

CHAPTER ONE

Introduction

1.1 Statement of the Problem

Communication is a complex process that requires expressing ideas with clarity and relevant content according to a formed convention, and an understanding of behavior through the response of others to what they say and do (Sage, 2006:1). Language is essentially an instrument of human communication (Cook, 2003:9). English language appears to be the first universal language which is used in all fields as economy, technology, politics, formal conferences, commerce, industry, tourism, medicine, journalism and education (Baron ,2001:36); however, in order to acquire any language, it is important to master it's components.

Nation (2001:114) sees that knowledge of vocabulary qualifies language use while language use leads to a growing in vocabulary knowledge. Vocabulary is one of the elements of language and it is primary for learning language because without sufficient vocabulary, learners cannot understand others or express their own ideas (Lessard-Clouston, 2013:2), (Adger,2002:59).

More recently, because of vocabulary effect on comprehension, there has been a refocus on promoting vocabulary development with students (Dalton and Grisham, 2011:306-16). Read (2004:140- 6) states that the lack of vocabulary leads to produce obstacle for second language learners and vocabulary is the main factor which can enhance or impede comprehension, so it is useful and important to find ways to enhance pupils vocabulary knowledge effectively.

The researcher assumes that pupils have difficulties in understanding vocabulary lessons, the reason that teachers don't follow effective strategies in teaching vocabulary or they use different kinds of traditional learning materials such as; writing words on

paper, learn through the teacher's explanations, flashcards, write each word multiple items, or learn word through dictionary (Clark and Paivio, 1991:153-9).

According to previous studies concerning teaching vocabulary such as, Ali (2015:6) and Abdul-Ameer (2014:7) who find out that in Iraqi school, English foreign language learners are generally not competent in handling vocabulary items and there is a deficiency, restriction and weakness of learner's vocabulary.

Wallac (1982:2) asserts that how to teach is more important than what to teach. The researcher thinks that pupils need an interesting and stimulating strategy when learning vocabulary, and also teachers need to be active to help pupils to retain vocabulary for a long time, body language strategy (BL henceforth) is still not too much taken into consideration as a teaching strategy according to the questionnaire given to teachers and an interview of supervisors in the Directorate of Preparation and Training in Babylon, (for more details see Chapter four and Appendix C). The researcher refers to this strategy for teaching vocabulary comprehension (VC henceforth), it can be used inside the classroom or even outside the classroom because this strategy not need to effort, money or machine, and also it can serve as reminders of the meaning of the new vocabulary words. The body language strategy is suggested by the researcher which can stimulate the pupils' interest of learning English and simplify the difficulty of English vocabulary learning.

Tellier (2007:1-9) affirms that this strategy belongs to English comprehension because it expresses meanings, each signal expressed through person's body is like a single word where a sign may have several different meanings. A number of studies realized that accompanying words or phrases of a foreign language with gestures drives to better memory outcomes (Macedonia, 2014:1). English teachers should make use of body language to simplify their teaching and regarding the importance that learners attach to the task of building and comprehending enough vocabularies (Yang ,2016:1).

The term “body language” refers to the gestures, postures, eye contact, and facial expressions which convey idea and meaning (Fuller, 2018:12). The body movements such as hand gesture and facial expressions can mime something and they help pupils to guess the meaning of a spoken word or expression, supplying that they are easy to understand. The present study is concerned in an investigating this means of communication in teaching vocabulary comprehension.

1.2 Aim of the Study

This study aims at:

Investigating the effect of body language strategy on pupil's achievement in English vocabulary comprehension.

1.3 Hypothesis of the Study

To achieve the aim of the study, it is hypothesized that there is no statistically significant difference between the mean score of the control group who are taught vocabulary by the recommended way in " teacher's Guide" and the mean score of the experimental group who are taught by BL strategy.

1.4 Limits of the Study

The present study is limited to the following:

1. Iraqi female EFL fifth primary school pupils in Babylon.
2. The academic year 2017-2018 during the second semester.
3. The textbook " English for Iraq 5th" for Primary pupils.

1.5 Significance of the Study

The study derives its value from the importance of vocabulary teaching for English as foreign language learners. This study may encourage teachers to use body language in teaching English vocabulary that will be reflected on pupil's achievement in English vocabulary comprehension. This strategy may not only improve pupils' vocabulary but also strengthen their retention. EFL pupils' in turn, may be more interested in learning and have courage to take part in the lesson effectively.

1.6 Procedures of the Study

The study procedures are as follows;

1. The researcher uses questionnaire for 60 teachers along with an interview for supervisors as scale for the study in the practical framework.
2. Selecting a representative sample divided into two groups from the population of the study; experimental group and the other one is control.
3. Preparing a lesson plan to apply body language strategy in the class for experimental group.
4. Constructing a pretest and posttest in VC to assess the learners' knowledge of vocabulary and ensuring its validity and reliability.
5. Teaching vocabulary comprehension to the pupils of the experimental group by using body language strategy and teaching VC to the pupils of control group by using the recommended method.
6. Using appropriate statistical means for manipulating the data of the study.
7. Analyzing the results and determining the conclusions and stating recommendations and suggestions for further research.

1.7 Definition of Basic Terms

Effect

According to Collins (1987: 451), the term "effect" refers to a change that is caused in a person or thing by another person or thing.

The operational definition of effect is an action or a situation that has a certain influence on the pupil's achievement at the end of the experiment.

Body Language

Watts (2009:180) defines body language is" nonverbal communication that involves body movement".

While Chandre (2013:2) states that body language is a motivating concept. The human body creates a lot of motions depending on the situation.

The operational definition of body language is the physical behavior is used to express something or convey information with others in conversation.

Vocabulary

Vocabulary is the total number of words that are part of specific language; and a range of words known to, or used by a person when constructing new sentences (Aitchison, 2003: 6).

The operational definition of vocabulary is a bridge to learn other language skills and components and the repertoire of words the pupils have that enable them to communicate in real-life situations.

Achievement

Achievement is defined as the accomplishment or proficiency that has been achieved, especially by hard work, skill or ability (Ndukaihe, 2006:64)

The operational definition of achievement is the level of vocabulary that pupils attain after the experiment of the study is applied.

CHAPTER TWO

Theoretical Background and Previous Studies

2.0 An Introductory Note

This chapter presents details of vocabulary learning, teaching and comprehensive of vocabulary and description of body language strategy which is the backbone of the present study, the previous studies that are relevant to the current study are introduced as well.

Kingen (2002:423) confirms that language is flexible, it uses in different ways for many goals. Through it human can express every emotions, desires and ideas, furthermore, they can manipulate it into new forms and enhance new uses for it. Each language organizes its parts of speech into classes according to their functions and positions relative to other sections (Brinton, 2000:103-10).

Kessler and McDonald (2008:39-62) state that the sentence is an assemblage of words that play distinct role, it is called them parts of speech, is as a pattern which is collected from the meaning of the sentence that determines what part of speech the word is. It includes: noun, verb, preposition, pronoun, conjunction adverb, and participle.

