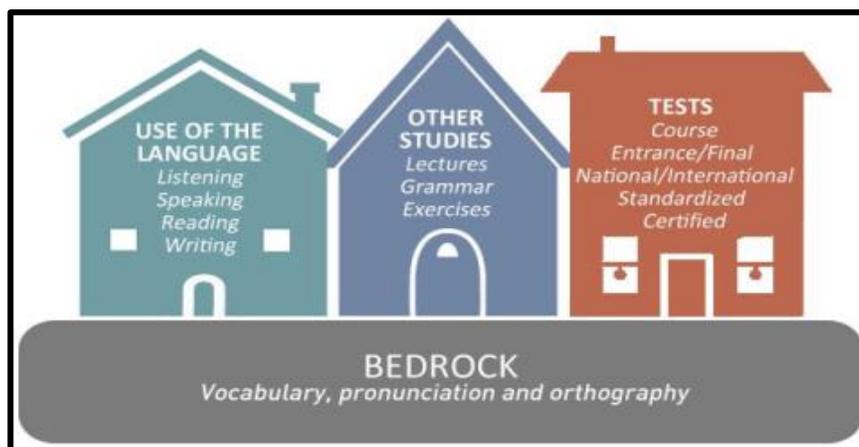


Figure 1. 1: The Role of Vocabulary in Developing the Four Skills
(worddive, 2013)

In short, Vocabulary is fundamental and considered to be the head of second language learning. Additionally, the formation of complete spoken and written texts necessitates learning vocabulary. Thus, learners should put great emphasis on developing their lexical items.

1.3 Types of vocabulary

Vocabulary can be divided into types, Finchiaro (1974) declares that active and passive vocabulary are considered to be the classification of vocabulary. Consequently, these two common types must be distinguished by teachers. Passive vocabulary can also be called productive vocabulary, whereas active vocabulary can be called receptive vocabulary.

1.3.1 Active Vocabulary

Active vocabulary is defined by Alkhuli (2006) as words which are intended to be taught, then to be produced by the students in writing or speaking whenever it is required are referred to be active vocabulary. That is to say, active vocabulary is any kind of words that learners know and use in spoken or written context. Additionally, the ability to use well known,

frequent and familiar words in writing and speaking is called productive vocabulary (Hiebert & Kamil, 2005). Furthermore, according to Stuart (2005) vocabularies are productive when the learners can speak or write appropriately from what they learned. So, productive vocabulary can be seen as an active process because words may be produced to transmit messages or ideas by the learners to their interlocutors. From the views above, active vocabularies are words which are taught to be later produced in either speaking or writing by the learners themselves.

1.3.2 Passive Vocabulary

Passive vocabulary is introduced by Hedge (2000) as words which can be either understood or recognised through the exposure of reading or listening by the learners are referred to be passive vocabulary. Also, passive vocabulary refers to the meaning of words which is are understood implicitly by learners via reading or listening (Alkhuli, 2006). Besides, a worthwhile definition proposed by Hiebert and Kamil (2005), "Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These words are often less well-known to students and less frequent in use". Also, Receptive vocabularies are words that the students understand in a context, but they cannot produce them (Stuart, 2005). To conclude, from these views, it can be presumed that passive vocabularies are words which are merely recognisable when reading or listening.

1.4 Word Knowledge

The knowledge of vocabulary is considered as one of the essential factors that mark the learner's language ability. Therefore, word knowledge recognition is required for vocabulary achievement. Word knowledge expression is defended by Vygotsky (1986, p. 256) where he states that "A word is a microcosm of human consciousness". In other words, meanings, ideas, and messages are conveyed by using words. In the same vein, Schmitt (2000) points out what word knowledge means; learning a word meaning is not sufficient to master it, but also requires the knowledge of its form and use. Another clarification about word knowledge is stated by Pavičić (2008) who claims that knowing a word requires its "phonological, orthographic, morphological, syntactic and semantic" aspects (p.10).

TEACHER'S EXPRESSIVENESS DEVELOPS VOCABULARY LEARNING

Furthermore, Nation (2001) states that knowing the meaning, form and use word leads the word knowledge. He suggests aspects to achieve word knowledge. The table below presents these aspects:

Table 1. 1***Aspects Involved in Knowing a Word***

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelt?
	Word parts	R	What parts are recognisable in this word
		P	What words parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does the word signal?
		P	What word form can be used to express this meaning?
	Concepts and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this word make us think of?
		p	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of word occur with this one?
		P	What words or types of word must we use with this one?
	Constraints on use	R	

		P	Where, when and how often would we meet this word? Where, when and how often can we use this word?
--	--	---	---

This table illustrates that word knowledge is achieved through being aware of three factors: firstly, the knowledge of word form which depends on three elements; spoken which requires being knowledgeable of how a word is correctly pronounced as well as knowing its sounds. And written which requires the ability of how a word is written as well as how it is spelt appropriately. Also, knowing its parts because some words can be changed by adding suffixes or affixes to the root such as ir + responsible= irresponsible.

Secondly, knowledge of word meaning. This aspect consists of form and meaning which leads to understanding that the given meaning is connected to a form and vice versa. For instance, whenever a learner sees a word, he directly relates it to its meaning as well as whenever he wants to express the meaning of a word, he has to remember its form. Then, concepts and referents element which is crucial and needed because some words and expressions may have different meanings according to the context in which they are used. Also, associating words to retain meanings through synonyms or antonyms which can replace a given word.

Finally, knowledge of word use comes. This latter includes three elements; Identifying grammatical functions which refers to how to use a word correctly in a sentence. Moreover, knowing collocations which include knowing which words can be used together such collocations. For example, go back = return. Additionally, constraints on use are also required in word use because some words are influenced by constraints.

Based on the views and explanations stated above, it can be presumed that word knowledge is based on its meaning, use, and form. Also, it can be understood that words are the building blocks of ideas and expressions.

1.5 Vocabulary Description

Two main branches emerged to study vocabulary with its various meanings, forms and uses which are: lexicography and lexicology. Thus, both should be discussed to describe vocabulary clearly.

1.5.1 Lexicography

The term lexicography is defined by Mc Arthur (1992) as a technique for describing and organising lexical items in dictionaries, glossaries, thesauruses, synonym guides, and usage guides. Furthermore, Vocabulary is always available to be learned in one of the most useful sources which is a dictionary. This latter provides a full description of any word with its pronunciation, meaning and spelling as well as with examples in alphabetical order. In the same path, Jackson and Amvella (2000, p. 185) declare that “Lexicography is a special technique for writing dictionaries”. From what is written above, lexicology can be considered as a way to provide learners with a full description of a given word.

1.5.2 Lexicology

lexicology is considered as a concept which refers to study all lexical items including simple and complex words as well as compound ones (Jackson & Amvella, 2000). In storytelling and vocabulary Acquisition at the Elementary Level dissertation, Fadel (2005) discusses three elements related to lexicology: word classes, word formation, and word meaning.

1.5.2.1 Word Classes

Words related to the same parts of speech and described are referred to be word classes category. Harmer (1998) believes that the English language is classified into eight (8) parts as they are stated in the table below:

Table 1. 2

Classification of English (parts of speech)

Part of speech	Description	Example (words)	Examples (Sentences etc...)
Noun (noun phrase)	A word (or group of words) that is the	Eleanor	Eleanor arrives tomorrow.

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	name of the person, place, thing. It can be used the subject or object of a verb.	London. Table Walking stick	I visited London. This is my table. I don't need a walking stick.
Pronoun	A word that is used in place of a noun or noun phrase.	Her, she, they, him	Jane's husband loves her. She met him two years ago.
Adjective	A word that gives more information about a noun or pronoun.	Kind, better, best Impetuous	What a kind mind! We all want a better life. She is so impetuous.
Verb	A word which describes an action, experience or state.	Ride Write	I like riding the horse. He wrote a poem.
Adverb (adverbial phrase)	A word that describes or adds to the meaning of a verb, adjective	Sensibly carefully At home, in half an hour	Please talk sensibly. I like listening at home.
Preposition (prepositional phrase)	A word which is used to show a way in which other words are connected.	For, in, of, on top of...etc	A plan for life. Put that in the box.
Determiner	Definite article Indefinite article Possessives Demonstratives Quantifiers	The A, an My, your This, that Some, few...etc	The queen of hearts. A princess in love. My secret life. Look at this bird. Few pupils listen to him.
Conjunction	A word that connects sentences, phrases, clauses	And, so, but	Fish and chips. Cold but nice.

Consequently, one can deduce that word classes category is classified into parts named parts of the speech. They are seven parts called as follows: noun, pronoun, adjective, verb, adverb, preposition, determiner and conjunction

1.5.2.2 Word Formation

Affixation, compounding, and conversion are the three construction of word formation. They can change the form or make new words by adding them to the word. Also, they can change the meaning.

- a. **Affixation:** is when a word has a root and might be joined to other morphemes. Additionally, affixation is adding prefixes or suffixes to the root of a word (Plag, 2002). According to Alkhuli (2006)
 - **Prefix:** it is an affix fixed before the root, e.g., (en)courage, (in)credible.
 - **Suffix:** it is an affix fixed at the end of the root, e.g., probab~~il~~(ity), rich(ness).
- b. **Compounding:** is defined as a combination of two words or more to create new ones with new meaning (McArthur, 1992). For instance, Blackbird from black and bird.
- c. **Conversion:** It refers to the use of a word from a part of speech as another part of speech without any modification (McArthur, 1992). For example, A fish (noun) to fish (verb).

1.5.2.3 Word Meaning

It refers to the study of both, words and their meanings. These words are related to each other via synonymy, antonymy, hyponymy, and polysemy.

a. synonymy

Synonymy is a word that has different linguistic forms, but they have the same meaning. Additionally, according to Hedge (2000), the context can affect the words meaning and change them. Furthermore, Synonyms are words that have approximately the same meaning (Schmitt, 2000). Also, Gairns and Redman (1986) consider synonyms as a quick effective way to teach new lexical items.

b. Antonymy

Antonymy is a word or expression that has opposite meanings. Also, antonymy refers to words that have different senses, such as old and new (Thornbury, 2002). In addition, Gairns and Redman (1986) define antonymy as the opposite of words meaning.

c. Hyponymy

Hyponymy is defined by Hedge (2000) as a word which contains sub words. This means hyponyms are words that are narrower in meaning and belong to wider meaning. For instance, rose under the umbrella of flowers (a rose is kind of flowers, flowers include roses and tulips). Another example given by Gairns and Redman (1986), 'cow', 'horse', 'pig' and 'dog' are hyponyms of the word animal (superordinate term).

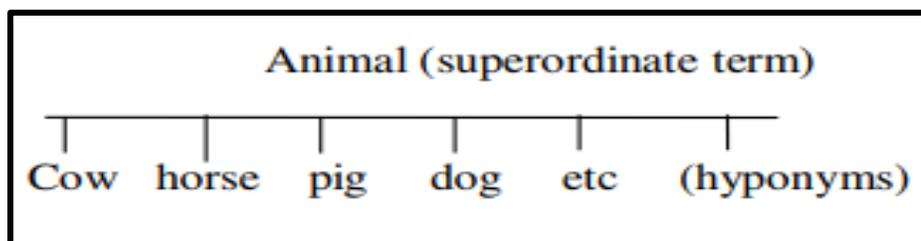


Figure 1. 2: Hyponymy (Gairns & Redman, 1986)

d. Polysemy

when one word has different meanings according to the context in which it is used (Thornbury, 2002). Meaning that it refers to a lexical item which may have two senses or more such as:

- My **mind** just went blank.
- He changed his **mind**.

The word “**mind**” in the first sentence means someone who becomes unable to remember or to think of anything; however, in the second sentence means someone who changes his/her opinion or decision about or towards something.

1.6 Lexical System

To better understanding the vocabulary learning task, two aspects must be checked in terms of meanings. Since the meaning of words is not limited to single meaning but to various meanings. These aspects are denotative and connotative.

1.6.1 Denotative Meaning

Denotative meaning refers to the meaning of words as the dictionary provides. Hedge (2000) argues that “if a word has reference to an object, action, or even the physical world this can be described as the referential or denotative meaning” (p. 12). This means any word represents its literal meaning.

1.6.2 Connotative Meaning

Connotative meaning refers to the association of words according to the context in which they are used. To add more, learners' awareness of language is built by the help of connotative meaning. It is developed through exposure to inside or outside classroom practices because it derives from a wide sociocultural and hysterical context (Hedge, 2000).

1.7 Vocabulary Mastery

Reaching the proficiency level in any foreign language requires mastering vocabulary. vocabulary mastery means being able to successfully use words to express ideas in the target language without hesitation and to understand people's saying. Mastery refers to either the complete skill or knowledge (Hornby, 1995). Which means that mastering is having the total ability to do certain tasks. Moreover, According to Hatch and Brown (1995), the person's motivation, desire and need for words are factors to enrich any individual's vocabulary knowledge. For this reason, increasing vocabulary knowledge is the responsibility of the individual himself. Besides, vocabulary mastery refers to the great ability to process words in a language. It is an individual achievement (River, 1989). Meaning that vocabulary mastery refers to having the complete skill to deliver words correctly in a given language. Furthermore, Schmitt (2000) claims that mastering lexical items of any language is not easy, not only for foreign language learners but also for native learners. This means mastering vocabulary is a difficult challenge for all learners.

As for vocabulary size, there are no specific percentages to determine how many words must be learned by the learners as Bonk (as cited in Schmitt, 2000) found in his analysis. However, learners are in need to know around 2,000-3,000 words for practising speaking and writing (Nation & Waring, 2004). Additionally, as for the nature of vocabulary, they can be formal in academic settings such as at schools or they can be informal which are acquired from any place such as video games.

To sum up, one can deduce that vocabulary mastery is when an individual has a great skill of using words in the foreign language. It has a significant impact on learning a foreign since it helps develop the four skills, express ideas and deliver messages in the target language. Hence, the concept of vocabulary has to be mastered and considered by learners because it is one of the required elements in learning a language.

1.8 Vocabulary Learning Strategies

Emphasising on learning vocabulary is necessary for learning a foreign language because it is considered as a fundamental part. Words are needed to be known by learners to communicate in the target language. Thus, they need to be aware of certain strategies to make the learning of vocabulary quick and easier and to take responsibility for their learning. According to Winne (2001) “A strategy is broader design or plan for approaching”. From this definition, a strategy can be considered as a technique to reach goals. Many scholars and researchers agree that vocabulary learning strategies are useful and necessary for learners. Learning vocabulary strategies is divided into two major categories Schmitt (1997) (as cited in Schmitt, 2000):

1. **Discovery strategies:** learners discover the meaning of words using these strategies such as analysing parts of the speech or using dictionaries.
2. **Consolidation strategies:** once learners encounter new words through interacting with natives or practising the meaning in a group, they store them.

There are five steps for learning new words under the use of vocabulary learning strategies (Brown & Payne, 1994):

- Have a source for encountering new words;
- Gate a clear image either visual or auditory or both forms of a new word;
- Learn the meaning of that new word;
- Make a strong connection in memory between forms and the meanings of the word;
- Use those new words in new situations.

To conclude, vocabulary learning strategies are techniques to help learners to learn, comprehend, store and remember vocabularies by themselves. Therefore, pupils as new

learners should integrate these strategies and follow some useful steps to reach their learning objectives.

1.9 Difficulties in Learning Vocabulary

It is known that the least efficient way to enhance learners' language is by developing their vocabulary amount and knowledge. However, vocabulary learning is not an easy task to be done as many pupils expect. Many factors affect learning vocabulary in terms of the pronunciation, spelling and grammar, meaning, length and complexity of a word.

1.9.1 Pronunciation

It is agreed that pronunciation represents pupils' first difficulty during learning vocabulary. Thurnbury (2002) declares that words that are not written as they are pronounced make learning vocabulary harder for the learners which leads to the inability to learn the word correctly. For example, **enough** (pronounced with /f/) (Redman, 1997).

1.9.2 Spelling and Grammar

spelling is another difficulty faced by pupils. Words that contain silent letters may be a reason for obstructing learning vocabulary such as **write**, **Wednesday** and **honest** (Thurnbury, 2002). He also thinks that the lack of association between words and grammar may cause failure to learn the lexical items.

1.9.3 Meaning

Another difficulty faced by pupils is the meaning. According to Thurnbury (2002), some words which have the same form may be used differently, they depend on the context in which they are used. For instance, the use of collocations as **do the shopping** and **do a favour**. Also, **make progress** and **make efforts**.

1.9.4 Length and Complexity

Learning long and complex words makes vocabulary learning hard compared to short words. Learning short English words is an effective, useful and quick way to learn vocabulary (Thurnbury, 2002).

To deal with the above, the lack of learning vocabulary is a result of some factors which are mentioned above. This lack leads to the inability to achieve the process of communication

in a foreign language since the most important aspect of learning a foreign language (vocabulary) is affected negatively.

Conclusion

To conclude, through this chapter, the researcher attempted to present various elements as far as vocabulary is concerned. Initially, the chapter presented a set of definitions of vocabulary. Additionally, it provided the importance of learning vocabulary through a detailed explanation and supported with a figure; furthermore, it spotted the light on the types of vocabulary, word knowledge, the lexical system, and vocabulary mastery. Moreover, it clarified what vocabulary learning strategies refer to and provided some steps under this title. Finally, it listed a group of difficulties that pupils may face in learning English.

Chapter Two: Teacher Expressiveness

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Introduction

To simplify the process of learning a foreign language, several teaching methods are used by teachers. These methods inspire teachers with some teaching techniques. The researcher in this scientific work selects a technique called teacher's expressiveness. This chapter explains specific elements related to this technique. It starts with an overview of the paralinguistic features of language then, it mentions its principles. Also, it tackles the types of paralinguistic features of the language. Furthermore, this chapter sheds light on the role of teacher's expressiveness in the general classroom by mentioning both the distinctive roles of the teacher and the role of teacher's expressiveness in the middle classroom. Besides, this chapter spots light on the total physical response as a supportive teaching method to teacher's expressiveness. It gives details about it and its elements. Finally, it discusses the significance of teacher's expressiveness in motivating pupils while learning.