The important of parts-of speech for language dealings are given more amount of information about a word and its neighbors (Jurafsky and Martin, 2009:2). Parts-of speech can be separated into two wide categories: closed class and open class types, closed classes have open class components and they are relatively fixed, for example, prepositions in English are a closed class because there is a fixed set of them; new prepositions are rarely made, but on contrast, nouns and verbs are open classes because new nouns and verbs are continually changed or borrowed from other languages (Ibid:3).

Laufer and Goldstein (2004:123) and Flynn (2008: 119) mention that words can be classified as productive (words are usually associated with speaking and writing) or receptive (words are associated with listening and reading).

In spoken language, there are a set of symbols consists of noises creating from movements of a particular organs within the throat and mouth. While these symbols in signed languages shift to be hand or body movements, gestures, or facial expressions. By means of these symbols, people are able to realize information, to express emotions and feelings, to influence the works of others, and to get on well friendliness or hostility with varying points toward persons who make use of substantially the same set of symbols (<https://www.britannica.com/topic/language>).

Everybody can employ body language in specific way or another. Sebeok (2001:11) states that some people never acquire speech because they may face difficulty as a result of some trauma like a consequence of aging or stroke. When humans lack the capacity to verbalize, or to speak and write, they can communicate nonverbally by the use of sign language (ibid:12). Pease (1981:6-8) confirms that body language like any other language people express meaning and opinions in their daily needs through BL signals.

2.1 The Definition of Vocabulary

Vocabulary is a fundamental component of language learning. Word in the last two decades has characterized its importance in the academic world (Coady and Huckin, 1997:23).

Nation (2001: 79) stats that words are not isolated units of language, but they are overlapped to form part of more complex systems and levels. He emphasizes that learning individual items and learning systems of knowledge vary greatly. The first one needs the

recognition of a word by memorizing it. The second one uses more complex processes such as determining spelling rules and systemic phonemic of the language.

Grabe and Stollar (2002: 38-39) state that “vocabulary is a language area that needs continued growth and development for native and nonnative speakers alike”. They refer that a comprehensive vocabulary component should include opportunities for explicit learning as well as implicit learning with a curriculum. They also point out that students themselves also need to develop independent learning strategies that will permit them to “expand their vocabulary both in and out of the classroom”.

According to Webster (2000:1600), vocabulary is a list of words, often, phrases, abbreviations, inflectional form, etc., usually sorted in alphabetical system and defined or otherwise identified, as in a dictionary or glossary.

Richards and Schmidt (2002:580) define vocabulary as "a set of lexemes including single words, compound words and idioms". the learner and the speaker of the language need to comprehend and memorize of vocabulary in the four skills; listening, speaking, writing and reading (Schmitt, 2004:5).

Folse (2008:12) mentions that English language learners need a continuous knowledge of vocabulary in order to enhance comprehension and production in the foreign language. He also says that while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication can happen when learners have acquired more vocabulary.

To sum up, vocabulary is regarded as the most important part for any language and it plays a major role in authentic communication. It is impossible for the learners to read, write, listen and speak a foreign language without having sufficient knowledge of vocabulary. Thus, vocabulary is all the words in any language that have meaning and used by people to express themselves in different situations.

2.2 Vocabulary Acquisition in the Mother Tongue

Children acquire their mother language which they are exposed to and all children follow the same steps while acquiring it. Chomsky argues that children's ability to acquire language is due to a genetically programmed organ that is located in the brain (Chomsky, 2004:17). So, the steps of language acquisition are universal. Language starts to be developed from the very first day of birth. According to Castello (2005:4) observes in his study that "acquisition occurs during the formative years of one's life usually commencing in early childhood". After children are born and are exposed to a particular language or languages in the environment, they connect the language to universal grammar and that language become the mother tongue (Chomsky, 2004:17).

At around six months, they move to the *babbling stage* in which babies babble and imitate various sounds, especially consonants and vowels that make up the language. At around age two, *telegraphic stage* comes, and then they are able to say two or three word-phrases together containing verbs, nouns without grammatical factors such as prepositions, verb endings (Ellis, 1994:55), (Fromkin et al., 2002:130). Children's use of ungrammatical language reflects their attempt to construct the grammar rules of language on their own (McGilray, 2005: 50). Moreover, it reflects that children's language acquisition does not derive directly from the information that comes from the environment (Jackendoff, 1994: 35).

At the ages between two and a half years old and three and a half years old, language explosion occurs. Language comes to the *productive stage*. Through the ages four and five, as children develop, the language develops too. They will also develop the ability to understand structure and create infinite new language expressions. They start to be able to comprehend and form longer and complex sentences. Instead of forming two simple, separate sentences, children unite two ideas in one compound sentence (Ellis, 1994:55) (Fromkin et al., 2002:132). Towards the age of six, adult-like language develops. Children can use conjunctions in compound sentences; adjust subject-verb agreement, singularity and plurality. They know few abstract words beside

the antonyms and synonyms of some words. Moreover, children at this age can ask questions, make jokes, and tell their daily experiences. Thus, they use the language competently (Brewer, 2001:20). As impressive as it may seem, children alone develop their own strategies for learning language. For instance, when children reach the ages of twelve to eighteen years, a grammar emerges in their language. Once that happens, children rapidly and without assistance acquire most of the syntactic structures and grammatical rules of their language (O'Grady et al., 1997:476).

For language development, vocabulary development is an initial necessity for comprehension; children are the fastest learners of the mother tongue vocabulary (Read, 2000:10). Biemiller (2003:300-323) explicates that vocabulary development and comprehension are both affected by home language supported and by explicit instruction at school. In addition learning words incidentally, vocabulary can also be acquired intentionally and most children learn root words in approximately the same order.

Furthermore, the development of vocabulary is rapid. To understand the extent of a child's language development by looking for the amount of vocabulary the child knows. It is indicated that by being in a meaningful language environment, children learn language, specifically vocabulary when they use them purposefully and functionally (Adger et al., 2004:867-900) (Dickson and Caswell, 2007:243-260).

Children learn a lot of vocabulary very fast in a short time luckily because vocabulary development is so significant in daily life that students who know more vocabulary do remarkably better than their classmates who have less vocabulary (Snow, 1991:5-10) (Morrison, 2007:35) (Wasik, 2010:621-633).

2.3 Vocabulary Learning

Obviously, it couldn't be quite that students or learners obtain vocabulary similarly as they gain their first language (L1 henceforth). The best practice criterion of the vocabulary learning process will be founded on some standards like the learner's ability and level of knowledge, the type of words that are focused on, the educational system and educational modules, classroom setting and numerous different elements and factors, as stated by Nation (1990: 2), it is valuable to make a qualification between vocabulary learning techniques. For instance, the English language teacher teaches vocabulary in both direct and indirect ways.

Concerning indirect or 'implicit', learners learn vocabulary by implication through the experience they gain from conversations, daily practice and the new meanings and vocabulary in the teaching methods, furthermore, they learn new vocabulary and expressions when words appear in different situations and conditions in the text, for example, through perusing extensively on their own by reading the books of various topics outside the scope of work and daily discussions. (Read, 2000: 39; and Laufer and Hulstijn 2001:1).

In direct or 'explicit' vocabulary learning process, learners are deliberately taught particular expressions, words and language structures (Richek et al. 1996: 203). Nation (1990:20-54) describes it as the circumstance in which learner do practices and activities, such as word building activities and vocabulary games, concentrated on the vocabulary. Direct or 'explicit' learning vocabulary process is taking into consideration the conscious learning forms when language learners learn vocabulary expressly, either in context or in isolation, through direct guideline in both the implications of individual words and word-learning procedures (Laufer and Hulstijn 2001: 1).

Direct learning, its plainly coordinated towards the learning objective which is learning vocabulary, while with indirect learning consideration is still present, and however not deliberately coordinated towards recalling new vocabulary items. In spite

of indirect vocabulary learning is a procedure that prompts vocabulary acquisition; direct vocabulary learning has an incredible advantage of learning new vocabulary in profundity (Al-Zahrani, 2011:25).

Likewise, Laufer (2005:223-50) gives valid justifications to contend that vocabulary learning requires explicit consideration since (1) students or learners regularly don't focus on the correct implications of individual words when engaged in reading for comprehension. (2) guessing from context is frequently untrustworthy, particularly if the learner does not know 95% to 98% of the words in the content. (3) new words which students have faced in talk should be met again generally rapidly to maintain a strategic distance from their being forgotten. Hence, direct learning is productive for vocabulary adapting particularly for school students instead of for the individuals who study in universities. Learners in advanced levels have a considerable measure of words that enable them to guess the meaning of new words through reading a text, while beginners and learners in intermediate level still need more chances to acquire many words directly (Ibid).

Intaraprasert (2005:163) emphasizes that the main goals of vocabulary learning are:

- a) to discover the meanings of new words and
- b) to retain the knowledge of newly-learned words.
- c) to expand the knowledge of English vocabulary;

Catalan (2003: 54) proposes the vocabulary learning goals as:

- a) to find out the meaning of unknown words;
- b) to retain them in long-term memory;
- c) to recall them at will;
- d) to use them in oral or written mode.

2.3.1 Vocabulary Learning in Foreign Language

Developing vocabulary is important not only for first languages but also for foreign languages, because communication skills are improved by vocabulary get in target language (Gordon, 2007:44). Vocabulary acquisition develops in different stages which are similar to the first language acquisition have been identified although the duration of them varies from person to person due to many elements such as learning environment, individual differences, interest, and motivation.

According to Saville-Troike (1987:81-106), McLaughlin et al (1995:3-4) Tabors and Snow (1994:103-125), Gonzalez et al (2006:200), Gordon (2007:58-101) and Hong (2008:61-62) state that there are four stages to second language acquisition developments as in the following sequence:

i) Silent/preproduction stage: When children being introduced into a setting where everyone is speaking a different language and their dialogues can't be understood by the others, because they have different competent in their first language, in this stage learners stop speaking the target language or prefer using their first language to communicate because people who are learning a foreign language already know their first, native language and its vocabulary (Gordon, 2007:58) (Hong, 2008:61).

ii) Nonverbal/early production stage: Is the starting point for learning a new language. In this stage, body language precedes language, learners do not talk through this stage, learner after being for some time in a different language environment; learner starts to try communicating nonverbally by gestures, nodding, crying, and moving their hands or eyes without speaking the target language. (Gordon, 2007:79-87). However, learners are active in listening to the target language's sounds and comprehending the messages conveyed, some try to say their first words of the foreign language after two or three weeks, some try to speak after months, so the length of this period is different (McLaughlin et al.,1995:3). Any language assessments carry during this stage of development may result in misleading information that underestimates the child's true language capacity (Tabors and Snow,1994:103-125).

iii) Telegraphic speech stage follows the nonverbal one. The child is now ready to start using the new language and does so through telegraphic speech that involves the use of formulas (McLaughlin et al., 1995:4) (Tabors and Snow,1994:103-125). In this stage, the learner speaks with two or three content words and formulaic phrases which are native speakers know what the phrase means, but when broken into individual words, the meaning is lost (Gordon, 2007:59-60). A child learning a second language will use words and phrases they have heard without understanding how the words function (McLaughlin et al., 1995:4). For example, children may say, “clean up time” only because they have heard adults use those words, not because they know what the phrase means. This is similar to a monolingual child who is learning simple words or phrases (content words) to express whole thoughts, For instance, a child might say, “me down” indicating he wants to go downstairs Saville-Troike (1987:81-106).

iv) Productive language-use stage: In this stage, learners try to form complete sentences. When they learn the language efficiently, they are able to use it in a creative way by forming sentences productively (McLaughlin et al.,1995:4) (Hong, 2008:62). When a child can form their own words in a new language, not just understand what others say, they communicate as though they are a native speaker. Errors in language usage are common and acceptable during this period as children are experimenting with their new language and learning its rules and structure (Tabors and Snow,1994:103-107).

2.3.2 The Importance of Vocabulary Learning

Vocabulary is very important element of language learning that the learner acquires to learn. Vocabulary is something to be taken into consideration both in second and foreign language teaching. Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that no matter how the students learn grammar, no matter how successfully the sounds of second language (L2 henceforth) are mastered, without words to express a wide range of meanings, communication in a L2

cannot happen in a meaningful way (McCarthy, 1990:VIII). Siriwan (2007:19) states that words are a necessary means, and therefore learners use them in their daily interaction, thinking and feelings. Learners also use words to discover the world, and analyze their environment. Stahl (1999:1) sees the importance of vocabulary learning and puts it in this way:

‘Our knowledge of words determines how we understand texts, define ourselves, and define the way we see the world. A richer vocabulary does not just mean that we know more words, but that we have more complex and exact ways of talking about the world, and of understanding the ways of thinking more complex thinkers see the world... The more words we know, the more distinctions we make about the world, the more clearly we see things in our world. We use words to think; the more words we know, the finer our understanding is about the world.’

Consequently, a limited range of vocabulary knowledge restricts learners' thoughts, but a rich vocabulary repertoire helps learners express themselves understandably. This is consistent with Nandy (1994:1) who argues that “the more words one is able to use correctly, the better one will be able to express oneself easily, and to understand the world he lives in”.

Vocabulary and grammar are regarded as crucial components in the learning process, still vocabulary is more emphasized. Allen (1983:8-12) mentions that vocabulary items should be taught before grammar. Most students spend many years studying English grammar, but they still cannot speak fluently or naturally. Grammar is only part of a language and the speaker should know it. No doubt, knowing the grammar can help us speak and write correctly. However, more importantly, you need

to have good vocabulary knowledge to speak and write effectively. Many studies have shown that vocabulary knowledge and background knowledge can help students read and comprehend better.