2.1 The Paralinguistic Features of Language

Communication is a dynamic process which enables human to exchange knowledge, feelings or attitudes through receiving and sending messages. A message is conveyed when it is effectively communicated whether verbally or nonverbally. Verbal communication refers to what a speaker produces such as words, sentences, and utterances to meet his needs of expressing his thoughts, whereas nonverbal communication (NVC) which can be also called the paralinguistic features of language refers to a speaker's performance to convey an intended meaning without opting for the linguistic features.

A language does not only require the linguistic features to be understood, learned and improved but also requires the paralinguistic features to be more comprehensible and easier to be learned particularly by pupils. Miller (1988) defines paralinguistic features as the behaviours which include facial expressions, eye contact, touching and tone of voice. This means NVC refers to the use of body language. In the same vein, Harmer (2001) divides paralinguistic features into two categories which are the body and the voice. He believes that a considerable number of messages can be conveyed through the use of body language which represents a kind of physical aid such as gestures and facial expressions. Besides, vocal paralinguistic features refer to intonation use to transmit intentions through falling or raising the voice and using a different tone which helps the listener to decode the message and to determine the performed

speech acts such as declaring, requesting and questioning. In other words, the state of one's mind is determined by the vocal paralinguistic features, for example, the nasal voices are indicators of the anxiety (Harmer, 2001).

Moreover, paralinguistic features are distinguished from the linguistic ones in terms of their function in the brain. It is stated by some scholars that the right side of the brain is connected to NVC; however, the left side is related to the linguistic forms. According to Anderson (1999), damages on the right side of the brain disable people from recognising facial expressions, yet they can produce and receive linguistic items. Additionally, NVC expresses meanings beyond the use of words as it is often said: "actions speak louder than words". Knapp, Hall, and Horgan (2014) believe in the strength of nonverbal messages more than verbal ones.

To conclude, paralinguistic features are nonverbal symbols to exchange information through the use of facial expressions, gestures, and intonation in the process of communication. Moreover, they differ from the linguistic forms that are governed by grammar rules.

2.2 Principles of the Paralinguistic Features of Language

For thousands of years, scholars agreed on the evolutionary function of the paralinguistic features compared to the use of linguistic forms. For this reason, they develop it through different stages. To add more, various cultures share the same interpretation of some nonverbal cues. Hence, the nonverbal communication has a significant and noticeable role in every place and everyone's life.

2.2.1 Interpersonal Messages of Nonverbal Communication

Recent studies prove that the majority of people can fully express themselves in different contexts through the use of nonverbal signals (Guerrero & Floyd, 2006). This denotes the accessibility of the nonverbal cues so that one can express himself successfully. In addition, a considerable number of studies reveal that nonverbal symbols help to interpret 90% of messages. Furthermore, according to Grant and Henning (1971), a teacher uses 82 of nonverbal signals in the academic setting. Meaning that in the foreign language teaching context, the utility of NVC by the teacher is highly noted. To sum, the use of NVC is useful in either academic or an unacademic context because it helps to interpret messages.

2.2.2 Credibility of Nonverbal Communication

People often trust in what others do more than what they say especially in instinctual moments such as stress or danger. Anderson (1999, p. 18) states “This innateness creates intuitive feelings about the genuineness of NVC, and this genuineness relates to our earlier discussion about the sometimes involuntary and often subconscious nature of NVC”. Moreover, Schmitz (2012) defends the credibility of NVC by providing the example of a blind child who since his birth would use the same facial expression as other children such as crying. In short, NVC has a subconscious nature which makes it more credible, honest and less easy to fake.

2.2.3 The Ambiguity of Nonverbal Communication

The ambiguity of something means it has multiple meanings. Like language, NVC is very ambiguous since it is different across cultures. Several meanings are derived from nonverbal cues, unlike verbal ones which their meaning can be carried either from dictionaries or a context in which they are used. According to Schmitz (2012), the acquisition and interpretation of NVC are implicit rather than governed with particular rules. This leads to understanding that it is somehow difficult to get the right meaning of some nonverbal signals. To conclude, it is not easy to interpret some of the nonverbal communication as it differs from culture to another.

2.2.4 Regulation of Conversational Flow Through Nonverbal Communication

Taking and ending a turn in a conversation is assisted by NVC. Also, it enables one to regulate his conversation. For example, vocalics which is a type of NVC includes pitch which helps to interpret the intentions. Precisely, the rising and falling pitch are indicators of a question or end of a discussion. In the same path, Hargie (2011) declares that holding a turn in a conversation can be done by the paralinguistic features even if he is unable of producing accurate words, for instance, switching eye contact to another speaker indicates that the one speaking is about to end his speech. In sum, NVC has a great role in the management of any conversation.

2.3 Types of the Paralinguistic Features

Paralinguistic features are divided into two types, each type has its parts. these two types are Kinesics and vocalics

2.3.1 Kinesics

Kinesics is originated from the word 'kinesis'. It refers to the study of hand, arm, body, and face movements. According to Schmitz (2012), kinesics is a kind of paralinguistic features which involves all the movements of the body.

2.3.1.1 Eye Contact

By nature, eyes are an expressive means of communication, therefore during a face to face conversation, eyes and face are the main focus. Eye behaviours have also their branch of nonverbal studies called oculusics, which comes from the Latin word *oculus*, meaning "eye." Besides, eye contact is a prominent interaction signal because people have less control over their eyes. Moreover, the eye behaviour in daily conversation may indicate one's mental state, for example, when an interlocutor looks away means that he finds a difficulty in processing his ideas. Also, eye contact may indicate the degree of one's interest in a conversation like narrowing the eyes means that the interlocutor is concentrating on the other participant's message. Additionally, eye contact can serve as an indicator of one's feelings. Therefore, no wonder if a liar tends to always avoid eye contact for the sake of avoiding feeling nervous (Gregerson, 2007).

In conclusion, one can deduce that eye contact is the window of a face to face conversation. Thus, eye movement is more expressive than any other movement of the body because it helps convey information, feelings to facilitate the communication process.

2.3.1.2 Gestures

Gestures refer to the movements that are done by hands, head, and face to achieve a specific meaning. Kuhunk (2007) believes in the existence of a wide variety of gestures which can be created by a human with his body parts. She adds that gestures present a kind of visual aid from the speaker to the listener who shares the same code to help reach the intended meaning. This can help to achieve the process of communication. According to Harmer (2001), gestures that are accepted and used in certain cultures may be banned in others, for instance, shrugging shoulders is a sign "I do not care " or " I do not know ".

Moreover, Anderson (1999) divides gestures into three categories which are adapters, emblems, and illustrators. Anxiety which indicates one's internal state leads to some touching behaviours called adapters. They can be linked to one's self like scratching, objects like holding

a notebook or others like shaking hands. Furthermore, adapters are widely used in social situations, especially in public speaking to lessen the stress. To add more, smartphones are commonly used adapters to avoid boredom feeling or decrease the nervousness (Schmitz, 2012). Moreover, a specific agreement on the meaning of some gestures called emblems. For example, in the American sign language, thumb and index finger connected in a circle with the other three fingers indicates Ok sign. Also, circling the index finger around at the side of a head indicates the insanity of someone (Schmitz, 2012). Furthermore, gestures that follow specific meanings are called illustrators. They help to explain the intended meaning besides the linguistic form. such as using hand gestures to indicate the size or shape of an object (Schmitz, 2012).

From the above statements, it can be presumed that gestures are divided into three types which are mentioned above. Also, gestures may differ in terms of their use and meaning according to the culture they are used in.

2.3.1.3 Facial Expressions

Facial expressions refer to the position of muscles under the skin. Harmer (2001) defines facial expressions as actions that appear in one's face to achieve a particular meaning. Many researchers believe that the face represents the most expressive part of the body language since it can express countless emotions without using one word as Knapp and Hall (2006, p. 260) declare:

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.

Additionally, several studies list the expressions that can be expressed by the face as happiness, sadness, anger, interest, and disgust (Anderson, 1999). Also, babies depend completely on their facial expressions to express either their reactions or feelings. This indicates the power of using such facial expressions to achieve intended meanings. Also, the meaning of facial expressions may differ from one culture to another as raising one's eyebrow may be an indicator for a surprise or rudeness (Harmer, 2001). To conclude, from what has been

synthesised, one can deduce that facial expressions are the most expressive part of one's body and their use depend on the context of the culture.

2.3.1.4 Head Movements and Posture

Head movements are kind of gestures and they are performed by the head. Also, they may have different meanings. For instance, when one moves his head side to side, it means refusal just like children when they refuse something, they do this gesture (Pease & Pease, 2004). Another example of head movement, when one moves his head up and down, it means that he is interested in the subject matter. Whereas posture refers to the position of the body when standing or sitting. It may signify different meanings as well as communicate information about the degree of attention and involvement in a conversation. According to Kuhunk (2007), posture can reveal the degree of interest in that a person has for another and can also show the difference in status between people.

In sum, head movements and posture are gestures. head movements are highly noticed from young children to adults, and they may have various meanings. Furthermore, posture is used to show the degree of interest or status during a conversation.

2.3.2 Vocalics

Vocalics refers to the study of paralanguage, it is concerned with vocal variations such as pitch, volume, rate, vocal quality, and verbal fillers (Anderson, 1999). They may change the meaning of words and reflect the speaker's intention.

2.3.2.1 Pitch

Pitch refers to the level of voice when producing sounds in utterances. It helps to regulate conversational flow and convey meanings through rising or falling voice. Moreover, pitch gives the audience the ability to recognise the type of spoken form, for instance, a question will be characterised through the higher-pitched ending (Schmitz, 2012).

2.3.2.2 Volume of Voice

The volume of the voice indicates the intensity of the intended meaning. Also, it helps to comprehend the target meaning through the degree or level of the voice. For instance, a louder voice in public speaking may convey the addresser's intention and convince the audience even if he is an unknown addresser (Schmitz, 2012).

2.3.2.3 Speaking Rate

Speaking rate is connected to speaking speed. It may provide others with an idea about the speaker (Schmitz, 2012). Moreover, if an addresser speaks fast, he may lose the addressee's attention as well as mislead the communication process. Besides, taking the floor in a conversation with a slight level of speed may be considered as a sign of intelligence (Buller & Burgoon, 1986).

2.3.2.4 Vocal and Verbal Fillers

Vocal and verbal fillers are types of NVC and they do not stand alone. They help the speaker convey meaning successfully through the use of pauses such as 'Um', 'Mm' and 'Uh'. Moreover, they are used when some external or internal factors impede the process of communication (Schmitz, 2012).

2.4 The Role of Teacher's Expressiveness in General Classroom

Teachers have distinctive roles in the academic setting. A teacher may perform various roles to facilitate the teaching and learning process. Furthermore, teachers are considered to be the most trusted source of learning a subject matter, especially in the middle school classroom.

2.4.1 Teacher's Roles

A controller: this role is considered to be the major role of teachers. A teacher monitors the teaching-learning process by controlling learner's reactions, guide them and help them not to fall in the trap of doing sins in the class.

An organiser: both learners and their learning environment require organisation by the teacher; thus, a teacher has to play this role to organise pupils to do various activities, materials, tasks, and plan before he gets into the class.

An assessor: this is another role played by the teacher in which he evaluates and assesses his pupil's performance to see how well they are performing, and how well they have performed by offering them his feedback.

A prompter: in this role, a teacher encourages his pupils to participate in a role-play activity or to make a suggestion how they proceed in an activity, it is all about how intelligently urging learners to do things.

A participant: there is only a little room for a teacher to participate. he may participate in some activities with his learners in the class. Also, the teacher's participation gives the idea that he must not be involved in an activity to avoid making them feel he is like a partner.

A resource: teachers used to be the only resource of information but now learners can have access to the internet. Therefore, this role has vanished because learners have other sources to rely on.

2.4.2 Teacher's Expressiveness in Middle School Classroom

Teachers are the biggest responsible for making the process of teaching and learning easier. An expressive teacher is characterised by the use of nonverbal behaviours such as gestures, classroom movement, vocal variation, and dramatic expression (Murray, 1983). Therefore, a teacher should be intelligent in the encoding and decoding process including NVC (Steele,2010). Moreover, a teacher's duty in a middle classroom consists of sending and encoding messages in ways that are appropriate for both the lesson objectives and pupils' age, whereas the pupils' role consists of receiving and decoding those messages in an attempt to understand the meaning.

Furthermore, the communication process in the classroom can be misunderstood and misinterpreted at any stage. For instance, a teacher may be competent and confident in the subject matter, yet he does not display nonverbal cues that refer to confidence which might affect pupils' assumptions about the credibility of their teacher. Also, Steele (2010) believes that the misinterpretation of learner's nonverbal behaviour can occur by the teacher. According to white and Gardner (2012), the boredom of pupils is often assumed through avoiding eye contact with his teacher inside the classroom, but some learners may have a disability to make the appropriate eye contact. To conclude, one can deduce that nonverbal signals have the potential to affect teacher's teaching and pupils' learning.

2.5 Methods Support Teacher's Expressiveness

Since there are many teaching methods, teachers can adopt some teaching techniques from those methods. The total physical response is the inspiration of teacher's expressiveness technique. Hence, the Total physical response can be considered as a supportive method for this technique.

2.5.1 Total Physical Response Method

The total physical response is considered to be a teaching method and to be applied in teaching a second or foreign language. This method is created in 1965 by a psychology teacher at Jose State University called James Asher (Sarosdy, Bencz, Poor & Vadney, 2006). Moreover, Richards and Rodgers (2001) state that TPR is a teaching method that depends on pairing the speech to verbal instructions with physical movements and actions. Also, this method was created to clarify the inability of young learners to learn a second or foreign language compared to their ability to learn their mother tongue (Richard & Rodgers, 2001). The authors related this inability to setting stress because learners find learning a second or foreign language difficult in a stressful environment. Thus, they looked for a method that eases learning as first language acquisition. The total physical response was the method that applies what they need.

To add more, Richard and Rodgers (2001) support the TPR method and explain its effectiveness with young learners through relating the physical response of children to the commands given by their parents in the first language acquisition. Children acquire the first language through the physical response of the commands but they take time in listening until they acquire. The same thing in teaching a second or foreign language by applying TPR. teachers play the role of parents and give commands to the learners in the target language. Pupils respond physically to the teacher's instruction using imperative verbs which are helped by gestures, actions or games and he asks them to respond to the given instruction physically until they learn.

In conclusion, TPR is a teaching method which depends on giving commands to young learners in the target language through instructions helped by gestures or actions until they learn it. It depends on the teacher's performance and the pupils' physical response to that performance.

2.5.2 Total Physical Response Principle

There are some principles related to TPR, Sarosdy, Bencze, Poor, and Vadnay (2006) propose them as follows: The teacher controls all learner's behaviour which means they listen to the teacher's instructions, pay attention to his performance then imitate the nonverbal model.

- The interaction can be done between the teacher and pupils as it can be between the teacher and individual learners.

- The lessons of the TPR teaching method are introduced in the target language because the mother tongue is rarely used.
- In TPR, the emphasis is on vocabulary and grammatical structure through other language aspects such as pronunciation which is improved through listening.
- The teacher's evaluation is done based on the individual pupil's performance to teacher's instruction to rate his/her success.
- Teachers should be tolerant when learners make mistakes and correct only the major ones.
- The syllabus of total physical response should be multifarious.

To sum, the TPR teaching method has to be applied according to specific principles such as controlling learners' behaviours, the interaction can be done either between the teacher and pupils or among pupils themselves, the total use of the target language, the focus on vocabulary and grammatical structure, teacher's flexibility when pupils make mistakes and the syllabus of this teaching method should be multifarious.

2.5.3 Advantages of Total Physical Response Advantages

The application of total physical response has a variety of advantages. Authors such as Widodo (2005), and Sarosdy et al. (2006) support TPR and gathered a list of advantages.

First, TPR is useful for young learners because it allows them to feel belonging to the teaching environment through free movements. Moreover, it is enjoyable because learner's performance at that age makes them enjoy learning the target language. Additionally, TPR is effective in developing two basic language skills which are the listening and speaking skills which allow young learners to communicate the target language.

Furthermore, TPR facilitates learning the foreign language and helps to reach the proficiency level because it makes pupils learn with zero stress. Also, helps young learners to learn and retain vocabulary because responding physically to the instructions makes them learn new vocabulary and learn how to pronounce them which leads to the ability to recall those vocabularies whenever it is necessary. Finally, TPR is useful for multiple intelligence learners since it depends on the use of different types of teaching materials.

To conclude, it can be presumed that the TPR teaching method has several advantages including making the learners part of the learning process, enjoyable, effective in developing two basic language skills which are the listening and speaking. In addition, it enriches pupils' vocabulary and ameliorates the pronunciation of words. Also, it reduces the stress for pupils and its usefulness for multiple intelligence learners.

2.5.4 Characteristics of Total Physical Activities

Several techniques are suggested in applying total physical response to engage learner's interest in the subject matter. Freeman (2004) prefers the following techniques:

2.5.4.1 Giving Commands to Direct Behaviours

Implementing this technique depends on giving imperative instruction to pupils at the very beginning to be performed in actions and the teacher helps them to do so. The performance of actions gives learners the ability to understand the teacher's intended instructions. Furthermore, giving commands helps in developing the comprehension skills of learners. Also, the variation of commands allows them to retain vocabulary by linking physical activity to the target language.

2.5.4.2 Role Reversal

After a period of implementing the total physical response teaching method, learners would like to experience the role of the teacher through giving instructions themselves. Therefore, role reversal technique is preferred as it allows them to direct behaviours or give commands whether to their teacher or other peers. Besides, role reversal improves learners' speaking skills of the foreign language.

2.5.4.3 Action Sequence

Applying this technique depends on giving simple commands at the initial stage then giving complex commands based on the previous ones, for example, the teacher gives three connected commands which are easy at the beginning then they get complex. Whenever the pupil learns more in the foreign language, a new longer series of commands is given after.

2.5.5 Total Physical Response Application and Objectives

The total physical response can be beneficial in teaching and practising inside the classroom. For instance, it can be useful for developing vocabulary by connecting it to smile,

cry, or earache. Moreover, TPR can be used in presenting grammatical items such as the present simple tense; for example, I wake up at 6:30 am, I go to bed and I have dinner. Additionally, classroom language depends on TPR when giving commands such as open your copybook or directing behaviour like go out.

To add more, with TPR, pupils can understand the story that the teacher tells with actions. A considerable number of vocabularies will be gained through the teacher's repetition of the lexical items that are in the story. Furthermore, implementing a total physical response method requires setting objectives. According to Richards and Rodgers (2001), the first objective focuses on teaching the basis of listening skills. Moreover, Bencze, Poor and Vadnay (2006) declare the main objective of TPR which is making learners enjoy learning the foreign language with zero stress.

In sum, TPR can provide teachers with a variety of implementations such as developing vocabulary by connecting it to specific actions. And it aims to facilitate learning the target language.

2.6 Teacher's expressiveness and motivation

A teacher's expressive style may be almost entirely described by nonverbal behaviours which can positively affect pupils' learning. According to Anderson and Withrow (1981) some behavioural indicators of teacher's communication style, enthusiasm and warmth exist within the concept of teacher nonverbal expressiveness. Moreover, teacher's expressiveness refers to the use of nonverbal cues that communicate energy, passion, and interest in teaching (Anderson & Withrow, 1981). Also, pupils' interest in the subject matter and their relationship with the teacher is positively affected by the appropriate use of nonverbal behaviours.

In the same vein of literature, several viewpoints support the role that teacher's nonverbal expressiveness plays, and believe that it has a positive impact on students' affective learning (Witt, Wheelless & Allen, 2004). Besides, teachers who incorporate their way of teaching with nonverbal expressive signals receives a high rating of teaching effectiveness. To add more, Frisby and Martin (2010) consider teachers who are enthusiastic as more effective when they provide engaging lesson plans through the use of expressive nonverbal behaviours.

In conclusion, the process of successful learning is determined by teachers' teaching style; thus, an expressive teacher may motivate and engage his pupils during the learning process even if he has little knowledge about the subject matter.

Conclusion

To conclude, as far as teacher's expressiveness is concerned, this chapter attempted to provide an overview of the element related to this technique. Initially, it clarified what the paralinguistic features of the language refer to then, it mentioned its principles which are four as they are stated earlier. Additionally, it spotted the light on the types of nonverbal communication. Besides, it discussed the role of teacher's expressiveness in the general classroom by presenting the distinctive roles that the teacher plays and identifying the role of teacher's expressiveness in the middle classroom. Furthermore, this chapter spotted the light on the total physical response teaching method which supports teacher's expressiveness. It provided some elements that belong to this teaching method. Finally, it demonstrated the importance of teacher expressiveness in motivating pupils during learning a foreign language.

Chapter Three:

Fieldwork and Data Analysis

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Introduction

The present chapter deals with the fieldwork of the study that consists of two major parts. The first part is concerned with the theoretical background of the research methodology that the study is based on. This part attempts to illustrate the research approach, research design, population, sampling, and data collection methods that are used in investigating the hypothesis that are suggested in this study. Alternatively, the second part intends to check the effectiveness of applying teacher's expressiveness as a technique to develop pupils' vocabulary learning. Moreover, it presents a detailed analysis and interpretation of the gathered data followed by discussing and synthesising the findings in an attempt to confirm the research hypothesis.

3.1 Research Methodology

Every researcher has to select a specific research methodology when conducting his/her research. Therefore, research methodology is required in any study.

3.1.1 Research Approach

From a broad view, the research approach can be considered to be a theoretical framework that a researcher uses in a particular study. Besides, we have studied that a research design consists of three common types (qualitative approach, quantitative approach, and mixed-method approach). The distinction between these three approaches was marked by many scholars and researchers. According to Dornyei (2007), the qualitative approach is considered to be an unstructured approach in which its data are gathered by non-statistical methods as he states "...it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods" (p.24). In the same vein, Creswell (2014, p.4) declares "qualitative approach is an approach for exploring and understanding the meaning individuals or groups to a social or human people". To explain, the qualitative approach attempts to describe, understand, and explore a particular phenomenon, situation, or attitudes.

On the other hand, the quantitative approach focuses on quantifying data by numerical data that are tested statistically. Dornyei (2007, p. 24) states "it involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical

methods. A typical example can be survey research using a questionnaire, analysed by statistical software such as SPSS". To simplify, this type of research approach is used to quantify data that is gathered by tests. To add more, Creswell (2014, p.4) defines the quantitative approach as "an approach of testing objective theories by examining the relationship among variables (...) it can be measured (...) using statistical procedures". That is to say, the quantitative approach deals with testing theories as well as examining the relationship between variables. Also, it deals with measuring data statistically.

Whilst, the mixed-method approach is considered to be an integration between the qualitative and quantitative research approaches. Creswell (2014, p.4) defines this approach as "an approach to an inquiry involving collecting both quantitative and qualitative data (...) and using distinct designs that may involve philosophical assumptions and theoretical framework". Meaning that the mixed-method approach deals with people's attitudes as well as the use of numbers as it combines both the qualitative and quantitative research approaches.

In conclusion, the theoretical framework that any researcher has to follow is called research design. It has three common types (qualitative, quantitative, and mixed-method approaches). Besides, the nature of a study guides the research to choose the appropriate research approach which can be more than one approach.

3.1.2 Research Approach for this Study

According to the target aim of this study which is describing the role of teacher's expressiveness in developing pupils' vocabulary learning, this study adopted the qualitative approach. For the reason that it is suitable for the nature of the present study. Also, it helps to get more detailed and credible responses. Furthermore, the selected research approach allows knowing teachers' and pupils' attitudes and opinions towards the implementation of teacher's expressiveness as a technique to enrich pupils' vocabulary during learning.

3.2 Research Design Strategies

Research organisation depends on the awareness and familiarity with many important elements such as research design which should be carefully chosen. It is defined by several scholars. Gorard (2013) considers research design as organising way of any research to obtain reliable and credible findings. Besides, the research design has distinctive forms. For example,

filed survey, experimental studies, cross-sectional filed survey, longitudinal field survey, focus group research, action research, and case study research (Bhattacharjee, 2012)

3.2.1 Research Design for this Study

In the present study, the researcher adopted a case study (small-case study) according to the nature of this study as well as the time. Furthermore, the main reason for selecting this research design is stated by Dornyei (2007, p. 155) “the case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context”. To explain, the case study simplifies the complexity of any discussed phenomenon as it helps to an in-depth understanding of the undertaken issue. Therefore, this type of research design is suitable for our study.

3.3 Sampling and Population

To check the validity of the hypothesis and gather some information that helps to answer the research questions, the researcher dealt with English middle school teachers and pupils to collect their feedback to feed the study.

- **For Teachers**

From a considerable number of English middle school teachers in Biskra. The researcher dealt with eight (n=8) volunteer teachers who were chosen randomly. Those teachers teach different levels.

- **For Pupils**

The population of this study was the first-year of middle school pupils at Ahmed Zeid middle school at Biskra. For the reason that pupils are taught English for the first time and they can acquire English fast as they are young learners. Also, applying the suggested technique with this category of pupils help them to be familiar with the target language as it depends on abandoning the use of the mother tongue so, pupils' English vocabulary would be developed. Moreover, we chose first-year middle school pupils because they are newly acquirers of the language; thus, they need to see their teachers applying active techniques of teaching such as teacher's expressiveness to be engaged during learning process especially vocabulary learning which would enable them to communicate in the target language by enriching their vocabulary bank.

Thus, from a population of about 160 ($n=160$) pupils, the researcher discussed with the supervisor and decided to deal with forty-three ($n=43$) who have been chosen randomly.

3.4 Data Collection Methods

The tools which a researcher uses to gather data are called data collection methods. Walliman (2006, p.83) defines data collection methods as “raw materials” that a researcher needs when conducting his/her research taking into account the research problem. In the same path, Pandey and Pandey (2015, p. 57) state “tools may vary in complexity, interpretation, design, and administration.). Each tool is suitable for the collection of certain types of information”. That is to say, data collection methods include various tools that should be carefully selected depending on the nature of the study. And, they are essential as they help to collect credible data for the sake of answering the research questions. Furthermore, several data collection methods exist to conduct research. The commonly used data collection methods are qualitative data collection methods, quantitative data collection methods, and mixed-method data collection methods. Initially, the tools that are included in qualitative data collection methods are unstructured interviews, unstructured questionnaires, unstructured observation, and focus groups. However, quantitative data collection methods include the following tools: structured questionnaires, structured interviews, and tests. On the other hand, the mixed-method data collection methods involve the integration of instruments (semi-structured tools) that belongs to both, the quantitative and qualitative data collection methods

In our study, we dealt with an interview (semi-structured) to gather data from English middle school teachers, a questionnaire(semi-structured) to collect data from first-year middle school pupils and classroom observation.

3.4.1 Interview

The interview is a tool to collect data that deals with most of the social sciences research. It has three types; structured with close-ended questions, unstructured with open-ended questions, and semi-structured with a combination of both, close-ended and open-ended questions. Moreover, the researcher becomes an interviewer to collect data from interviewees who are teachers. Thus, it should be done individually with the interviewee, face to face, and recorded.

3.4.2 Questionnaire

Another tool for collecting data is named questionnaire. Also, it is used by the majority of social sciences researchers. A questionnaire provides a series of questions for the respondents who are supposed to answer them by either written responses or selecting among the answers if they already exist. Furthermore, a questionnaire has to be written in more than two pages. These pages contain divided sections asking about the respondents' profile and other sections related to the research topic. Additionally, there are three types of questionnaires; structured, unstructured, and semi-structured). These types are determined by the kind of questions that can be, close-ended, open-ended or mixture between them.

3.5 Data Analysis and Procedure

In this study, the researcher is going to analyze the obtained data through counts, and percentages by using statistics with the questionnaire and descriptive analysis with the interview to see teachers' and pupil's attitudes and opinions towards the implementation of teacher's expressiveness and see their responses.

3.6 The Interview

The main tool that the researcher used for her study was a semi-structured interview that was administrated to English middle school teachers in Biskra. It aimed to obtain English middle school teachers' feedback, attitudes and opinions towards the implementation of teacher's expressiveness as a technique to develop pupils' vocabulary learning.

3.6.1 Description of the Interview Used for this Study

The interview of this study is designed to collect data from English middle school teachers at Biskra. It is a semi-structured interview comprises of thirteen (13) questions (open-ended and close-ended questions) to give teachers the freedom to provide detailed answers within the researcher's theme boundaries. From the designed interview, we aimed to check the reliability of teacher's expressiveness technique in teaching and learning vocabulary and shed the light on how and what do they use to teach vocabulary for their learners. furthermore, we intended to check their knowledge about the total physical response teaching method. Besides, we spotted the light on what does teacher's expressiveness means. Also, we aimed to gather teachers' opinions about encouraging the implementation of teacher's expressiveness as a

technique to develop pupils' vocabulary learning. Finally, we left them space to add whatever they want (comments, suggestions, etc.)

3.6.2 Aim of the Study's Interview

The undertaken study interview was designed for English middle school teachers at Biskra. It was used to collect data from their opinions attitudes towards the role of teacher's expressiveness as a technique to develop pupils' vocabulary learning.

3.6.3 Piloting and Validation

After designing the interview, the supervisor suggested doing the piloting stage before the final administration by administrating it to one or two teachers. The piloting stage aimed to check if the interview questions were clear, comprehensible, ambiguous, lengthy, or repeated. Even though the main purpose of the piloting stage was for collecting teachers' feedback and remarks then considering them during preparing and starting the final administration

The piloting stage took place in February 2020; it took a week because we visited two (2) middle schools then we took a date to conduct the interview. While conducting the interview we observed that teachers answered comfortably. Then, at the end of the piloting stage, we remarked that all teachers found the questions clear, and no redundancy found.

3.6.4 Administration

For the administration phase, the interview was designed as a semi-structured interview administrated to English middle school teachers of Biskra. Initially, the researcher printed some copies (we did not need them at the end) for teachers who may have no time to do face to face interviews. The interview was administrated to eight (n=8) teachers; it was recorded with them all. Besides, the interview took two weeks respectively from the 15th to the 29th of March. For many reasons such as some teachers are far away, some of them were not in Biskra, we waited for them to return. Then, take rendezvous, and others do not like to do the interview. Moreover, during the period of data collection, the interview took between 10 to 15 minutes and all teachers gave beneficial feedback and rich information.

3.6.5 Analysis and Interpretation of Teachers' Interview

Since the interview is a tool to collect data, it is designed to gather opinions, thoughts, information from teachers that will be analysed, interpreted, then used to reinforce our study.

Item 01: Teachers' degrees

Teachers at middle schools do not only have a license diploma so, from this item we estimated to know teachers, whom we worked with, degrees (license, master, or magister).

Table 3. 3

Teachers' Degrees

Option	Number
Bachelor's	5
Master's	3
Magister	0
Total	8

From teachers' responses, it is observed that five (n=5) teachers have a Bachelor's degree while three (n=3) others have a master's degree; however, none of them has the magister degree. Thus, it is beneficial for us to collect data from teachers with different degrees.

Item 02: Teachers' experience in teaching in middle school

The reason for this item is that we wanted to have an idea about how long have teachers been teaching at the middle school by giving them choices (1-3 years, 4-8 years, or more than 10 years).

Table 3. 4

Teachers' Career in Teaching in Middle School

Option	Years
1-3 years	1
4-8 years	3
More than 10 years	4
Total	8

Teachers' responses reveal their different teaching careers in middle school. Three (n=3) teachers teach in MS from 4-8 years; however, four (n=4) teachers teach in MS from more than ten years; whereas, the rest teacher (n=1) teaches in MS from 1-3 years (teacher 5). The variety of teaching periods in MS by the teachers is considered as a positive point for this research, as it guarantees that the next responses will be gathered from teachers who have a different experience of teaching in middle school.

Item03: Checking language aspects that are focused on more while teaching

This item was for checking which language aspects are more focused while teaching. These language aspects are vocabulary, grammar, and pronunciation.

Table 3.5

Language Aspects that are Focused on More while Teaching

Option	Number
Vocabulary	4
Grammar	3
Pronunciation	1
Total	8

Four (n=4) teachers agreed on vocabulary as being the most focused language aspect while teaching; however, three (n=3) teachers focus on grammar while the rest one (n=1) teacher gives a great focus to pronunciation. Hence, vocabulary is the most significant language aspect as it was confirmed by the majority of teachers.

Item04: The significance of vocabulary as an important language aspect while teaching and learning

This item was for checking teachers' thoughts about the significance of vocabulary while teaching and learning; whether it is an important language aspect to be learned and taught or not. Then, we asked them to justify whatever their answers (yes or no).

Table 3.6***The Significance of Vocabulary as an Important Language Aspect***

Option	Number
Yes	8
No	0
Total	8

All teachers agreed that vocabulary is considered to be an important language aspect while teaching and learning operations and showed its great role. To sum up teachers' justifications (teachers 1 and 2) mentioned that without vocabulary, the communication process cannot be done because the lack of vocabulary leads to the inability to find the word needed in learners' speech or to express their ideas. Also, they asserted that having a limited bank of vocabulary makes learners unable to write complete sentences, comprehensive paragraphs, or any sort of written pieces. Besides, (teachers 3, 4, and 6) pointed that vocabulary helps in understanding and interpreting ideas while talking or reading, and it helps to produce written discourse. Thus, vocabulary helps learners to express their ideas or thoughts. Furthermore, (teachers 5 and 7) said that vocabulary is the core component of other skills as it contributes to developing reading, listening comprehension, speaking, writing, spelling, and pronunciation. Besides, (teacher 8) stated that vocabulary improves the language of learners.

From teachers' justifications, we deduce that all teachers confirmed the significance of vocabulary as a crucial element for teaching-learning process for many reasons like helping pupils to improve the target language, to express ideas, and to develop other skills such as reading, writing, listening, speaking, pronunciation and spelling.

Item05: Teachers' opinions on their pupils' motivation to learn vocabulary

Through this question, we aimed to know teachers' opinions about their pupils' motivation to learn vocabulary; in other words, if their pupils are eager to learn the lexical items or not.

According to (teachers 1, 2, 3, and 7), the motivation to learn vocabulary comes from good preparation; in other words, pupils are motivated only when the teacher represents vocabulary in motivational ways like games and sing songs. Also, they added that pupils'

motivation to learn vocabulary arises from the teacher's awareness and skills to engage his learners in the process by providing them with interesting topics so that they become motivated. Moreover, (teachers 4 and 6) said that their pupils are not motivated since they as new acquirers to the English language and being exposed to a completely new aspect reduces motivation for a considerable number of pupils, and the rest few are motivated only because they like English. But, (teacher 8) said only the word "important" about his pupils' motivation to learn vocabulary; however, (teacher5) commented on his pupil's motivation by declaring that vocabulary is one of the most important skills necessary for teaching and learning a foreign language.

Item06: Factors that may affect pupils' vocabulary learning

To know which factors may affect pupils' vocabulary learning, we asked this question to determine these factors from teachers' responses.