Thornbury (2002: 13) notes that "If you spend most of your time studying grammar, your English grammar will not improve very much". You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. He also notes that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed" and also Kitajima (2001:470) affirms that without words that label objects, actions, and concepts, one cannot express intended meanings. Krashen and Terrell (1995:155) indicate that if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Thus, Chomsky (1988:95) claims that a new vocabulary item is acquired when the learner can identify its meaning in and out of context and it can be used appropriately.

Thus, vocabulary has a vital role in FL teaching so that the learner has to pay a special and great attention to vocabulary learning in order to speak and write very well. There are many reasons for devoting attention to vocabulary; "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem"(Maximo, 2000:388).

Vocabulary learning is a related process; it could be described as making friends with the words of the target language (Morgan and Rinvolucri, 1988:6). Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing.

As a matter of fact, vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential element to determine how

much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully.

2.4 Learning Theory

Theories must have basic standards: conceptual definitions, cognitive, domain limitations, prior experience, relationship-building, environmental influences and predictions. Learning theories are conceptual frameworks that explain how students absorb process, and save knowledge during learning (Illeris, 2004:166-92) and (Simandan, 2013:363-68). Learning theories are behaviorism, cognitivism, and constructivism (Cooke, 2007:12). The constructivist theory shifts from teacher-centered to focus on student-centered learning and it is the most important contribution of constructivism (Bishop, 2011:2). Constructivism is a very influential learning in education; is found in psychology which interprets how people might gain a new information or knowledge and learn and asked us to make sense of what we are trying to learn (Matthews,1998:x) (Gipps,1994:22). This theory also stress on the physical actions and hands expression that is important in learning process especially for children (Dewey, 1938:25-30).

2.4.1 Constructivist Learning Theory

The learning theory is built around constructing multiple mental models to perceive a specific idea or concept in the real life (Tomei, 2009:60), and Merriam and Caffarella (1999:260) mention that according to constructivism models learning occurs when the learner begin to construct his own perception of an idea or concept depending on experience. They also pertain that most of the different forms of constructivism learning theory assert that the process of learning is a process of constructing meaning based on the learners' experience and how they interpret that experience (ibid:261). Constructivism has two predominant views on learning; the first is that the process of

constructing meaning depends on the individual's cognition, in which the individual makes use of his own previous experience and current one to construct his understanding of reality. The other view is that knowledge is socially constructed by the social interaction and communication (ibid).

Tam (2000:51-2) states that it is crucial for the teachers to understand the implications of constructivism to further develop their teaching and the learning process. The specialist in constructivism learning theory such as Vygotsky, Piaget, and John Dewey have dedicated their research on understanding what the learners understand at varying levels of cognizance (Rummel, 2008:74). Specialists in constructivism believe that children at the early state of learning develop their perception by actively participating in learning. Furthermore, Piaget pertains that learning occurs through developing the cognition of the learners by observation and experimentation, while Vygotsky believes that learning occurs by socially interacting with the more intelligent members of the community (ibid:80). The beliefs of Piaget and Vygotsky are further supplemented by those of Dewey's as he accentuates the importance of active participation in learning and that the learners need to immerse and engage themselves in the learning process to develop their understanding of knowledge and not to be passive. He stresses that in order to develop the mind the learner needs to construct his meaning by doing actions in the class such as physical activities and gestures. Thus, the teacher is tasked with constructing activities that enables the learners to actively participate in the classroom and mainly interact with the material (Dewey, 1938:25-30).

In the theory of Piaget, the teacher roles are very limited whereas Vygotsky's theory the teacher roles are much more as he constructs the activities that engages the students and centered around problem solving, inquiry, and cooperation with the rest of the class. The teacher thus does not play the role of the dispenser of knowledge but rather the facilitator and guide who encourages, and motivates the learners to construct

their own learning by developing their individualized perceptions and conclusions (Gulati, 2008:184).

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. Oliver (2000:5-18) also believes that the teacher need to oversee that the activities and learning experiences he constructs are built around problem solving and critical thinking. As the theory supports the idea that problem solving improves the learning, thinking, and development of the learners. Ekins and et al (2011:206-225) pertain that problem solving activities allow the learners to utilize their experiences and expertise to reach logical conclusions and thus, gain a superior understanding of the subject matter. According to Brooks and Brooks (1993:36) a good problem is one that requires students to make and test a prediction, can be solved with inexpensive equipment, is realistically complex, benefits from group effort and is seen as relevant and interesting by students.

Abdal-Haqq (1998:34-37) accounts that constructivism is built around six principles as follows:

- 1- The environment of learning that constructivism provide, allows for multiple representations of reality and those realities present the outside world complexities.
- 2- The theory firmly stresses the importance of constructing knowledge over the importance of knowledge reproduction.
- 3- The theory encourages the construction of authentic learning settings that relate to the outside world.
- 4- The theory supports communication and collaboration as well as constructing knowledge based on contexts and content.

- 5- The theory supports discovery learning,
- 6- The theory base learning on the learners' prior knowledge of hands-on activities.

2.5 Vocabulary Learning Strategies

It is difficult for a language learner to learn new vocabularies to store them in their memory and recall them at any time. Language learners recognize the significance of words in a language, but they may or may not conceivably know about the fact that vocabulary learning strategies can assist them to learn vocabulary effectively and become self-directed learners of vocabulary (Nation, 2001:218). According to Schmitt and Schmitt (1995:133), the best vocabulary teaching plan may be to present an assortment of vocabulary learning strategies (VLS henceforth) to students so that they can choose for themselves on the ones they learn toward. Students need these echoes to build up their VLS knowledge.

Oxford and Crookall (1989:37) describe language learning strategies as “learning techniques, actions, learning to learn, problem-solving, or learning skills”. They come to an end that no matter what learning strategies are called, strategies can make learning more efficient and effective and the strategies used by learners could lead towards more proficiency or competence in a second language.

Vocabulary learning strategies are defined as any procedures identified to the learning of vocabulary of a language which could influence the learning process by which information is obtained, stored, retrieved and used (Xing,2009:5). According to Takač (2008:17) vocabulary learning strategies activate explicit learning that entails many aspects such as making conscious efforts to notice new lexical items, selective attending, context-based inferencing and storing into long-term memory. O'Malley and Chamot (1990:7) mention that preparing second language learners to use learning strategies concentrates mainly on learning vocabulary, they additionally purpose that

vocabulary learning strategies are used most frequently and are probably the most well-known sort of language learning strategies .

2.5.1 Classification of Vocabulary Learning Strategies

O'Malley sees that learning strategies as “... set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information” (O'Malley et al, 1985:23). O'Malley and Chamot (1990:7-8), Oxford (1990:135-140) finds that the use of learning strategies in classroom instruction is fundamental to successful learning. The assumption is that using a combination of strategies often has more impact than single strategies (O'Malley and Chamot, 1990:122). O'Malley divided these strategies into three major groups: "Metacognitive", "Cognitive", and "socio-affective" strategies (O'Malley et al, 1985:582-584). **Metacognitive strategies** is a term to express executive function, strategies which demand designing for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed, among the main metacognitive strategies, it is possible to include directed attention, selective attention, advance organizers, self-management, self-monitoring, functional planning, delayed production, self-evaluation (Ibid). **Cognitive strategies** are more restricted to particular learning functions and they include more direct manipulation of the learning material itself; Translation, repetition, note taking, resourcing, grouping, deduction, key word, imagery, recombination, auditory representation, transfer, contextualization, elaboration, inferencing are among the most important cognitive strategies (O'Malley et al, 1985:582-584). **Socio-affective strategies**, it can be stated that they are related with social-mediating activity and dealing with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94).

Oxford (1990:135) also classifies an extensive category of language learning strategies under three categories as **the direct, indirect and affective strategies**, with regards the direct strategies (which are more directly linked with the learning and the

employment of the target language in making good rule that they ask the mental processing of the language), these are the memory strategies which “... store and retrieve new information; cognitive strategies which enable learners to understand and produce new language by many different means, ranging from repeating to analyzing expressions to summarizing and compensation strategies which “... allow learners to use the language despite their often large gaps in knowledge” (Oxford,1990:37). Indirect strategies which help the learning process internally, i.e. support and manage language learning without directly involving the target language, there are the metacognitive strategies “allow learners to control their own cognition”; while affective strategies which “help to regulate emotions, motivations, and attitudes” and finally, social strategies “help students learn through interaction with others” (Ibid).

Oxford (1990:8-14) recognizes several aspects of learning strategies;

- 1) identify to communicative competence,
- 2) learners must be self-guided,
- 3) increase the role of instructors,
- 4) are problem-oriented,
- 5) special practices by the students,
- 6) include many aspects of the learners as well as the cognitive approach,
- 7) Support learning both directly and indirectly,
- 8) are not always observable,
- 9) are teachable,
- 10) are flexible, and
- 11) may be influenced by a variety of factors.

Rubin and Thompson (1994:79) assert for learners three main categories of vocabulary learning strategies with sub-categories to employ as follows:

Category 1: Use Mnemonics

1. Use rhyming;
2. Use alliteration;

3. Associate words with the physical world;
4. Associate words with their functions;
5. Use natural word associations, such as opposites;
6. Learn classes of words;
7. Learn related words;
8. Group words by grammatical class; and
9. Associate words with context.

Category 2: Direct Approach

1. Put the words and their definitions on individual cards;
2. Say the words aloud or write them over and over again as they study;
3. Compose sentences with the words they are studying;
4. Tape record the words and their definition, if they prefer to learn through the ear; and
5. Color-code words by parts of speech, if they prefer to learn through the eye.

Category 3: Indirect Approach

1. Read a series of texts on a related topic;
2. Guess the meaning of words from context; and
3. Break up the word into components

Stoffer (1995:98) demonstrates nine categories by factor analysis as follows:

1. Strategies involving authentic language use;
2. Strategies used for self-motivation;
3. Strategies used to organize words;
4. Strategies used to create mental linkages;
5. Memory strategies;
6. Strategies involving creative activities;
7. Strategies involving physical action;
8. Strategies used to overcome anxiety;

9. Visual/auditory strategies.

2.6 Vocabulary Teaching

Teaching vocabulary process plays an important role in teaching language in general and teaching second language in particular. Teaching vocabulary should always be a priority (Biemiller, 2003:46), for this reason, there is a critical requirement for improving vocabulary teaching at all stages by all educators (Sedita, 2005:33).

Instructors have recommended teaching words "thorough and in the depth over time "(Brabham and Villaume,2002:264). The number of words that students need to learn will be greatly extensive (Sedita, 2005:33). Much teaching vocabulary often fails to increase comprehension measurably; one of the fundamental approaches to represent this disappointment is that most vocabulary guideline fails to make in-depth word knowledge, teachers should increase customary strategies of instruction, for example, memorizing definitions with a more escalated guideline for generating richer, deeper word knowledge (Freebody and Anderson, 1993: 62).

To understand a word, it is important to have definitional knowledge and contextual knowledge, the combination of which prompts to a rich vocabulary, there are five major aspects of a rich vocabulary: (a) as implied already, students with a rich vocabulary know a substantial amount of words, (b) a rich vocabulary embodies and reflects broad and complex understandings of a wide range of different concepts, children who enter a school with a pervious knowledge of words have a favorable position over those without such former knowledge, (c) a rich vocabulary implies having profoundly rooted, adaptable understandings of notions that words represent, for instance, students who recognize the expression of the phrase "a stray dog" can use that knowledge to understand the idea of "a stray hair", (d) a rich vocabulary is powered by a sharp capacity to utilize context to tease out imperative aspects of word meaning and subtle differences in word usage, for instance, these students are aware that is suitable to describe "watery eyes" or "watery woodlands" but unsuitable to allude to " watery

puddle" and (e) "a rich vocabulary is terminated by an interest with language that makes disposition and motivation for learning words"(Brabham and Villaume,2002:265).

Teaching vocabulary ought to be dynamic and should consider the different dimensions of the mental lexicon. On the other hand, it is important to utilize strategies to encourage lexical combination in their memories. Therefore, learning words needs to include an extensive variety of skills (Zimmerman, 1997: 136).

The main purpose for teaching vocabulary is to encourage the cognizance of content. If students do not realize the significance of large number of the words in a text, their perception of that determination is probably going to be compromised, so that, i.e., giving student chances to use the items learnt and also helping them to use vocabulary successfully (Templeton, 2004:5).

2.6.1 Total Physical Response: Foreign Language Teaching Method

Total Physical Response (TPR henceforth) is a language teaching method that tries to teach language through physical (motor) activity and it has been developed by James J. Asher. TPR is the combination of language and action; it is conducted on the arrangement of spoken and physical movement (Richards and Rodgers, 2001:73). It helps students to develop listening comprehension and oral fluency by reducing their fear and stress in a motivating learning process when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency (Asher, 1968:7-9) and (Larsen-Freeman, 2000: 113).

This method explains very important concept, in TPR classroom, learners can get the second language in the same way that learners get their first language and they are doing orders before verbal response that mean children first listen, then act . Foreign language teachers resemble caregivers who talk to learners and do not demand any answer until they utter their first words months later that leads to comprehension precedes the production in TPR .This is also supported by Krashen's Input Hypothesis

(Krashen, 1999:92) which claims that an additional language can only be learned by receiving understandable input.

In TPR teaching contexts, a teacher helps young beginners to understand a foreign language as much as possible by using a simple language with short breaks and repeating, rewriting and gestures in class activities (Gordon, 2007:79-87). The goal of teaching TPR is the understanding-based approach, usually it uses in the early childhood classroom; the role of the teacher in this method is that he gives instructions or commands in the classroom and the learners obey the command and he is responsible for providing the best exposure to the language so that the learner can understand the basic rules of the target language (Richards and Rodgers, 2001: 76). Richard and Rodgers (1986:93) point out the role of teacher as “The instructor is the director of a stage play in which the students are the actors. While the role of learners in TPR is as imitators of the teacher’s nonverbal model, they evaluate their own progress. In teaching language activities, they are not speaking until they feel ready to speak that is when an enough basis in the language has been internalized (Larsen and Freeman, 2000: 113).