Table 3. 7

Factors that May Affect Pupils' Vocabulary Learning

Option	Number
Classroom environment	0
The teaching method	0
Pupils' motivation	0
All the above	8
Total	8

All teachers agreed that learning vocabulary is not affected only by one factor yet by the three following factors which are classroom environment, the teaching method, and pupils' motivation. Hence, pupils' vocabulary learning is affected by all the factors that are mentioned earlier.

Item07: Difficulties in learning vocabulary

The purpose of this item is to check which aspects that may lead to difficulties while pupils learn vocabulary by suggesting them some of the language aspects such as (meaning, pronunciation, spelling and grammar, length and complexity, or all of them)

Table 3.8*Difficulties in Learning Vocabulary*

Option	Number
Meaning	1
Pronunciation	0
Spelling and grammar	1
Length and complexity	4
All the above	2
Total	8

It is clearly observed that the majority of teachers four (n=4) teachers confirmed that the length and complexity of words make learning vocabulary difficult for pupils; however, one (n=1) teacher pointed that meaning of words is the aspect that leads to difficulties in learning vocabulary. Moreover, one (n=1) teacher believed that the aspects that make vocabulary hard are the spelling and grammar, whereas no teacher considered pronunciations as an aspect that causes difficulties while learning vocabulary, yet two (n=2) teachers pointed that all the above-mentioned aspects including pronunciation make learning vocabulary difficult for pupils.

Thus, teachers' responses indicate that pupils find difficulties while learning vocabulary, and the main difficulties involve the length and complexity of words, then spelling and grammar, meaning, and pronunciation. So, vocabulary is not easy to be learned.

Item08: The use of Arabic inside the classroom to teach and explain vocabulary

Through this item, we estimated to know how many teachers use Arabic inside the classroom to teach and explain vocabulary (rarely, always, or sometimes)

Table 3.9*The Use of Arabic Inside the Classroom to Teach and Explain Vocabulary*

Option	Number
Rarely	3
Always	0
Sometimes	5
Total	8

According to teachers' responses five (5) out of the eight (8) teachers admitted that they sometimes use Arabic inside the classroom to teach and explain vocabulary. Yet, three (n=3) pointed that they rarely use Arabic inside the classroom. However, no teacher confirmed that they always use of Arabic. Thus, teachers' responses indicate that the use of Arabic inside the classroom to teach and explain vocabulary is noticed. This proves that teachers opt for the use of the Arabic language to an extent that makes learners feel like they are studying English with the Arabic language. This latter cause problems in their abilities to think in the target language.

Item09: Strategies to teach vocabulary

From this item, we opened the door for teachers to provide us with strategies that they use to teach vocabulary.

Teacher01: Using flashcards, videos, and songs.

Teacher02: Using semantic maps and flashcards.

Teacher03: Using cards, pictures, videos, and realia.

Teacher04: Using words closest in meaning/ opposites/ texts/listening scripts.

Teacher05: Using different strategies depending on the objectives of the lesson.

Teacher06: Using songs, videos, movements, pictures on the board, imitation, and facial expressions.

Teacher07: Using gestures drawing, and splitting some complex words into simpler words then, put them in a sentence.

Teacher08: using words matching through matching the words with photos, presenting, and using an equivalent meaning of the keywords each session.

Despite the common strategies that are used by teaches such as: using flashcards, videos, pictures, and songs, it is observable that some teachers use different strategies such as: using words closest in meaning/ opposites/ texts/listening scripts, drawing and putting the words in a sentence after splitting them from complex to simpler ones. More importantly, (teachers 6 and 7) mentioned using, movements, facial expressions, and gestures to teach vocabulary which helps to develop pupils' vocabulary learning. This latter supports the researcher's hypothesis.

Thereupon, developing pupils' vocabulary learning is based on adopting techniques that can engage and motivate the pupils to learn vocabulary.

Item10: Meaning of the total physical response

Through this item, we wanted to know if teachers have an idea about the meaning of total physical response or not. Then, we asked them to justify if their answers were yes.

Table 3. 10

Meaning of the Total Physical Response

Option	Number
Yes	2
No	6
Total	8

A considerable number of teachers pointed that they have no idea about the total physical response; however, only two (n=2) teachers defined TPR. (teacher2) stated 'it is a method of teaching language or concepts using physical movement to react to the teacher's verbal input, gestures, miming or facial expressions. Moreover, (teacher4) demonstrated more 'total physical response or (TPR) is a teaching method used by teachers with their learners that is based on the language and the physical movements to give instructions in the target language with gestures; body language and the latter respond physically'. From what we understood, the total physical response is a teaching method that depends on giving commands and instructions in the target language to pupils who are expected to act these commands physically.

consequently, it is predicted that middle school teachers might apply this teaching method without knowing its name. So, they should be aware of the origin of the total physical response teaching method.

Item11: The usefulness of teacher's expressiveness as a technique to develop pupils' vocabulary learning

We estimated from this item to check to what extent can teacher's expressiveness be effective as a technique to develop pupils' vocabulary learning (very useful, somehow useful, or not useful at all)

Table 3. 11***The Usefulness of Teacher's Expressiveness as a Technique to Develop Pupils' Vocabulary Learning***

Option	Number
Very useful	8
Somehow useful	0
Not useful at all	0
Total	8

As illustrated above, all teachers agreed that teacher's expressiveness is a very useful technique to develop pupils' vocabulary learning. Thus, it is beneficial to apply teacher's expressiveness technique to enrich pupils' vocabulary bank.

Teachers' justifications for their answers

Teacher01: It may be a fun and motivating technique. Also, it may help in sticking the idea or the word in their mind by remembering the incident.

Teacher02: The facial expressions and movements and voice variation will make learning vocabulary easier for pupils, and help them to grasp the meaning of many words and keep them in mind.

Teacher03: It facilitates the task for the teacher and makes pupils learn and understand a new range of vocabulary quickly.

Teacher04: Because learners focus more on body language. Hence, it would be the best way to develop their vocabulary.

Teacher05: Because it helps learners to easily differentiate between lexis and get the real meaning of different words to use them correctly whenever it is necessary

Teacher06: The new acquirers of the language most of the time need simple techniques just like this technique to enrich their bank of vocabulary.

Teacher07: I believe that this technique will develop pupils' vocabulary learning as it keeps them active and motivated to learn.

Teacher08: It is very useful because it is more practical and helps learners to acquire more vocabulary quickly.

The total number of interviewed teachers agreed that teachers' expressiveness is a very useful technique to develop pupils' vocabulary learning. From what (teachers 1 and 7) pointed, we extract that the mentioned technique motivates the pupils to learn more vocabulary because it makes them active during learning. Furthermore, (teacher 4 and 6) justified their response by considering it as an appropriate technique for the new young acquirers of the language as they focus on the body language when they learn. This latter helps them enrich their vocabulary. According to (teachers 2,3,5 and 8), applying teacher's expressiveness simplifies the process of learning vocabulary easy and quick which helps them to develop their amount of vocabulary. Therefore, the teacher's expressiveness can be considered as a reliable teaching vocabulary technique and very useful since it helps learners to actively acquire many words, this proved its role in enriching pupils' vocabulary learning.

Item12: Teachers' stand towards adopting teacher's expressiveness to teach new vocabulary

The designed item sought to know teachers' stand towards adopting teacher's expressiveness as a technique to teach new vocabulary. Then, we asked them to justify whatever their answers (yes or no).

Table 3.12

Teachers' Stand Towards Adopting Teacher's Expressiveness to Teach New Vocabulary

Option	Number
Yes	7
No	1
Total	8

The above responses showed that the majority of interviewed teachers seven (n=7) answered with "yes". This means that they all encourage adopting teacher's expressiveness as a technique to teach new vocabulary for several reasons. According to (teachers 6 and 7), teacher's expressiveness is the best technique to teach vocabulary as it is less time-consuming and replace the visual aids that are hard to find for explaining every vocabulary. Moreover,

(teachers 1 and 8) claimed that they would like always to apply this technique because teaching without physical expressions makes the learner out of the lesson, but using such physical movements encourages motivation and vocabulary comprehension as well. Also, (teacher 3) confirmed her stand by stating “it may be fun motivating and breaking the routine by changing methods to explain vocabulary”. Furthermore, (teachers 4 and 5) pointed that adopting teacher’s expressiveness technique facilitates the task for the teacher and helps the learners to learn more vocabulary. However, (teacher 2) who answered with “no” claimed that this technique may not work when it comes to explaining abstract notions.

All in all, the teacher’s expressiveness is a beneficial and reliable technique to teach vocabulary. Therefore, it deserves to be adopted to enrich pupils’ vocabulary bank; especially at the middle school because it easily makes learners active and motivated. Even though, this technique may have drawbacks such as the difficulty to express abstract and complex notions, in addition to the inability of adopting this technique as not all teachers are good actors or flexible and dynamic enough.

The following item: Teachers’ suggestions or comments

Through this item, we demand from teachers to collect or add any suggestions, some of them as (teachers 3, 5, 6 and 8) showed us their impression and admiration towards the topic. (teacher 5) pointed “ I believe that implementing this technique in middle schools for the newly acquirers of the language will lessen the overuse of Arabic, so pupils will not have the total exposure to the mother tongue since the latter will cause issues in their abilities to perceive or even think in the target language”. This supports the researcher’s study. Moreover, (teachers 1, 4 and 6) added that the essential element in teaching and learning process is motivation, and all the following methods and techniques will be successful only if the motivation element was present in both teachers and learners. Fortunately, the suggested technique unconsciously urges both of them to be motivated and engaged during teaching-learning vocabulary.

Additionally, (teacher 2) provided us with the definition of teaching form her perspective by saying “teaching is an art. In my opinion, one has to like it in order to be able to develop and instore some teaching technique and strategies to succeed in his career”. That is why the researcher has suggested the aforementioned technique. It is due to considering

teaching as something supreme and she worked to ease the process of learning, precisely learning vocabulary for pupils. Besides, (teacher 7) noted that learning is what the teacher feeds his learners. He is like a Farmer. He must plant seeds, take care of them and wait them grow.

From teachers' thoughts, we figured out that implementing the suggested technique makes pupils more exposed to the English language that helps acquire more vocabulary and decreases the exposure to the mother tongue. Moreover, teachers are responsible for making the process of learning successful, then the role of learners comes. Also, they should always look for the technique that motivates and help their pupils to learn words fast.

3.6.6 Discussion and Interpretation of the Findings

The obtained data from teachers' interview have provided us with a wide range of rich information that is beneficial to answer some of our research questions that are intended to be investigated. From teachers' responses, we have deduced that teacher's expressiveness technique has a vital role in developing pupils' vocabulary learning. More importantly, the majority of them agreed that teacher's expressiveness is a fun and motivating technique that makes learners active during the learning vocabulary.

However, some teachers have claimed that their pupils are not motivated to learn vocabulary because they are exposed to a completely new language aspect. Moreover, they have pointed that vocabulary is an important aspect of language and justified its significance by several arguments such as; the inability to communicate in the target language without vocabulary and its remarkable contribution in the other skills because it is the basis of them. Also, all teachers agreed that learning vocabulary affected by the three following factors which are classroom environment, the teaching method, and pupils' motivation. Furthermore, teachers pointed the difficulties that learners find when learning vocabulary as follows: the length and complexity of words, then spelling and grammar, meaning, and pronunciation. Moreover, just a few teachers who are aware of the TPR.

To add more, teachers use some common strategies to teach vocabulary as they also use different ones. Among these strategies, using facial expressions and body language that make learners them active, and engage them in when they learn vocabulary. Additionally, teachers confirmed their remarkable use of Arabic inside the classroom. This latter causes the inability

to be familiar with the English language as they study it with the mother tongue. For more details, when we asked teachers about adopting teacher's expressiveness as a technique to enrich pupils vocabulary, all of them confirmed their acceptance to this technique because it is very useful and it should be adopted in teaching vocabulary. So, it can be derived that applying teacher's expressiveness as a technique develops pupils' vocabulary learning.

To sum up, from data analysis and interpretations, it was observable that teacher's expressiveness is highly recommended to develop pupils' vocabulary learning as it facilitates the task of the teaching-learning process. Moreover, pupils have a limited range of vocabulary because of the lack of motivation that is resulted from the limited exposure to the target language; therefore, they encouraged implementing teacher's expressiveness technique to motivate them. They added teacher's expressiveness is very beneficial and useful to develop pupils' vocabulary learning so, adopting it as a teaching technique will have positive results.

3.7 The Questionnaire

The second tool that the researcher used was a semi-structured questionnaire, which aimed and to discover whether pupils find learning vocabulary is difficult or not and determine the main difficulties that they may find when they learn words. Also, to collect middle school pupils' feedback, comments, and attitudes towards the application of teachers' expressiveness as a technique to develop their vocabulary learning.

3.7.1 Description of the Study Questionnaire

The study questionnaire is the tool of the under-investigated study. It was a semi-structured questionnaire addressed to first-year pupils at Ahmed Zeid middle school in Biskra, and it was divided into three sections:

Section One: General information (from item 01 to item 02)

The first section of this questionnaire contains two (2) question aimed to collect general information about the respondents as pupils' age and gender.

Section Two: Vocabulary Learning (from item 03to item 06)

The second section includes four (4) questions focused on vocabulary learning. In the beginning, the students were asked if they like the English language with justifying their answer.

Then, it attempted to check whether pupils find difficulties in learning English or not with giving them options if their answer was yes. Additionally, we wanted to know how they find learning vocabulary difficulty then we asked them to determine the difficulties they face from the options given by the researcher then, asked them to mention others if exists. Eventually, the last question aimed to collect learners' point view about whether it is important to enrich their vocabulary bank or not and asked to justify their answers.

Section Three: Teachers' Expressiveness in Relation to Vocabulary Learning (from item 07 to item 16)

The third section of the questionnaire consists of ten (10) questions. Which focused on the paralinguistic features of the language as they form the teacher's expressiveness technique. From this section, we aimed to gather which strategies that help learners to learn vocabulary. Also, it attempted to know how learner become when the teacher does not use her vocal variations and body language. Moreover, it aimed to discover whether pupils prefer to work more in the classroom or not whenever the teacher moves around them. Additionally, this section aimed to collect data about the possibility of repeating loudly the significant words by the teacher inside the classroom or not. Furthermore, we wanted to know the ability of pupils to decode words when acting and repeating the meaning of words with the teacher. Besides, the researcher aimed to discover whether the loud collective repetition after the teacher of words affect pupils' pronunciation positively or not. Finally, pupils were requested to provide us with their answers about their ability to recall words only from the repetitive gestures of the teacher whenever it is required.

3.7.2 Aim of the Study's Questionnaire

The purpose of the under-investigated questionnaire was to collect data from first-year pupils at Ahmed Zeid middle school pupils in Biskra. It was used as a tool for the study to check learning vocabulary difficulty and to determine the main difficulties that they may find with vocabulary learning. In addition, it aimed to check the impact of teacher's expressiveness on pupils' vocabulary learning.

3.7.3 Piloting and Validation

After designing the first draft of the pupils' questionnaire, the researcher pre-used it to verify its validity before the administration stage. fundamentally, the piloting drafts were submitted hand by hand to four (4) pupils from our population data from first-year pupils at Ahmed Zeid middle school in Biskra. In fact, the main aim of the piloting stage of the questionnaire was to check the questions difficulty, ambiguity, to verify the attractiveness of its layout, and to check if there were any repeated questions.

fortunately, the four (4) pupils instantly answered the questionnaire because they are the researcher's neighbours. More importantly, all of them agreed that the questions were comprehensive; especially, the translated version, there was no ambiguity, the layout was attractive, and there were no repeated questions.

Apart from pupils' feedback, our supervisor agreed on the organisation of the questionnaire, yet he made some beneficial remarks about some words that were supposed to be changed or added in order to add more precision to the questionnaire. For more details, the supervisor proposed to change the formulation of the question number ten (10) and recommended the options of this question that are "motivated" and "bored". From the aforementioned remarks, the pupils' and the supervisor's feedback has been taken into consideration while designing the final administration draft.

3.7.4 Administration

After the piloting and the validation stage, we designed the final draft of the questionnaire. For the administration phase, we decided to distribute the questionnaire online through a group on Facebook that belongs to first-year middle school pupils because they took a sudden obligatory holiday later on, after discussing with the supervisor we decided that the more the best concerning the number of respondents. We worked with 43 pupils of first-year at Ahmed Zeid middle school in Biskra. In fact, the idea of using Facebook was beneficial, it gave us the chance to receive the intended number of the answered questionnaire in five (5) days. From April, the 16th,2020 to, April 21st,2020. Besides, it helped to receive totally clear and completed responses.

3.7.5 Analysis and Interpretation of Students' Questionnaire

As a second tool to collect data from the under-investigated study, we designed this questionnaire to collect information, opinions, and thoughts from pupils then analysed, interpreted them to test (prove/reject) our hypothesis.

Section One: General Information (from item01 to item 02)

The foci of this section are to have an idea about our sample' gender and age so that we make sure we are dealing with new young acquirers of the English language.

Item01. Pupils' age

This item illustrated respondents' age

Table 3.13

Respondents' Age

Option	Respondents	Percentage
a/11-12 years old	41	95%
b/13-14 years old	2	5%
Total	43	100%

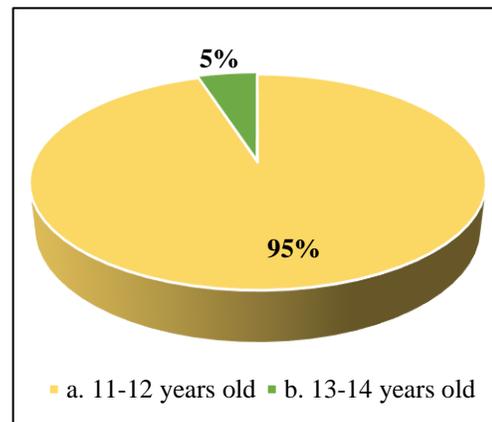


Figure 3.3: Respondents' Age

The table (3.10) demonstrates the age of our sample. As it is shown, it presents the age as well as the percentage. Additionally, it is observable that (41) respondents aged between 11-12 years old which means (95%), whereas two (2) respondents aged between 13-14 years old which means (5%). This clarifies that the majority of our sample really studies the first year in middle school. This indicates that we satisfied the need for the case study of this research.

Item 02. Pupils' gender

This item demonstrated respondents' gender distribution (female or male)

Table 3. 14

Respondents' Gender Distribution

Option	Respondents	Percentage
a. Female	22	51%
b. Male	21	49%
Total	43	100%

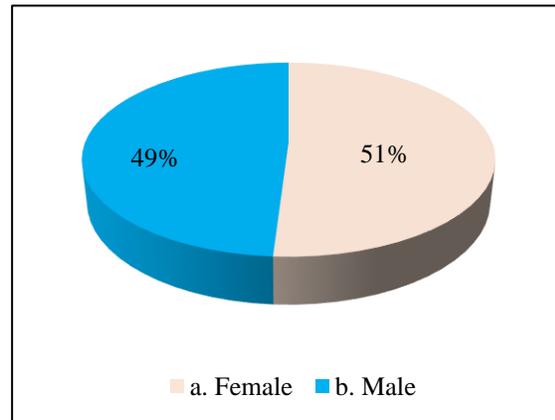


Figure 3.4: Respondents' Gender Distribution

The table (3.11) illustrates the distribution of gender in our sample. As it has appeared, it presents the number as well as the percentage of females and males. Moreover, it is observable that 22 respondents (51%) were females; however, 21 respondents (49%) were males. This means that there is no huge difference in gender distribution.

Section two: Vocabulary Learning (From item03 to item06)

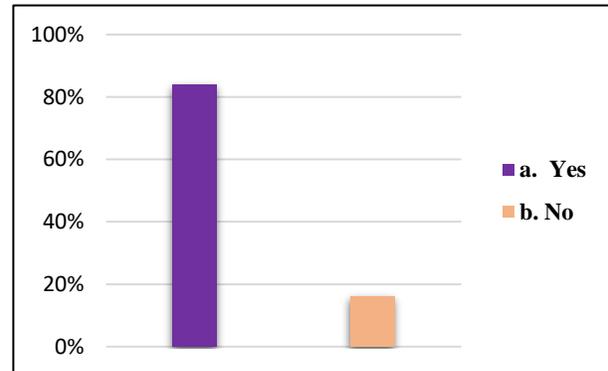
This section was designed to focus on the vocabulary learning variable. It attempted to know pupils' attitudes towards the English language whether they like it or not. Furthermore, it aimed to collect the problems that first-year middle school pupils may face with it. Besides, it sought to discover if learning vocabulary is difficult, then to determine the main difficulties that they may find while learning vocabulary. Finally, it attempted to see the significance of enriching vocabulary bank from middle school pupils' perspective.

Item 03. Pupils' attitude towards the English language

This item sought to see pupils' attitudes towards the English language; whether they like it or not. In addition, we asked them to justify their answers.

Table 3.15***Pupils' Attitude Towards the English Language***

Option	Respondents	Percentage
a. Yes	36	84%
b. No	07	16%
Total	43	100%

**Figure 3.5 : Pupils' Attitude Towards the English Language**

This question was asked to respondents to see their attitudes towards the English language; whether they like it or not. As the table indicated, the majority (more than the half) of respondents 36 respondents that represent (84%) confirmed their admiration to the English language, while 7 respondents that represent (16%) claimed that they do not like English. As a result, English is favoured language by most of the middle school pupils.

Respondents' Justifications of their Answers

In this question, the respondents were asked to justify their answers. Their justifications were varied and convinced. On one hand, most of the pupils who answered with “yes” pointed that they love English because it is easy language comparing to French. In the same path, others named some factors for liking English “new, vivid and enjoying language”, “it is the language of the world”, “English is beneficial in our daily life especially when playing games, it helps to understand the rules of any game”, “ I like it because I am looking forward to going to England in the future. So, according to our respondents, the English language is liked by them.

On the other hand, those who answered with “no” justified their responses by highlighting some reasons such as “it is difficult to understand it and pronounce its words” and “I like scientific subjects more”. Moreover, one of our respondents said, “there is no clear

contact among us and our teacher when learning English inside the classroom". Hence, some respondents do not like the English language.

From respondents' justifications, we extracted that the English language is loved by the majority of pupils due to its easiness as a first reason and to some other reasons as it is beneficial and enjoying language mentioned earlier, whereas a few pupils do not like it because they find it hard to be learned, difficult to understand, and their tendency is some scientific subjects instead of English.

Item 04. Pupils' responses about the existence of problems when learning English

From this item, we attempted to know if there are problems in learning English (yes or no). Then it aimed to determine what kind of problems they may face if the answer was yes, and asked them to mention others if exist.

Table 3.16

Pupils' Responses about the Existence of Problems when learning English

Option	Respondents	Percentage
a. Yes	26	60%
b. No	17	40%
Total	43	100%

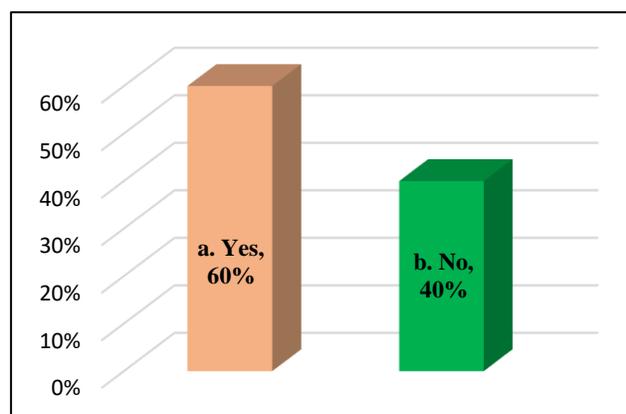


Figure 3.6: Pupils' Responses about the Existence of Problems when learning English

The table above revealed that the majority of respondents' face problems when learning English in middle school. A percentage of (60%) find difficulties when learning the English language while (40%) claimed that they did not face any problems. Since the majority affirmed that they faced problems when learning English, this means the English language is not easy to be taught and learned. Thus, many efforts are required to facilitate learning this language.

For those who answered with “yes”, they listed their problems of learning English as the following:

Table 3.17

The Main Faced problems when Learning the English Language

Option	Respondents	Percentage
a. Grammar	8	30%
b. Vocabulary	6	22%
c. Spelling mistakes	5	18%
d. Pronunciation	8	30%
Total	43	100%

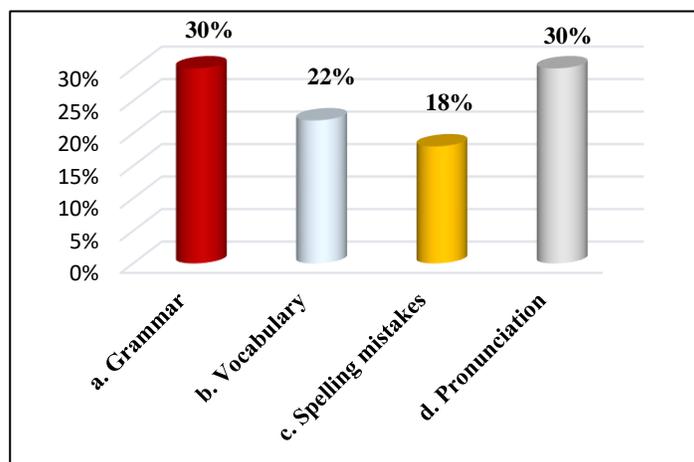


Figure 3.7: The Main Faced problems when Learning the English Language

As it is clearly shown, 8 respondents that are about (30%) face problems with grammar; however, 6 respondents who represent (22%) encounter problems with vocabulary. In addition, 8 respondents that are about (30%) find the difficulty in the pronunciation of English words in general, whereas 5 respondents who represent (18%) find the problem in the spelling mistakes. They added no extra problems but only the ones suggested the researcher. To clarify, the main problems that pupils face when learning the English language are stated gradually: grammar, pronunciation, vocabulary and spelling mistakes.

Item 05. Pupils' attitude towards learning vocabulary

This item sought to know pupils' attitudes towards learning English; how do they find it by providing them with choices (easy, difficult, very difficult). Then we asked them to list their difficulties from the suggestions if the answer was "difficult". Also, we asked them to mention other difficulties they find with learning vocabulary.

Table 3.18

Pupils' Attitude Towards Learning Vocabulary

Option	Respondents	Percentage
a. Easy	14	33%
b. Difficult	23	53%
c. Very difficult	6	14%
Total	43	100%

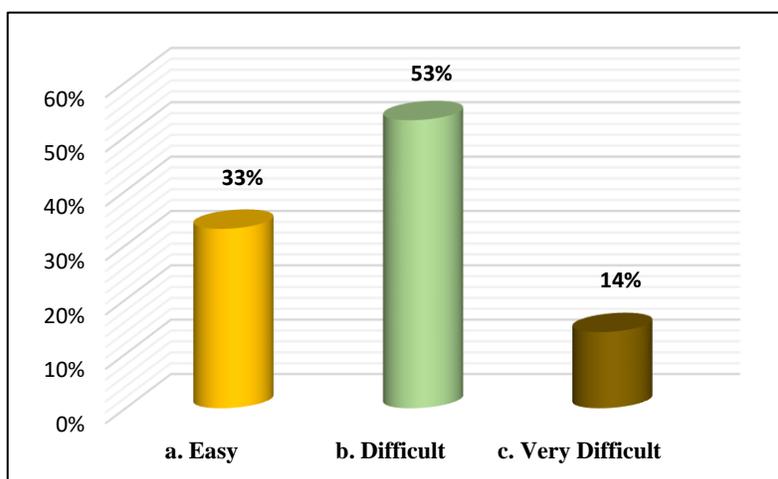


Figure 3. 8: Pupils' Attitude Towards Learning Vocabulary

As it is shown on the table, the majority of respondents (53%) asserted that they find learning vocabulary difficult; however, (33%) consider vocabulary learning as an easy task. Moreover, only (14%) who claimed that it is very difficult to learn vocabulary. Hence, we can deduce that the level of difficulty of learning vocabulary is limited among easy, difficult and very difficult. Also, the majority of learners find vocabulary difficult to be learned.

For those answered with “difficult”, they listed their difficulties of vocabulary learning as the following:

Table 3.19

The Main Difficulties that Pupils Find when Learning Vocabulary

Option	Respondents	Percentage
a. Meaning	11	48%
b. Pronunciation	4	17%
c. Spelling and grammar	5	22%
d. Length and complexity	3	13%
Total	23	100%

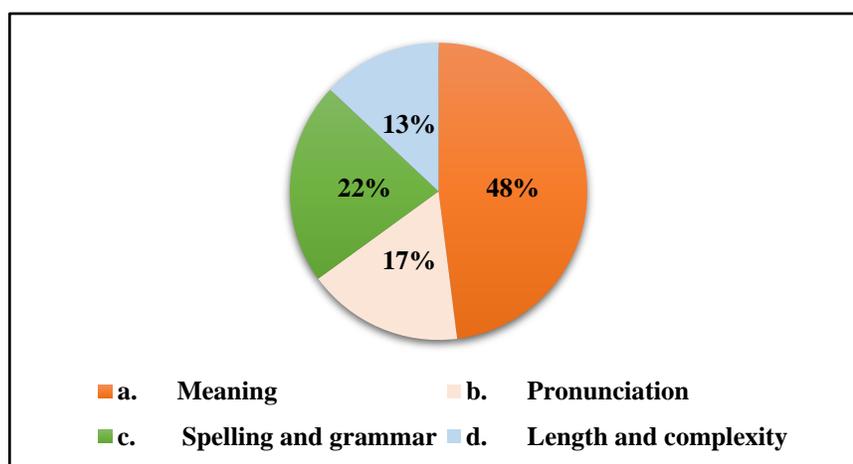


Figure 3.9: The Main Difficulties that pupils Find when Learning Vocabulary

Since the respondents who answered with “difficult” were asked to list the difficulties that they find when learning vocabulary. The above table illustrated that the majority (48%) pointed that they find difficulty in understanding the meaning of English vocabulary, while (17%) noted that pronunciation the difficulty that makes learning vocabulary a challenge. Whereas, a percentage of (22%) claimed that spelling and grammar are what makes vocabulary learning difficult for them, and the rest (13%) highlighted that they find the difficulty in the length and complexity of words. Furthermore, they mentioned no other difficulties but only the ones that are assumed by the researcher. To clarify, the main difficulties our respondents face while learning vocabulary are stated gradually as follows: the meaning, spelling and grammar, pronunciation then length and complexity.

Item 06. The importance of enriching pupils' vocabulary bank

This item aimed to gather pupils' thoughts towards enriching their English vocabulary bank (yes or no). In addition, we asked them to justify their answers.

Table 3.20

The Importance of Enriching Pupils' Vocabulary Bank

Option	Respondents	Percentage
a. Yes	41	95%
b. No	2	5%
Total	43	100%

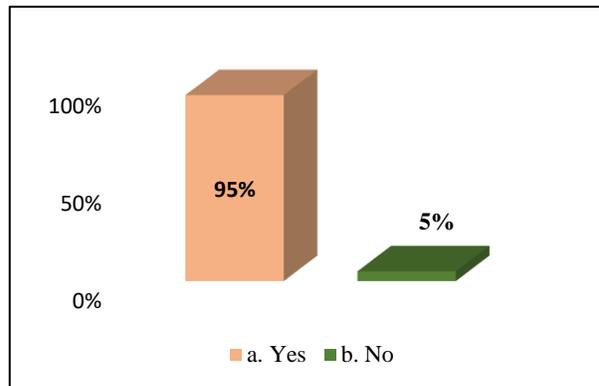


Figure 3. 10: The Importance of Enriching Pupils' Vocabulary Bank

It is clearly observed above that about (95%) of respondents think that is significant to develop their vocabulary. therefore, they think that vocabulary has a vital role in mastering the English language. However, only two respondents (5%) believe that it is not crucial to enrich their vocabulary bank. Thus, since the majority of respondents agreed that developing vocabulary is important, they should work hard to enrich it.

Respondents Justifications of their Answers

When we asked respondents whether enriching their vocabulary bank is crucial or not, all of them but two asserted that it is important to develop their vocabulary. Then, to gather extra information about this question we requested them to justify their answers. To sum up respondents' justifications, the only exception is the two who affirmed that vocabulary is not of great importance to be enriched and they provided the following justification "I do not care about this language" and "it is difficult language". However, those who answered with "yes" to the great importance of enriching vocabulary provided us with arguments. To mention some, nearly the overall answers detected that it is crucial to develop vocabulary because it facilitates

the process of communication with those who cannot speak Arabic and help to master the target language. Thus, we can understand that our respondents are aware of the importance of enriching English vocabulary as it is the first language of the world

In the same path, one of the respondents claimed “with the vocabulary, I can express my thoughts and opinions inside and outside the classroom and share my friends my answers when doing tasks” so, we can infer that having great amount vocabulary is very helpful for pupils to express their ideas. Moreover, other respondents confirmed that vocabulary is important to be enhanced as it helps to understand the meaning of English movies and books. Additionally, they stated that develop their vocabulary is crucial because they would need it in the future. Additionally, a couple of pupils declared that they became happy whenever they learn a new English word meaning. Hence, we can estimate that these two respondents proved that learning new vocabularies motivates the pupils to learn more ones.

To conclude, we can extract that the majority of middle school pupils are aware of the significance of enriching their vocabulary. Besides, they believe in the positive impact of having a great size of vocabularies. Furthermore, they consider it as an important element to master their English.

Section Three: Teacher' Expressiveness in Relation to Vocabulary Learning (from item 07 to item 16)

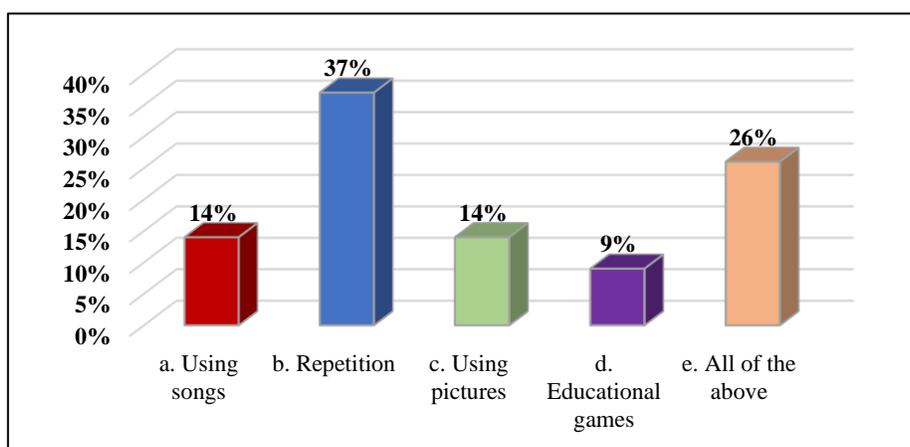
Through this section, we spotlight on teacher's expressiveness in relation to vocabulary learning. Besides, it attempted to look at the strategies that help pupils to learn English words. Furthermore, it sought to check if teacher's expressiveness can enrich pupils' vocabulary. Moreover, we estimated to shed light on the significance of applying teacher's expressiveness a technique to develop pupils' vocabulary learning. Finally, it purposed to check the positive impact of this technique for pupils to boost their motivation to learn words.