Larsen and Freeman (2000: 111) refer to most important Principle of TPR is that children and adult respond physically to spoken language and they learn better if they do that too. It means that students can learn one side of the language rapidly by moving their bodies. Students can learn through observing actions as well as by performing the action themselves and physical response that accompanying speech have an impact on memory for verbal information in the speakers’ mother tongue and foreign language learning. That is, it could help learners retain the verbal learning material (ibid).

To sum up, it seems that the coordination of speech with action that TPR is presented by the body language is useful, especially for students who use their bodies during their learning and teaching.

2.6.2 Communicative Approach

Communicative approach is the developmental approach to language teaching process; it is also called communicative language teaching, which is focused on the goal of the language teaching, which is communicative competence (Richards and Rodgers, 2001:223).

The status of vocabulary has extremely been enhanced as a result of the development of this approach. The structures and vocabulary are important according to the opinion of adherents of the communicative approach (Nunan, 1991:117). In addition to that this approach gives priority to the semantic content of language learning, for example, students learn the grammatical form through meaning. Moreover, grammatical forms are taught as a means of carrying out meaningful communication, so the main principle of this approach is that vocabulary correctness rather than grammatical complete accuracy, because without a solid vocabulary base, the language teaching become not easy (Laufer, 1986:72) (Thirumalai and Mallikarjuna, 2002 : 13). Yule (2003:194) states that this approach is distinguished by lessons organized around concepts such as “asking for things” in suitable linguistic structures and in different social contexts.

Language should be used according to appropriate situation, the most obvious characteristic of the communicative approach is that almost everything is done with a communicative intention. Learners use the language through communicative activities such as games, role-plays, and problem-solving tasks that is used to support communicative language. Moreover, “these activities are carried out by learners in small groups, small numbers of learners interacting are favored in order to maximize the time allotted to each learner for learning to negotiate meaning” (Larsen-Freeman, 1986:132).

Communicative activities give a useful opportunity to students to train the total skill communication in foreign language, which it helps them to practice language within the class or in the external world, which is the final goal of their studies (Littlewood,1994:16-17). Littlewood refers that student acquires the aspects of language learning which is taken only through natural processes (authentic materials) (Ibid:17). He also divides these activities into two parts, which are functional communication and social interaction ones; the function communication activities are used when student produce whatever language at his disposal, their ability to overcome on the given task is measured depending on his successful, but the social interaction activities emphasizes also on choosing language which is acceptable according to the particular situation, then the elements (the function effectiveness and correct language choice) are measured according to student level (Ibid:20).

Communicative approach sees that the importance of remedial learning which is based on error and analysis; leads to negotiation between learners themselves and learning process, thus learners learns language through their errors (Richards and Rodgers, 2001:226-235). It is important to point out that the responsibility for fulfilling the tasks in Communicative approach is often placed on the learners themselves. The role of teacher in class, to create a situation and set an activity, but during the activity is served as an observer, guide, facilitator, or advisor. Teacher in the classroom uses real materials to illustrate like the use of signs, magazines or newspaper, or visual sources such as maps, pictures, symbols, and charts (Ibid:237).

2.7 Body Language: General Background

The body is the channel through which human experiences everything around him by movement of body. Your body movements convey feelings, attitudes, and emotions, than you may like to discover (Kuhnke, 2007:10). In any conversation, our human body express by the conscious and unconscious movements postures, eye movement, touch, hand gestures, and facial expressions. Each of these physical movements of the body parts have separate words and can be interpreted variously by other human beings within a particular context of communication (Kumar, 2003:8). Body language (BL henceforth) is the process of sending and receiving wordless messages (Givens, 2002:7). In every human conversation which involves body language, three components are required: the sender, the receiver, and the code or message as every part of the human body transmits a message the meaning of which focuses on the context of the action (Blakemore and Jennet, 2001:1). Thus, BL is the way a person responds to the bodies of others, and the way they react to his/her body.

Bowden (2010:6-7) shows a wide range of communication includes body language as the most among three main elements. These three elements are commonly understood as basic elements in any face-to-face human communication: words, tone of voice, and body language. The first element, the word, which is known as verbal communication in spoken or written forms, and the last two elements, tone of voice and body language, are known as nonverbal communication (NVC henceforth). Non-verbal elements have been found to be particularly important for communicating the information that forms a receiver's understanding of the feelings or intent behind a communication. Goman (2008:10) indicates that nonverbal cues play role in helping as from immediate impressions.

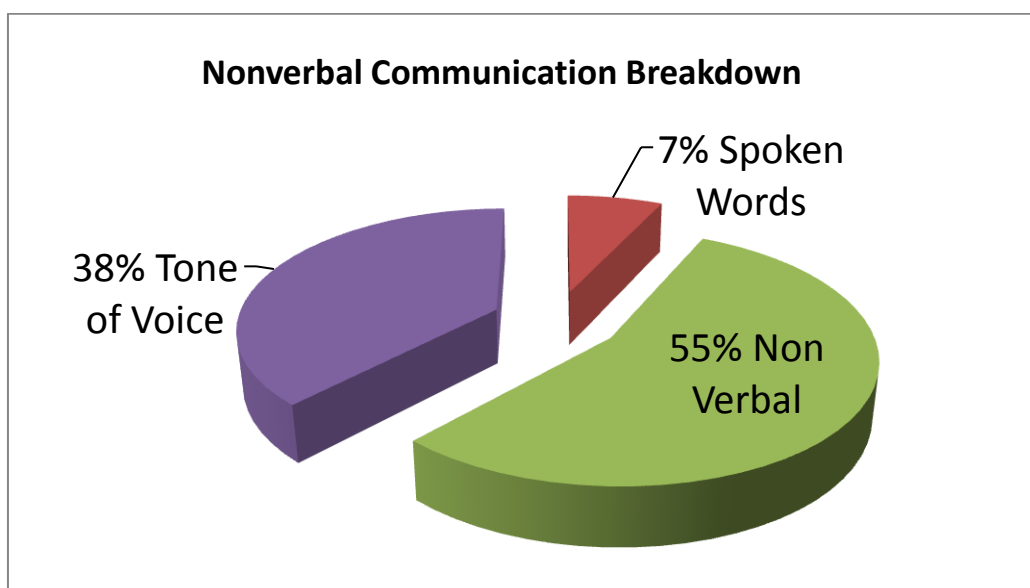
It is important to notice that the body plays a crucial role in communicating with others. In effect, this is shown in Sebeok's words (2001:20). "The body by itself can be a prime tool for communication, verbal as well as nonverbal" (Ibid:111). However, it is

argued that the study and theory of BL has become popular in recent years because psychologists have been able to understand what people 'say' through their bodily gestures and facial expressions, so as to translate their BL, revealing its underlying feelings and attitudes (<https://www.businessballs.com/selfawareness/body-language-70/>).