Item 07. Strategies that help pupils to learn vocabulary

In this item, we estimated to know what kind of strategies that help pupils to learn vocabulary. Moreover, we asked them to identify which one they use among the suggested strategies (using songs, repetition, using pictures, educational games, or all the above).

Table 3.21*Strategies that Help Pupils to Learn Vocabulary*

Option	Respondents	Percentage
a. Using songs	6	14%
b. Repetition	16	37%
c. Using pictures	6	14%
d. Educational games	4	9%
e. All of the above	11	26%
Total	43	100%

**Figure 3.11: Strategies that Help Pupils to Learn Vocabulary**

The above table reveals a percentage of (37%) respondents who noted that the use repetition strategy helps them to learn words; however, an equal percentage of (14%) outcomes the use of songs and the other (14%) outcomes the use of pictures that contribute in learning English vocabulary. Moreover, a percentage of (9%) respondents who pointed that the use of educational games as a strategy helps them to acquire English words. Furthermore, the rest percentage (26%) reflects those who have agreed on using all the previously-mentioned strategies help improve their English lexical items. Thus, one can deduce that pupils learn vocabulary with the help of various strategies, yet the one which is of great help for them is repetition.

Item 08. Pupils' preferences in learning vocabulary

Through this question we aimed to check which of the following of explaining vocabulary options pupils prefer more when it comes to learning vocabulary: (verbal, non-verbal, or both of them)

Table 3.22

Pupils' Preferences in Learning Vocabulary

Option	Respondents	Percentage
a. Verbal	2	5%
b. Non-verbal	8	19%
c. Both of them	33	76%
Total	43	100%

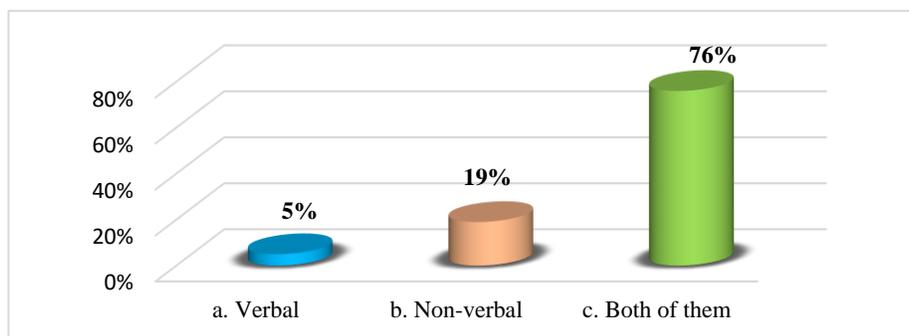


Figure 3. 12: Pupils' Preferences in Learning Vocabulary

The above table reveals that the highest percentage (76%) of respondents agreed on the idea of preferring to learn vocabulary through explaining them with both of verbal and nonverbal signals, while a percentage of (19%) respondents preferred the non-verbal cues explanation to acquire words; however, only (5%) of respondents who admired the use of verbal explanation to gain more vocabulary. Hence, explaining the lexical items with both verbal and non-verbal communication is preferred by the majority pupils to learn words; besides, respondents who preferred the nonverbal explanation proved and supported that vocabulary can be better learned comparing the verbal one.

Item 09. The role of using movements and gestures in facilitating vocabulary understanding

This item sought to gather respondents' views about their teacher use of movements and gestures to facilitate vocabulary understanding (yes or no).

Table 3.23

The Role of Using Movements and Gestures in Facilitating Vocabulary Understanding

Option	Respondents	Percentage
a. Yes	35	81%
b. No	8	19%
Total	43	100%

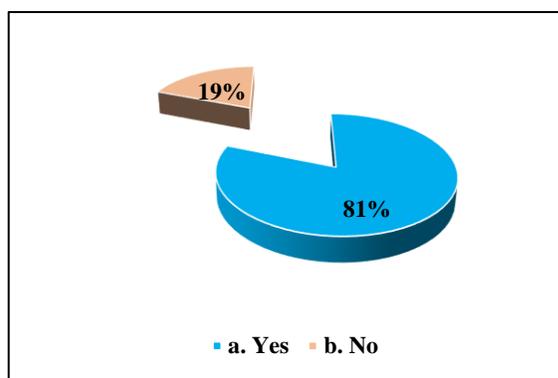


Figure 3. 13: The Role of Using Movements and Gestures in Facilitating Vocabulary Understanding

Statistically speaking, a great deal of respondents (81%) supported the fact that the use of movement and gestures facilitates vocabulary understanding, which implies its importance in learning vocabulary and developing it. However, only (19%) who believes that the process of understanding vocabulary will not be facilitated with the help of using movement and gestures by the teacher. Consequently, the use of movement and gestures can be of great significance for facilitating understanding words for pupils so, their use will have positive results. `

Item 10. The most helpful paralinguistic features to learn vocabulary

this item designed for the sake to discover which paralinguistic feature is more helpful to learn vocabulary.

Table 3.24

The Most Helpful Paralinguistic Features to Learn Vocabulary

Option	Respondents	Percentage
a. Facial expressions	5	12%
b. Gestures and movements	8	19%
c. Intonation	1	2%
d. All the above	29	67%
Total	43	100%

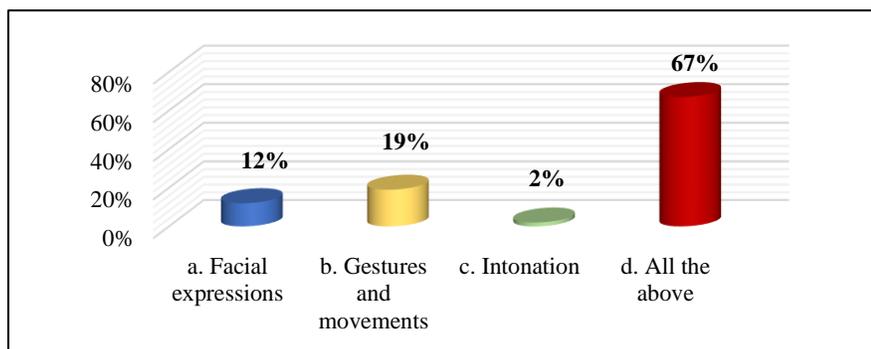


Figure 3. 14: The Most Helpful Paralinguistic Features to Learn Vocabulary

To sum up the yielded data, (19%) pointed that they learn vocabulary better through teacher's use of gestures and movements; while (12%) claimed that facial expressions help them to learn vocabulary. However, only (2 %) believed that intonation is the paralinguistic feature which helps them to learn vocabulary. The rest which represents a noticeable percentage (67%) noted that all the previously-mentioned paralinguistic features help them to learn vocabulary. consequently, the majority of respondents asserted that the use of all the previously paralinguistic features helps them to learn vocabulary so, their vocabulary bank will be enriched.

Item 11. Pupils' Attitudes towards teacher's unchangeable body position and voice level When explaining vocabulary

This item aimed to know how pupils feel when their teacher keeps the same body position and the same level of the voice to explain vocabulary, we gave them the following options: (motivated or bored).

Table 3. 25

Pupils' Attitudes Towards Teacher's Unchangeable Body

Position and Voice Level when Explaining Vocabulary

Option	Respondents	Percentage
a. Bored	35	81%
b. Motivated	8	19%
Total	43	100%

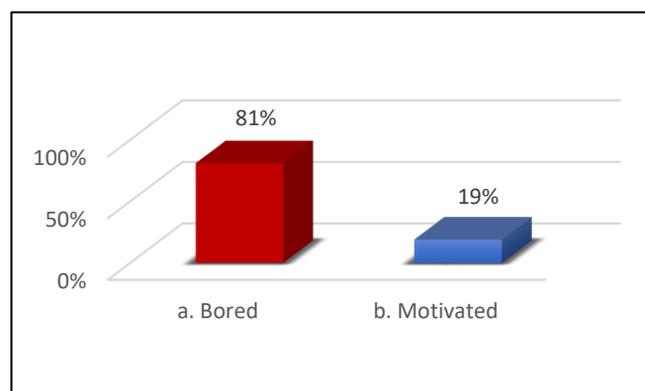


Figure 3. 15: Pupils' Attitudes Towards Teacher's Unchangeable Body Position and Voice Level when Explaining Vocabulary

As it is shown in the above table, the highest percentage (81%) agreed on feeling bored when the teacher keeps the same body position and do not vary in the voice level when teaching and explaining words; however, the rest percentage (19%) refers to those who feel the opposite; that means "motivated". Hence, we can extract that keeping the same body position and the same level of the voice make pupils feeling bored, so pupils' attention will be lost during learning vocabulary. This latter causes inability to learn words.

Item 12. Pupils' opinions about the desire to participate in the class more when the teacher moves around them to check their vocabulary understanding

This item targeted middle school pupils to collect their reactions about whether they prefer to work more inside the classroom when the teacher moves around the classroom to check their vocabulary understanding. They were supposed to answer with (yes or no)

Table 3.26

Pupils' Opinions about the Desire to participate in the Class more when the Teacher Moves around Them to Check their Vocabulary Understanding

Option	Respondents	Percentage
a. Yes	39	91%
b. No	4	9%
Total	43	100%

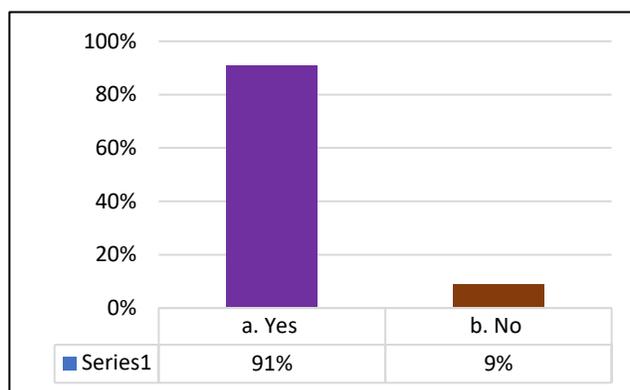


Figure 3. 16: Pupils' Opinions about the Desire to participate in the Class more when the Teacher Moves around Them to Check

From what has been mentioned above, a considerable percentage (91%) refers to those who selected “yes” which means; they will be engaged to learn vocabulary when the teacher checks their understanding through moving around the class. Yet (9%) provided negative reaction “no”, about the movements of their teacher around the classroom to check their vocabulary understanding which means; they do not prefer to learn more vocabulary whenever the teacher mover around them each time to check their ability of understanding vocabulary.

Hence, the majority of pupils agreed on being more engaged and interested to learn more when they see their teacher mover around the classroom for checking their understanding for

words, so, the process of learning vocabulary will be successful through the teacher's movements.

Item 13. Pupils' responses about whether their teacher' repeats the important words loudly or not

Through this item, we aimed to know whether the teacher loudly repeats the important words inside the classroom (yes or no).

Table 3.27

Pupils' Responses about whether Their Teacher Repeats the Important words Loudly or Not

Option	Respondents	Percentage
a. Yes	35	81%
b. No	8	19%
Total	43	100%

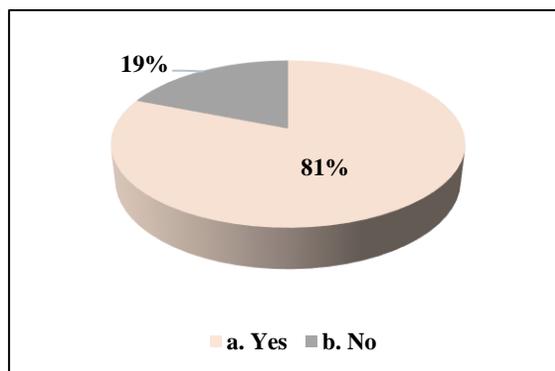


Figure 3. 17: Pupils' Responses about whether Their Teacher Repeats the Important Words Loudly or Not

The above table reveals that the majority of respondents (81%) asserted that their teacher repeats important words with a loud voice. However, the rest (19%) pointed that a loud voice to repeat important words in the classroom by their teacher is not noticed. Consequently, the above results confirmed the use of loudly voicing to explain important words which support the researcher's suggested technique.

Item 14. Pupils' ability to decode words when they act and repeat with their teacher

This item aimed to see whether pupils can decode words when they repeat and act the meaning of words with their teacher (yes or no).

Table 3.28***Pupils' Ability to Decode Words when They Act and Repeat with Their Teacher***

Option	Respondents	Percentage
a. Yes	42	98%
b. No	1	2%
Total	43	100%

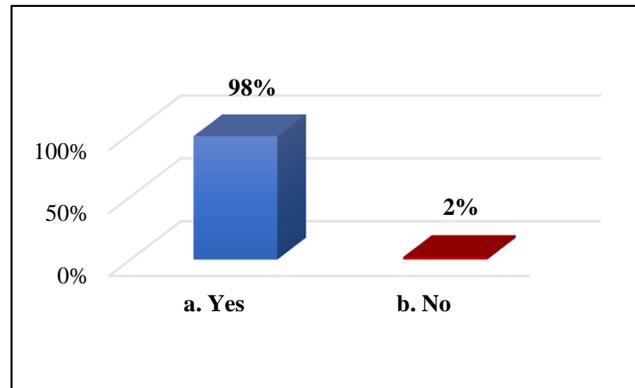


Figure 3. 18: Pupils' Ability to Decode Words when They Act and Repeat with Their Teacher

To sum up the above-yielded data, a noticeable percentage (98%) confirmed the ability of the respondent to directly decode words when they repeat and act the meaning of words. This asserts the remarkable positive role of acting using the paralinguistic features of the language to teach vocabulary. However, the few rest percentage (2%) claimed that they are not able to decode words through repetition and acting with their teacher.

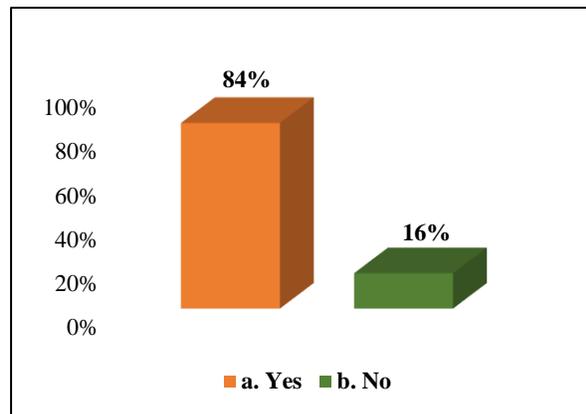
Consequently, opting for the paralinguistic features and repetition has benefits on learning vocabulary through using them in repeating and acting the meaning. This latter helps pupils to understand words.

Item 15. The Impact of pupils' loud collective repetition with the teacher on their pronunciation.

This item aimed to discover whether the loud collective repetition of vocabulary with the teacher, can positively affect their pronunciation (yes or no).

Table 3. 29***The Impact of Pupils' Loud Collective Repetition with the Teacher on Their Pronunciation***

Option	Respondents	Percentage
a. Yes	36	84%
b. No	7	16%
Total	43	100%

**Figure 3. 19: The Impact of Pupils' Loud Collective Repetition with the Teacher on Their Pronunciation.**

To gather more data about how can the use of paralinguistic features be effective even on achieving proper pronunciation of words. A percentage of (84%) asserted that loud collective repetition of vocabulary with the teacher assists them to pronounce properly, while a percentage of (16%) pointed that their pronunciation cannot be ameliorated through o the loud collective repetition with the teacher f vocabulary.

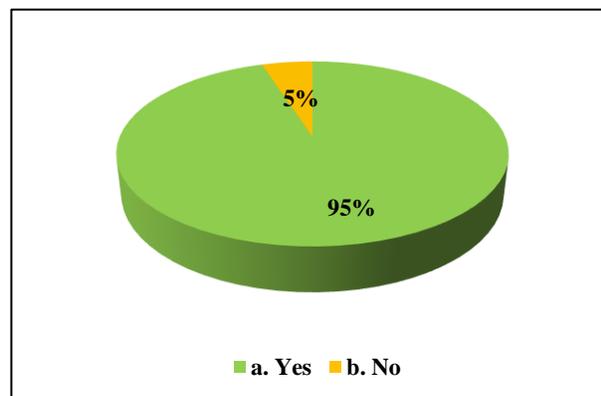
Hence, we can deduce that the use of the vocal variation which is a type of paralinguistic features of the language has an overall benefit not only on learning words but also on pronouncing vocabulary properly.

Item 16. Pupils' ability to recall words from the teacher's repetitive gestures

Through this question, we aimed to check whether the frequent use of gestures makes pupils able to recall words whenever it is necessary (yes or no)

Table 3. 30***Pupils' Ability to Recall Words from Teacher's Repetitive Gestures***

Option	Respondents	Percentage
a. Yes	41	95%
b. No	2	5%
Total	43	100%

**Figure 3. 20: Pupils' Ability to Recall Words from Teacher's Repetitive Gestures**

It is clearly shown on the above table, a high percentage of (95%) confirmed their pupils' ability to recall words whenever it is required when only they see the frequent use of gestures by the teacher, whereas a percentage of (5%) claimed their inability to recall words through seeing the repetitive use of the teacher's gestures of the teacher when explaining vocabulary.

As a result, the majority of respondents' confirmation to their ability to recall words when they see the teacher repeats the gestures over and over to explain vocabulary, asserts the effective role of using this type of body language in the teacher's expressive teaching style.

3.7.6 Discussion and Interpretation of the Findings

The analysis of pupils' findings provides different information and valuable responses that supported our hypothesis. Initially from pupils' responses, we deduced that the majority of middle school pupils love the English language because it is an easy and universal language. However, they find some difficulties with this language. For instance, in learning vocabulary, grammar, spelling mistakes and pronunciation.

In addition, since pupils claimed that they find learning vocabulary difficult, it is due to many reasons. To mention them, difficulty in understanding the meaning of words, difficulty in spelling and grammar, difficulty in pronunciation then length and complexity of words

difficulty. However, pupils' responses highlighted that vocabulary is of great significance. Therefore, they claimed to develop this language aspect as it is a universal language, its essential role in communicating, expressing ideas and thoughts in English. Also, its great contribution to understanding English books or movies and the need for English in the future.

Moreover, when we asked respondents to select the strategy that helps them to learn vocabulary, the majority agreed on depending using the aforementioned strategies (using songs, repetition, using pictures, educational games), yet the one which is of great help is repetition. The repetition strategy supports the researcher's suggested technique. Hence, it is the most helpful strategy that contributes to teacher's expressiveness application.

More importantly, pupils agreed-upon learning vocabulary better when they see the teacher using an integration of verbal and non-verbal signals to explain vocabulary. They added that when they see their teacher using movements and gestures, this helps them to understand the meaning of words. Moreover, respondents claimed that the teacher's use of paralinguistic features (facial expressions, gestures and movements and intonation) help them learn more English words. Thus, using paralinguistic has a positive impact on learning vocabulary.

Additionally, pupils agreed on being motivated whenever the teacher uses an expressive teaching style relying on the paralinguistic features of the language. Also, they pointed that they prefer to work more inside the classroom if the teacher keeps moving around them to check their vocabulary understanding. Besides, the use of vocal variation and repetition of words help respondents to decode, pronounce words properly and recall these words whenever it is required. This indicates the remarkable role of teacher's expressiveness technique on learning vocabulary, pronouncing words properly and keeping pupils engaged during learning.

Consequently, learning middle school pupils need some modifications especially in the ways of teaching which demotivates them in learning and prevents from being active, precisely when learning vocabulary. Teachers should look for vivid, accurate and reliable teaching techniques that make learners active, interested and engaged during learning words. In order to develop pupils' vocabulary learning, teachers should apply teacher's expressiveness technique not only to enrich pupils' vocabulary bank but also to help them pronounce words properly and keep them motivated.

3.8 Classroom Observation

The observation is also a tool for collecting data. It is a very useful instrument due to the fact it gives in-depth information about a phenomenon that need an observation. Moreover, it allows for studying behaviours closely. According to Gorman and Clayton (2005, p. 40), the observation “involves the systematic recording of observable phenomena or behaviour in a natural setting” (cited in Baker, 2006, p.173). this means that observation takes place in setting such as the classroom because it allows studying behaviours closely. Furthermore, the observation is classified into three types: structured observation, unstructured observation, and semi-structured observation (Tavakoli, 2012). Thus, the nature of the study determines which type of observation that should be used.

In the present study, the researcher opted for the observation as a data collection method because it gives live data to understand the studied situation. Additionally, the researcher intended to use this tool to collect information in natural setting about a real situation, while teacher's expressiveness technique take place and pupils' performance occurred such as vocabulary and their desire to learn words. Moreover, the general aim for selecting this tool is to evaluate the participants' reaction towards the use of teacher's expressiveness technique, and their motivation to learn vocabulary when this technique is applied. In addition to the role of teacher' expressiveness in developing pupils' vocabulary.

However, classroom observation did not take place due to many reasons. The researcher decided to finish her theoretical part of the study first, then moved to prepare the questionnaire and the interview question. After that, she piloted them. When she intended to prepare and do the observation, the current events hindered her as pupils and teachers took an unexpected holiday on March 12th because of the spread of coronavirus in an attempt to keep them safe and healthy. Since the observation requires the presence of both the teacher and pupils to gather live data from a naturally occurring situation, their absence makes doing the classroom observation impossible. So, the observation did not take place in the classroom.

3.8.1 Observation Results

The unavailability of the classroom observation did not stop the researcher to discuss the possible results of applying teacher's expressiveness as a technique to enrich pupils' vocabulary learning. The researcher has experienced teaching in middle school, she used to

apply the mentioned technique to help learners learn vocabulary fast. She realised many benefits from using teacher's expressiveness technique.

As far as vocabulary is concerned, the majority of pupils faced problems with learning vocabulary starting with understanding the meaning of words and teacher's sayings due to their limited exposure to the English language and because they are newly acquirers of the target language. Using teacher's expressiveness as a teaching technique helped them to overcome the difficulty of misunderstanding the meaning of the teacher's lexical items, and made them acquire more words each time.

As far as pronunciation is concerned, all pupils had a problem of pronouncing words especially with those that contain some written sounds that are not pronounced. The role of the teacher's expressiveness appeared in ameliorating the pronunciation of words. To add more, the loud collective and frequent repetition of keywords with the teacher in each session helped learners to be able to store how these words are pronounced.

As far as motivation is concerned, the aforementioned technique had the power to raise pupils' interest in learning vocabulary. Moreover, it kept them engaged and focused because this technique is considered to be vivid and active. This led to achieving the lesson objective, precisely learning new words. Also, this teaching technique decreased the stress while learning, this led pupils to feel at ease and worked more inside the classroom because they felt like they are part of the learning process.

To conclude, one can deduce that teacher's expressiveness can be a reliable technique because it facilitates the way of learning vocabulary. Also, it can affect the pronunciation of words positively and boost pupils' motivation. Additionally, this technique replaces the visual aid which they are missed in the middle school classrooms most of the time. Thus, this technique is deserved to be used in middle school classrooms.

3.9 Summary of the Results

Since the main aim of this study is to investigate the role of teacher's expressiveness as a technique to develop pupils' vocabulary learning; in addition, to see whether teacher's expressiveness deserved to be adopted as a motivating technique to middle school pupils. Hence, to have credible research results the researcher dealt with three data collection tools that

fed the study which are: the interview, administrated for middle school teachers, a questionnaire and classroom observation.

Besides, through this study, we aimed to develop pupils' vocabulary learning by suggesting teacher's expressiveness and aimed also to boost their motivation to acquire words. Besides, the study attempted to know pupils' and teachers' attitudes towards the use of teacher's expressiveness. Moreover, it attempted to see the role of the suggested technique on enriching pupils' vocabulary bank in middle school classrooms.

On one hand, the interview findings showed that teachers insisted on the great importance of vocabulary in teaching-learning English. Also, they claimed that middle school pupils are not motivated to learn words the extent they should be. Additionally, all teachers agreed that learning vocabulary affected by the three following factors which are classroom environment, the teaching method, and pupils' motivation. Moreover, they believed in the power of teacher's expressiveness technique as it can enrich pupils' vocabulary learning and boost pupils' motivation. Furthermore, the majority of the interviewed teachers confirmed their unawareness about the TPR teaching method and the noticed use of Arabic to teach and explain vocabulary.

In the same vein, the conducted interview revealed the difficulties that learners find when learning vocabulary as follows: the length and complexity of words, then spelling and grammar, meaning, and pronunciation. To add more, the interview results showed that teacher's expressiveness is one of the most effective and reliable teaching techniques that should be adopted; precisely, to develop pupils' vocabulary learning because it facilitates learning words and make pupils part of the learning process. Due to the positive attitudes of the interviewed teachers towards the role of teacher's expressiveness as a technique to develop pupils' vocabulary learning, this proved that this technique deserves to be adopted and applied in middle school classrooms.

On the other hand, pupils' questionnaire results agreed with teachers' interview results in some points. They added that the vocal variation which is part of teacher's expressiveness affects their pronunciation to the words positively. Also, pupils confirmed that they find difficulties with vocabulary learning. And the main difficulties are found in: the meaning, spelling and grammar, pronunciation then length and complexity. In addition to that, teacher's

expressiveness gives pupils the ability to recall words whenever it is necessary only by seeing the teacher acting and repeating gestures to explain words. This proved the power of the aforementioned technique

Furthermore, the obtained highlighted pupils' agreement upon the idea of using the paralinguistic features of the language by the teacher to learn words fast; also, they pointed that they feel bored when the teacher keeps the same body position and the same level of the voice to explain words; however, they claimed that the opposite helps them to remember words, and to keep them motivated during learning vocabulary. Moreover, the gathered results showed that the pupils can develop their vocabulary through the teacher's expressiveness technique

Besides, the observation confirmed the aforementioned positive results. It showed how pupils became engaged more when teacher's expressiveness is applied. Moreover, the observation revealed that learners acquire more words whenever the teacher uses his body language and vocal variation. Additionally, the obtained results from the observation confirmed that teacher's expressiveness can develop pupils' vocabulary learning.

All in all, two sides feedback and observation results were beneficial, effective, and positive which contribute to the validity of the research hypothesis. More importantly, it showed that the suggested teaching technique can be a useful way for both teachers and pupils; hence, it helps to acquire words fast, develop pupils' vocabulary learning, and keep pupils motivated active and engaged in the classroom. Furthermore, the obtained results showed that the implementation of teacher's expressiveness will reduce the use of the mother tongue inside the classroom since this technique depends on the body language that facilitates learning words. Also, proved its positive impact in middle school classrooms.

3.10 Synthesis of the Findings

The obtained results from three tools lead to the progress of this synthesis. All methods provided approximately similar results that help to answer the questions and validate the hypothesis concerning the main difficulties that pupils find with vocabulary and the role of teacher's expressiveness as a technique to develop pupil's vocabulary. Both teachers and pupils are aware of vocabulary as an important language aspect that needs to be developed.

The three methods confirmed the validity of the research hypotheses through which both teachers of middle school at Biskra and pupils at Ahmed Zeid middle school at Biskra provided positive attitudes towards the use of teacher's expressiveness as a technique to develop English vocabulary; according to them, it motivates pupils to be engaged more inside the classroom and being active during learning vocabulary.

Furthermore, both teachers' and pupils' feedback answered all research questions as well as it confirmed the hypotheses which pointed the main difficulties that pupils find with vocabulary, in addition to other difficulties and the effectiveness of applying teacher's expressiveness in learning vocabulary in the middle school. Thus; it helps them to enrich their vocabulary bank and overcome the difficulties they find with vocabulary vividly.

Equally, they confirmed the great contribution of teacher's expressiveness in developing middle school pupils' vocabulary learning as a reliable technique for reaching a good level in English through developing their vocabulary size. more importantly, the obtained feedback affirmed that teacher's expressiveness as a teaching technique deserves to be adopted, yet one teacher claimed that this latter may not appropriate when it comes to explaining abstract things.

To conclude, the study results answered all the research questions and achieved all the study aims. Furthermore, all research hypotheses have been confirmed; initially, pupils confirmed that they find difficulty with vocabulary learning. And the main difficulties are found in: the meaning, spelling and grammar, pronunciation then length and complexity. Besides, teachers highlighted the great contribution of teacher's expressiveness as a technique in middle school classrooms. Moreover, it has been confirmed that middle school teachers have positive attitudes towards the adoption of teacher's expressiveness a teaching technique duo to its vital role in enriching pupils' vocabulary learning.

Conclusion

The chapter was devoted to the fieldwork of the study that consisted of two parts. The first part deals with the theoretical background of the research methodology of the study; namely research approach, research design, population, sampling, and data collection methods. The second part aimed to check whether the application of teacher's expressiveness as a technique to develop pupils' vocabulary learning from middle school teachers' and pupils' perspective.

Besides, it dealt with detailed data analysis, interpretation, discussion of the finding and the synthesis of the results.

Limitation of the Study

In conducting any research, the researcher faces some obstacles that obstruct the research process progress. In our study, we have faced some difficulties. Initially, the unavailability of teachers hampered the progress of the research data collection (in the interview) due to the unexpected holiday that the ministry provided. Furthermore, due to the unavailability of pupils, we had to look for a middle school online group to find first-year pupils. Besides, in the administration phase of the learners' questionnaire, the pupils' feedback was simple because of their incomplete knowledge and unfamiliarity with the English language. Additionally, the observation tool has not been done in the classroom but based on the researcher's previous experience due to the absence of both the teachers and pupils so, the observation grid was not mentioned within the appendices list. Consequently, even if the study has been affected by the aforementioned limitations. The researcher has gathered helpful feedback to confirm the validity of her hypothesis.

General Conclusion

General Conclusion

The present study aimed to shed light on developing middle school pupils' vocabulary by suggesting implementing teacher's expressiveness a teaching technique. Thus, this research attempted to answer all the research questions in addition to the hypothesis's validity, which highlighted that if teachers apply teacher's expressiveness, pupils' vocabulary will be developed.

The study comprises three chapters, the two initial chapters devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. Firstly, the first chapter devoted to highlighting all the elements related to vocabulary learning. To be precise, it dealt with a general overview of vocabulary (definitions and types) and some other related elements. Moreover, it presented the significance of vocabulary aspect.

Secondly, the second chapter dealt with teacher's expressiveness. Initially, provided an overview of the paralinguistic features of the language and its types. Moreover, it presented the definition of TPR teaching method with some elements related to this method. Furthermore, it focused on the role of teacher's expressiveness in relation to motivation.

Thirdly, the third chapter devoted to the study framework. Initially, this chapter dealt with the practical part of the study that presented a literature review about the research methodology (research approach, research design, population and sampling, and data collection methods). Then, it shifted to data analysis and interpretation in addition to the discussion and summary of the study findings.

To achieve the study aim, the researcher dealt with the qualitative approach. To collect data, she based her study on three data collection methods; an interview, which has been administrated to middle school pupils, and a questionnaire, which has been administrated to middle school pupils, and a predicted classroom observation, which is based on the researcher's previous teaching experience. Both teachers and pupils were from Biskra. The sample of the study included eight teachers and forty- three pupils

Accordingly, the obtained results gathered from the interview and the questionnaire proved that teachers and pupils have positive attitudes towards the application of teacher's expressiveness as a teaching technique to develop pupils' vocabulary learning. In other words,

both believe that the more teacher uses the paralinguistic features of the language the more their vocabulary will be enriched. Moreover, teachers recommended the adoption of this technique in middle school classrooms to facilitate the task of teaching and learning words. In addition, they suffer from the low motivation of pupils to learn vocabulary. Furthermore, the obtained results showed the significance of vocabulary from the perspective of both teachers and pupils; however, learning vocabulary is a difficult task for them due to difficulty in understanding the meaning of words, difficulty in spelling and grammar, difficulty in pronunciation then length and complexity of words difficulty.

All in all, it can be deduced that implementing teacher's expressiveness as a technique is very effective. This technique can be used to teach pupils vocabulary and boosting their motivation to learn words. Also, it helps in avoiding the traditional teaching methods which are based on overusing the mother tongue to teach vocabulary. Moreover, it helps pupils to develop their vocabulary bank. Nevertheless, this technique requires certain conditions such as a small number of pupils and well-decorated classrooms.

Pedagogical Implication

Vocabulary is considered as an important language aspect that should be developed for mastering the English language. Vocabulary learning can be affected by many factors such as classroom environment, pupils' motivation and the teaching method. Therefore, to enrich pupils' vocabulary and overcome the obstacles that they find while learning words, the researcher proposed a series of recommendation, which may help pupils' to be familiar with the English language and master it through enriching their vocabulary bank.

Suggestions for Teachers and Syllabus Designers

From the obtained data, the following recommendations seem to be helpful for our teachers:

- It is highly recommended to adopt teaching techniques and base them on all pupils' preferences.
- It is highly recommended to use teacher's expressiveness as a teaching technique to develop pupils' vocabulary learning in middle school classroom due to its effective role for successful learning of English words

- It is highly recommended for teachers to develop their pupils' vocabulary through using vivid teaching techniques that keep them motivated, active and eager to learn more lexical items.
- It is highly recommended to impose pupils to practice inside the classroom and make them part of the learning process to reduce their impassivity.
- It is highly recommended to adopt teacher's expressiveness as a teaching technique from the 1st year in the middle school to develop their vocabulary learning so that they can easily communicate in the English language by the end of the year.

Suggestions for Pupils

- Pupils should be eager and motivated to learn English words.
- Pupils should be active in the classroom and avoiding being stressed and afraid of participating.
- Pupils should not only depend on their teacher to develop their vocabulary size but to enrich it at home through using different strategies such as reading, singing and playing educational games.

Suggestion for the policymakers

- Due to the overcrowded classrooms, it is recommended to reduce the number of pupils in the classroom because this prevents pupils from practising inside the classroom and to concentrate on the teacher's explanations.
- Due to the pupils' busy timetable, it is recommended to minimise the number of hours of other subjects per week to make pupils feel more comfortable and excited to learn the English subject.

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Appendices

Appendix 1: Teachers' Piloting Interview

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this interview is to identify "The Role of Teacher's Expressiveness Technique in Developing Pupils' Vocabulary learning". Indeed, we would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Q01. Would you specify your educational degree?

a) License

b) Master

c) Magister

Q02. How long have you been teaching English?

a) 1-3 years

b) 4-8 years

c) More than 10 years

Q03. Which of the following language aspects do you focus more while teaching?

a) Vocabulary

b) Grammar

c) Pronunciation

Q04. Do you think that vocabulary is an important language aspect of teaching and learning English?

a) Yes

b) No

Please, justify your answer.

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TEACHER'S EXPRESSIVENESS DEVELOPS VOCABULARY LEARNING

Q05. What can you say about pupils' motivation to learn vocabulary?

- a) Low b) Average c) High

Q06. Which of the following factors that may affect pupils' vocabulary learning?

- a) Classroom environment
b) The teaching method
c) Pupils' motivation
d) All the above

Q07. Which of the following aspects do you think that pupils may find difficulties in while learning vocabulary?

- a) Meaning
b) Pronunciation
c) Spelling and grammar
d) Length and complexity
c) All of the above

Q08. How often do you use Arabic inside the classroom to explain and teach vocabulary?

- a) Rarely b) Sometimes c) Always

Q09. What kind of strategies do you use to teach vocabulary?

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Q10. Do you know what the Total Physical Response approach mean?