Navarro and Karllins (2008:4) confirm that in speaking skill, people use more than just words, where they use particular signals through their physical behaviour in situation or conversation and it is accompanied with verbal language to ease the meaning of a language, these behaviours can includes body posture, gestures, facial expressions, and eye contact or eye movements. It means that the speakers cannot separate verbal and nonverbal communication (Barry, 2010:2).

Lyons (1981:29) asserts that it is "now more plausible that language originated as a gestural, rather than vocal, system of communication". Body language is the original communication system for humans before spoken language evolved (Pease and Pease, 2004:7-8). In this point, psychologists such as Albert Mehrabian observes that 7% is verbal (words only), 38% of people is vocal (comprising tone of voice, inflection and other sounds) and 55% of all our communication with other people is non-verbal (Pease and pease, 2004:9).

Figure (2.1): The Elements of Personal Communication



2.7.1 What is Body Language?

Body language is a designation for instinctive, realization or normal expressive movements of the body (Bussmann, 1996:137). It is confirmed that people express themselves by their bodily movements intentionally or unintentionally as well as these motions should be common to these people. According to Pease and Pease (2004:11), body language is an external reflection of a person's emotional situation. Each gesture or movement can be an identified key to sensation a person may be feeling at the time.

Gulsunler and Fidan (2011: 9-14) indicate that body language aspects may happen on both conscious and unconscious levels. For example; touching the mouth and nose to express insecurity, are examples of expressions and gestures place under unconsciousness, whereas gritting teeth and holding a fist up to threaten someone is an action come under consciousness. Crystal (2006:5) refuses these levels, he states that "When people talk about body language, they are referring to those features of bodily behaviour which are under some degree of conscious control, and which they can therefore use to express different sorts of meaning".

Lewis (2012:1-2) states that nonverbal communication (NVC henceforth) such as eye contact, facial expressions, gesture and posture reveals our inner thoughts, it works as a media through which people telegraph their private idea through each parts of body, for example; the speaker move his hands to support and confirm his talk. Each person has a particular body language, but it is not specified to public personalities or celebrities, and thus it is an integral part of everyday life. Many signals are an innate, some are learned, others are genetically moved, or gained in various ways. A person may stand in a certain manner which could be inborn or genetics (Kumar, 2003:7). Nobody can make his body language fake, because the body's micro signals would dispute with spoken words (ibid). A person sometimes talks positive word while his face looks negative, which we are possible to ratify, and sometimes a word may be itself can't convey his message successfully in communication, so he really must learn to speak with his body well.

Phipps (2012:7-10) shows the main functions and uses of body language as follows:

1. In situations where words (verbal communication) don't work, here body language plays as code or instruction, body language can be used to replace word and alternate information to other.
2. Body language helps to indicate and confirm the word being used, here body language plays as an indicator, for example, when someone says "yes" while shaking his head from side to side indicating "No", the listener hears the word "No" that is linked to nod of the head.
3. Body language can do as an emphasize; it uses to draw attention to thing, for example, actors stand on a stage and need to communicate with audience in the back, they use power words and amplify the word more loudly with passion and energy.

2.7.2 The Practical Principle of Body Language

Few practical principles which are discussed by Hickson et al (2004:207) that are need to be remembered in order to understand the impact of body language movement in different behaviour.

First, Non-verbal behavior is less controllable than verbal communication, because much of kinesics behaviours are innate. That is to say, in most instances one thinks at least a fraction of a second about what he is going to say, while a great deal of his body action is spontaneous.

Second, it should be mentioned that in most dimensions, the messages the body generates may operate with verbal behaviour in sets with other messages to support a speech or words. People usually smile and say hello to a friend at the same time.

Finally, BL is universal, one needs to distinguish that many nonverbal messages, and the movements they perform, are culture restricted.

2.7.3 Basic Types of Body Language

1. Gesture

The purpose of using gesture is naturally to achieve degree of communication. Berry et al (2011:361) and Lewis (2012:14-15) distinguish main types of gesture being important for effective communication: regulators, illustrators and emblems. Non-verbal acts that serve to regulate the flow and other procedural aspects of conversation between people are called **regulators**, It is one of the fundamental organizations of conversation and interaction patterns that monitor or control the speaking of another individual, it plays a key role in the process through which participants interpret each other's' meanings and intentions. **Illustrators** are non-verbal movements, that complement or accentuate the verbal message and include mainly the hands that are closely related to speech; they illustrate what is verbalized which means these cues convey the same meaning as the verbal message for example, pointing to oneself, making a shape with the hands, defining objects, or pointing to illustrate a point. Illustrators differ from emblems in that they are peripheral, not focal, to the intended communication. Illustrators are a supplement rather than a substitute for speech. For example, when asking for directions to a particular location, the speakers will most likely point in the appropriate direction as the verbal message is communicated. Those illustrators learn usually through imitation by a child or a person of someone he wishes to emulate. Unlike, **emblems** are nonverbal acts that the speaker uses intentionally to transmit a message and directly translate into words. Because these gestures can substitute words, their meaning is known by most or all members of group, class or culture. The meaning of these emblems, however, can be quite different in another country. Examples of emblems are thumbs up, head-nodes, pointing. English language learners must learn the meaning of the emblems just as surely as they learn the new vocabulary of spoken English (Ibid).

Lewis (2012:12) defines gesture as non-verbal body movement used to focus attention and to express an emotion, or state of mind or emphasize an idea when the

speaker is unable to express an intended meaning or attitude. It is as visible bodily action by which meaning is represented. This includes movements of the whole body, head movements, hand movement, mouth movement, fingers movement....etc. Lantolf (2000:199-212) claims that gestures have an important role in the development of a language, it is known as one type of the most important body language behaviour which people individuals use to ease the difficulties of language processing, producing and understanding, gestures for the most part are synchronized with the speech they accompany or occur just before it. Esposito et al (2007:46) indicates that, gestures and speech are partners in shaping communication. Gesture is used to match the way we speak and it functions as a facilitator to what a speaker intends to say. Goman (2008: 83) affirms that not only hand and arm gestures are complements of speech, but also they work to form mimes to express ideas and focus attentions.

Gesture as a form of non-verbal language is important in communication in general and teaching/learning in particular (Esposito et al, 2007:46). Yang (2016:711-7) finds that gesture plays an essential role in English teaching and it can be useful and helpful tools for teachers and learners to understand spoken written English when it is difficult to understand through verbal communication. In English classroom, actually, primary school students love action and imitating, this feature makes non-verbal behaviour come in handy. Gesture helps teacher to deliver the language of words to the learners like hand gestures and head movements. Teacher hand gestures in explaining the meaning of words make the class atmosphere exciting for the students (Karim and Sotoudehnama, 2017:118). Gesture is a very helpful in presenting vocabulary. An example, when the teachers are teaching a new word or sentence, they can use the gesture, like “open the door; open the book”. Or, when the teacher points to himself when he teaches a pronoun: I and the vocabulary "fly" which can be presented by acting bird ones hands, this way student can understand easily. The students may be not understood what the teachers say, but they can follow the teachers’ gesture. In this respect, non-verbal signals are more effective to make it easier to understand messages

and ideas rather than verbal signal which will be seen in a person's spoken or written a language. When students represent gestures correctly, teachers should clapping for him and praise him with “good, very good!” to grow students’ language learning interests. Through employment a gesture in teaching process, students feel interesting, and teaching effect will be good (Yang, 2017:3) (Barros and Lazo, 2010:25).