- a) Yes b) No

TEACHER'S EXPRESSIVENESS DEVELOPS VOCABULARY LEARNING

If yes, explain.

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Q11. Teacher's expressiveness technique is the use of vocal variations, and body language such as facial expressions, movements and gestures to facilitate the teaching-learning process.

Do you think it would be a beneficial technique for teaching vocabulary?

a) Yes

b) No

Please, justify your answer.

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Q12. Do you encourage adopting this technique to teach new vocabulary?

a) Yes

b) No

If yes, explain

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Q13. We would be highly grateful for any further suggestions or comments.

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Thank you for your effort, time, and collaboration.

Appendix 2: pupils' Piloting Questionnaire

Dear pupils,

This questionnaire is an attempt to collect information for the accomplishment of a master's dissertation about "The Role of Teacher's Expressiveness Technique in Developing Pupils' Vocabulary learning" in middle school. Therefore, you are kindly requested to answer the following questions by putting a (✓) in the appropriate answer and by giving full statements whenever it is necessary.

"Thank you for your time and for your collaboration"

أعزائي التلاميذ،

هذا الإستبيان هو محاولة لجمع معلومات من أجل إتمام مذكرة تخرج بمستوى ماستر حول دور استراتيجيات تعبير الأستاذ في تطوير الرصيد اللغوي لتلاميذ المستوى المتوسط. من أجل هذا، نرجو منكم الإجابة عن الأسئلة التالية وذلك بوضع علامة (✓) على الإجابة الصحيحة و تقديم توضيح و شروحات كلما وجب ذلك .

"تقبلو منا خالص الشكر و الامتنان على وقتكم و تعاونكم"

Prepared by:

BARKAT Hayette

Supervised by:

Dr. ASSASSI Tarek

Academic Year, 2019-2020

Section One: General Information

Instruction: Select only one option and put a (✓) whenever it is necessary.

تعليمية: اختر إجابة واحدة فقط و ضع (✓) كلما اقتضى الأمر.

Q01. Would you specify your age and gender, please?

قم بتحديد عمرك و جنسك من فضلك

a) Age (العمر)

b) Gender (الجنس) Male (ذكر)

b) Female (أنثى)

Section Two: Vocabulary Learning

Q03. Do you like the English language?

هل تحب اللغة الإنجليزية؟

a) Yes (نعم)

b) No (لا)

Please, justify your answer. (برر إجابتك)

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Q04. Do you face problems in learning English?

هل تواجه مشاكل في تعلم الإنجليزية؟

a) Yes (نعم)

b) No (لا)

If the answer is yes, where do you find the problem? (إذا كانت إجابتك بنعم، فأين تجد المشكلة؟)

a) Grammar (في القواعد)

b) Vocabulary (في تعلم الكلمات)

c) Spelling mistakes (في الأخطاء الإملائية)

d) Pronunciation (في نطق الكلمات)

If there are other problems, mention them. (إذا كانت هناك مشاكل أخرى أذكرها.)

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Q05. How do you find learning Vocabulary?

كيف تجد تعلم الكلمات ؟

- a) Easy (سهل) b) difficult (صعب) b) Very difficult (صعب جدا)

If difficult, you find the difficulty in the: (إذا كانت إجابتك صعب, فأنت تجد الصعوبة في :)

a) Meaning (معنى الكلمات)

b) Pronunciation (نطق الكلمات)

c) Spelling and grammar (كتابة الكلمات و قواعدها)

d) Length and complexity (طول و مدى تعقيد الكلمات)

If there are other difficulties, mention them. (إذا كانت هناك مصاعب أخرى أذكرها.)

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Q06. Do you think it is important to enrich your English vocabulary bank?

هل تعتقد أن إثراء رصيدك اللغوي (تعلم الكثير من الكلمات) في اللغة الإنجليزية شيء مهم؟

- a) Yes (نعم) b) No (لا)

Please, justify your answer. (برر إجابتك.)

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Section Three: Teacher's Expressiveness Technique in Relation to Vocabulary Learning

Q06. Which strategy helps you to learn vocabulary?

أي طريقة تساعدك في تعلم الكلمات؟

a) Using songs (استعمال الأغاني)

b) Repetition (التكرار)

c) Using pictures (استعمال الصور)

d) Educational games (الألعاب التربوية)

f) All the above (كل ما ذكر في الأعلى)

Q07. What do you prefer more in learning vocabulary?

- a) Verbal (الشرح الشفوي) b) Non-verbal (الشرح بالحركات) Both of them (الإثنين معا)

Q08. Does the use of some movements and gestures by the teacher facilitate understanding vocabulary?
هل عندما يمثل الأستاذ بعض الحركات فهذا يساعدك على فهم للكلمات ؟

- a) Yes (نعم) b) No (لا)

Q09. Which of the following paralinguistic features (body language) can help you more to learn vocabulary?
أي من الخيارات التالية يساعدك أكثر في تعلم الكلمات ؟

- a) Facial expressions (تعبير وجه الأستاذ)
b) Gestures and movements (حركات الأستاذ)
c) Intonation (إختلاف صوت الأستاذ)
d) All the above (كل ما ذكر في الأعلى)

Q10. Do you think that when the teacher keeps the same body position and the same level of the voice, learning vocabulary becomes boring and uninteresting?

هل عندما يتحدث أستاذك بصوت واحد (غير منخفض و غير عالي) و لا يحرك من مكانه فهذا يجعلك تشعر بالملل و بالتالي تصبح لا تحب أن تتعلم الكلمات؟

- a) Yes (نعم) b) No (لا)

Q11. Do you prefer to work more inside the class if the teacher moves around the classroom to checking your vocabulary understanding?

هل تفضل المشاركة أكثر في القسم حين يتحرك الأستاذ حولكم ليرى إن فهمتهم الكلمات أم لا ؟

- a) Yes (نعم) b) No (لا)

Q12. Does the teacher repeat the important words loudly more than once in the lesson?

هل يعيد الأستاذ الكلمات المهمة بصوت عالي أكثر من مرة في الدرس؟

- a) Yes (نعم) b) No (لا)

Q13. Can you decode words better when you repeat and act them more than once with your teacher?

هل يمكنك حفظ الكلمات عندما تعيدها و تمثلها أكثر من مرة مع أستاذك ؟

a) Yes (نعم)

b) No (لا)

Q14. Does loudly collective repetition of some vocabulary after your teacher help you to pronounce it properly?

هل التكرار الجماعي لبعض الكلمات بصوت عالي مع أستاذك يساعدك على نطقها بشكل سليم ؟

a) Yes (نعم)

b) No (لا)

Q15. Can you easily recall words that you acquired from the repetition of gestures whenever it is necessary?

هل عندما ترى أستاذك يكرر بعض الحركات لكي يشرح معاني الكلمات فهذا يجعلك تكتسب هذه الكلمات و تتذكرها جيدا و بالتالي يمكنك أن توظفها مرة أخرى لوحدك كلما وجب عليك؟

a) Yes (نعم)

b) No (لا)

Appendix 3: Teachers' Final Interview

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. The main purpose of this interview is to identify “The Role of Teacher’s Expressiveness Technique in Developing Pupils’ Vocabulary learning”. Indeed, we would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of the research objectives.

Thank you for your effort, time, and collaboration.

Q01. Would you specify your educational degree?

- a) Bachelor b) License c) Magister

Q02. How long have you been teaching English?

- a) 1-3 years
b) 4-8 years
c) More than 10 years

Q03. Which of the following language aspects do you focus more while teaching?

- a) Vocabulary b) Grammar c) Pronunciation

Q04. Do you think that vocabulary is an important language aspect of teaching and learning English?

- a) Yes b) No

Please, justify your answer.

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TEACHER'S EXPRESSIVENESS DEVELOPS VOCABULARY LEARNING

Q05. What can you say about pupils' motivation to learn vocabulary?

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Q06. Which of the following factors that may affect pupils' vocabulary learning?

- a) Classroom environment
- b) The teaching method
- c) Pupils' motivation
- d) All the above

Q07. Which of the following aspects do you think that pupils may find difficulties in while learning vocabulary?

- a) Meaning
- b) Pronunciation
- c) Spelling and grammar
- d) Length and complexity
- c) All of the above

Q08. How often do you use Arabic inside the classroom to explain and teach vocabulary?

- a) Rarely
- b) Sometimes
- c) Always

Q09. What kind of strategies do you use to teach vocabulary?

.....
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Q10. Do you know what the Total Physical Response approach mean?

- a) Yes
- b) No

TEACHER'S EXPRESSIVENESS DEVELOPS VOCABULARY LEARNING

If yes, explain.

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Q11. Teacher's expressiveness technique is the use of vocal variations, and body language such as facial expressions, movements and gestures to facilitate the teaching-learning process.

Do you think it would be a beneficial technique for teaching vocabulary?

a) Yes

b) No

Please, justify your answer.

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Q12. Do you encourage adopting this technique to teach new vocabulary?

a) Yes

b) No

If yes, explain

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Q13. We would be highly grateful for any further suggestions or comments.

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Thank you for your effort, time, and collaboration.

Appendix 4: Pupils' Final Questionnaire

Dear pupils,

This questionnaire is an attempt to collect information for the accomplishment of a master's dissertation about "The Role of Teacher's Expressiveness Technique in Developing Pupils' Vocabulary learning" in middle school. Therefore, you are kindly requested to answer the following questions by putting a (✓) in the appropriate answer and by giving full statements whenever it is necessary.

"Thank you for your time and for your collaboration"

أعزائي التلاميذ،

هذا الإستبيان هو محاولة لجمع معلومات من أجل إتمام مذكرة تخرج بمستوى ماستر حول دور استراتيجيات تعبير الأستاذ في تطوير الرصيد اللغوي لتلاميذ المستوى المتوسط. من أجل هذا، نرجو منكم الإجابة عن الأسئلة التالية وذلك بوضع علامة (✓) على الإجابة الصحيحة و تقديم توضيح و شروحات كلما وجب ذلك .

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Prepared by:

BARKAT Hayette

Supervised by:

Dr. ASSASSI Tarek

Academic Year, 2019-2020

Section One: General Information

Instruction: Select only one option and put a (✓) whenever it is necessary.

تعليمية: اختر إجابة واحدة فقط و ضع (✓) كلما اقتضى الأمر.

Q01. Would you specify your age and gender, please?

قم بتحديد عمرك و جنسك من فضلك

a) Age (العمر)

b) Gender (الجنس) Male (ذكر)

b) Female (أنثى)

Section Two: Vocabulary Learning

Q03. Do you like the English language?

هل تحب اللغة الإنجليزية؟

a) Yes (نعم)

b) No (لا)

Please, justify your answer. (برر إجابتك)

.....
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Q04. Do you face problems in learning English?

هل تواجه مشاكل في تعلم الإنجليزية؟

a) Yes (نعم)

b) No (لا)

If the answer is yes, where do you find the problem? (إذا كانت إجابتك بنعم، فأين تجد المشكلة؟)

a) Grammar (في القواعد)

b) Vocabulary (في تعلم الكلمات)

c) Spelling mistakes (في الأخطاء الإملائية)

d) Prononciation (في نطق الكلمات)

If there are other problems, mention them. (إذا كانت هناك مشاكل أخرى أذكرها.)

.....
.....

Q05. How do you find learning Vocabulary?

كيف تجد تعلم الكلمات ؟

- a) Easy (سهل) b) difficult (صعب) b) Very difficult (صعب جدا)

If difficult, you find the difficulty in the: (إذا كانت إجابتك صعب, فأنت تجد الصعوبة في :)

a) Meaning (معنى الكلمات)

b) Pronunciation (نطق الكلمات)

c) Spelling and grammar (كتابة الكلمات و قواعدها)

d) Length and complexity (طول و مدى تعقيد الكلمات)

If there are other difficulties, mention them. (إذا كانت هناك مصاعب أخرى أذكرها.)

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Q06. Do you think it is important to enrich your English vocabulary bank?

هل تعتقد أن إثراء رصيدك اللغوي (تعلم الكثير من الكلمات) في اللغة الإنجليزية شيء مهم؟

- a) Yes (نعم) b) No (لا)

Please, justify your answer. (برر إجابتك.)

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Section Three: Teacher's Expressiveness Technique in Relation to Vocabulary Learning

Q06. Which strategy helps you to learn vocabulary?

أي طريقة تساعدك في تعلم الكلمات؟

a) Using songs (استعمال الأغاني)

b) Repetition (التكرار)

c) Using pictures (استعمال الصور)

d) Educational games (الألعاب التربوية)

f) All the above (كل ما ذكر في الأعلى)

Q07. What do you prefer more in learning vocabulary?

- a) Verbal (الشرح الشفوي) b) Non-verbal (الشرح بالحركات) Both of them (الإثنين معا)

Q08. Does the use of some movements and gestures by the teacher facilitate understanding vocabulary?
هل عندما يمثل الأستاذ بعض الحركات فهذا يساعدك على فهم للكلمات؟

- a) Yes (نعم) b) No (لا)

Q09. Which of the following paralinguistic features (body language) can help you more to learn vocabulary?
أي من الخيارات التالية يساعدك أكثر في تعلم الكلمات؟

- a) Facial expressions (تعبير وجه الأستاذ)
b) Gestures and movements (حركات الأستاذ)
c) Intonation (إختلاف صوت الأستاذ)
d) All the above (كل ما ذكر في الأعلى)

Q10. How do you feel when your teacher explains vocabulary with the same body position and the same level of voice?
كيف تشعر عندما يشرح أستاذك الكلمات بصوت واحد (غير منخفض و غير عالي) و لا يتحرك من مكانه؟

- a) bored (أشعر بالملل) b) motivated (أرغب في تعلم الكلمات)

Q11. Do you prefer to work more inside the class if the teacher moves around the classroom to checking your vocabulary understanding?
هل تفضل المشاركة أكثر في القسم حين يتحرك الأستاذ حولكم ليرى إن فهمتهم الكلمات أم لا؟

- a) Yes (نعم) b) No (لا)

Q12. Does the teacher repeat the important words loudly more than once in the lesson?
هل يعيد الأستاذ الكلمات المهمة بصوت عالي أكثر من مرة في الدرس؟

- a) Yes (نعم) b) No (لا)

Q13. Can you decode words better when you repeat and act them more than once with your teacher?

هل يمكنك حفظ الكلمات عندما تعيدها و تمثلها أكثر من مرة مع أستاذك ؟

a) Yes (نعم)

b) No (لا)

Q14. Does loudly collective repetition of some items after your teacher help you to pronounce it properly?

هل التكرار الجماعي لبعض الكلمات بصوت عالي مع أستاذك يساعدك على نطقها بشكل سليم ؟

a) Yes (نعم)

b) No (لا)

Q15. Can you easily recall words that you acquired from the repetition of gestures whenever it is necessary?

هل عندما ترى أستاذك يكرر بعض الحركات لكي يشرح معاني الكلمات فهذا يجعلك تكتسب هذه الكلمات و تتذكرها جيدا و بالتالي يمكنك أن توظفها مرة أخرى لوحدك كلما وجب عليك؟

a) Yes (نعم)

b) No (لا)

المخلص

بما أن تلاميذ السنة الأولى متوسط يتعلمون اللغة الإنجليزية أكثر، فعلى المعلمين أن يبحثوا عن تقنيات تدريس فعالة لتطوير تعلم المفردات لدى التلاميذ لأنها عنصر أساسي في عملية تعلم أي لغة. رغم ذلك يجد التلاميذ عقبات عند تعلم الكلمات، قد ينتج هذا عن طريقة التدريس، الافتقار إلى الحافز أو بيئة القسم. ان الهدف من هذه الدراسة هو مناقشة دور استخدام تعابير الأستاذ كأسلوب تعليمي لتطوير تعلم المفردات لدى التلاميذ، و لهذا سعينا لبحث عن أهم الصعوبات التي يواجهها التلاميذ خلال تعلم المفردات والتحقق كيف سيساهم الأسلوب التعليمي المقترح في تطوير تعلم المفردات لدى التلاميذ بالإضافة الى الحد من هذه الصعوبات و لقد افترضنا أنه كلما تم تطبيق تعابير الأستاذ كلما تطور رصيد التلاميذ اللغوي أكثر. لذلك فإن الهدف الرئيسي من إجراء هذه الدراسة هو البحث عن أهمية استخدام تعابير الأستاذ كأسلوب تعليمي يساعد في تطور تعلم الكلمات عند التلاميذ. للتأكد من صحة الفرضية اعتمدنا على دراسة وصفية باستخدام النهج النوعي. لجمع البيانات استعمل الباحث ثلاث وسائل مختلفة: مقابلة تم إجراؤها مع ثمانية (8) من أساتذة المستوى المتوسط في بسكرة , استبيان تم توزيعه على ثلاثة و أربعون تلميذا (43) يدرسون السنة الأولى متوسط بإكمامالية أحمد زيد بسكرة و الملاحظة. وقد اسفرت النتائج المتحصل عليها على اتفاق الأساتذة و التلاميذ حول أهمية الكلمات في تعلم اللغة الإنجليزية بالإضافة الى اتفاقهم على الدور الفعال لتعابير الاستاذ كأسلوب تعليمي لتطوير تعلم المفردات لدى التلاميذ ومنه فإن النتائج المتحصل عليها قد أثبتت صحة فرضيتنا المقترحة وفي الأخير تم تقديم بعض التوصيات للأساتذة حول تبني اساليب و طرق مبتكرة و فعالة أخذة بعين الإعتبار عمر التلاميذ و طرق التدريس التي يفضلونها و ذلك بتبني تعابير الاستاذ كأسلوب تعليمي يساعد التلاميذ في أن يصبحوا محفزين و نشيطين خلال المسار التعليمي خاصة خلال تعلم مفردات جديدة.