2. Posture

The term "posture" is linked with the position of the body. Posture serves as important part of body language, and related to how people stand, sit, walk and move. Generally, it refers to the way that we hold our bodies. Posture can convey a wealth of information on our personality about how we are feeling. The position of the body plays a vital role in expressing non-verbal language. In teaching process, especially for a primary school, when the teacher changes posture, the students, automatically, know that they are about to start a new task or activity. Posture of teacher body considers a good visual experience for the students within class, it makes the students have a happy mood and help the students to stimulate their interest. Teacher behaviour can distract the students’ attention and make them be fed up, if a teacher slouches when talking to students or does any negative posture of his body, but if a teacher stands or sits in a relaxing and natural manner can cultivate students’ active attitude. This kind of posture leads to that the teacher will be approachable and friendly. A good teacher is always good at driving their body posture according to various situations (Yang, 2016:712). Thus, the significance of posture that motivates learners, encourages them, and makes them involved in the classroom work. The teachers notice that teachers who use body movements and postures in a stiff and rigid way, or they may keep one posture during the whole session, for example, they put their hands in their pockets for a long time. No doubt, the students feel bored and demotivated in that situation.

Posture can also be used to present vocabulary items, a teacher uses his/her posture to help pupils deepen their understanding of English vocabulary, such as: haste,

stand or walk, and so on , teacher change his body positions according to different words that are given to the learner. Predominately, body movements and postures are potential means of communication that teachers need to use cautiously and cleverly to show interest in their students' learning and to motivate them (Elfatihi, 2006:30-33).

3. Facial Expressions

At daily interaction, the face is the most expressive part of body, because, it is directly observable and it is the first draws our attention in communication with others. Givens (2002:2) states that the act of communicating an attitude, mood, feeling, opinion or other message by moving the muscles of the face in this respect, the sign that shown by face is called facial expression. Facial expression is the key determines the meaning of behind a message. Children first watch speaker face then develop the ability to recognize facial display of emotions from infancy , and by the age of five, they can recognize happy faces, but they confuse fear with other negative facial emotions , like disgust, until ten years of age (Mondloch, 2012:90).The ability of children to recognize various emotion by facial expressions, tone of voice, and body posture, is an important skill. (ibid:181).

Lewis (2012:34) points out that facial muscle can confirm on particular words or may modify those words. According to teachers strategy in teaching classes, facial expression is one of the aspects of NVC that can be used in explaining the meaning of words, it helps a teacher to present and learn words and concepts to students; the teacher's various facial expressions that use in different situations, become more interesting, natural and acceptable for the students, for example, as the observation of the teacher's facial expressions, the sentence: my mother said to me: don't make a mess, the teacher presents a serious facial expression to show a feeling (Karim and Sotoudehnama, 2017:116-117). In another example, when a teacher wants to explain words such as sad, happy, shocked, surprised, sick, worried, bored, and tired, words like

these, he usually, uses his facial expression to show them nonverbally. Moreover, the use of facial expression for teaching dialogues is liked by the students too, for example when a teacher uses facial expression to show the conditions of the characters in dialogue (Karim and Sotoudehnama, 2017:116-7).

Teacher's use of facial expressions is to signal to the class and to react the material that they present, in order to draw attention of pupils, they raise their brows when there is difficult they concentrate, or they look puzzled at exceptionally difficult points (Neill and Caswell, 1993:103). Enthusiastic teachers see it is necessary to use a lot of gesture, facial expressions and intonation to attain an excitation and vitality of the subject matter especially in the first lesson, because many pupils are careless and incurious in the subject. Motivation is the main tool for these pupils to interest them and their contribution in activities and this depending on teacher's personal and how he makes a class effective and lively. You can express interest by signals such as attentive orientation and gaze, sufficient eye contact time to allow the pupil to organize his answer without interruption, and supportive responses to errors (ibid).

Mondloch (2012:181) shows that most of the basic communication gestures are universal : happiness, sadness, contempt, joy, disgust, anger, fear, and surprise, for example, people smile to offer positive feelings towards the audience or the addressee, this expression lies under happiness feeling, while in anger or sadness individuals frown to reflect negative feelings or dissatisfaction about other person's behaviour.

Figure (2.2) The Seven Basic Emotions of Universal Facial Expressions



(Matsumoto, 2013:29)

4. Eye Contact

Eyes are an important part on our faces, because they are a powerful and meaningful tool for communication. It is a very significant aspect of the nonverbal signals which are sent to others. In conversation, when there are two people, they look at each other. The eye contact, in this case, plays as an observer. The speaker looks at his dialogue in the eyes with others in an interaction, some eye signs must avoid if they are confused the listener such as when the other person dishonest, the listener feels bored and embarrassed, but he usually feels interesting with a speaker's eyes if his eyes are comfortable, giving speaker and the listener a feeling of well-being and trust, and it can be the basis for successful communication (Elfatihi,2006:13) (Kuhnke, 2007:75).

Yang (2016:3) and Yang (2017:712) mention that eye contact plays an important role in teaching for both teachers and students, by its using, it helps teacher to make an individual connection with every student, he also finds that a good teacher who is to have sufficient ability to use eye contact through communication in classroom. Teachers often prefer face to face communication with students, for example when teacher asks question for student, he make a survey (eye contact) around the student to acquire the

answer, he recalls students to listen to him careful depending on survey, and remind the students who don't think about. The focus at students eyes for long time in relaxing way lead to make a congenial learning atmosphere and when students feel nervous, teacher smiling eyes will let students calm. That means eye contact encourage student in classroom teaching "When teaching, make sure you will care about every one of our students. Every student needs to be considered important, wants to be important in their teachers' eyes". It can also be used as a strategy in classroom control when a teacher criticizes a student's bad behaviour; here the role of teacher is careful, honest and serious. In addition, it can be as good means to seek some feedback for students. Teachers usually like to be monitor about students, he searches about signals to determine whether students are focusing on the class or not, and to define whether they should continue the class or not. Therefore, the teacher's eye contact with the students is important to each other anytime in the classroom Yang (2017:712).

In vocabulary learning, the teacher eye contact is used as instrument in teaching words which conveyed emotions and feelings such as: happy, sad, and angry than other words. In addition to teacher's eye-contact can work as gesture, it contributes to better learning of words. For example, when teacher is teaching the word terrifying, her eyes were wide-open and this is very helpful in explain a words (Karim and Sotoudehnama, 2017: 118).

By eye contact, eye singles can be used to improve the writing skills, meanwhile, we can monitor and take a look to see if they are doing exercises well. Instead of teacher corrects errors for students orally we can practice eye contact in order to make them correct themselves (Barros and Lazo, 2010:25).

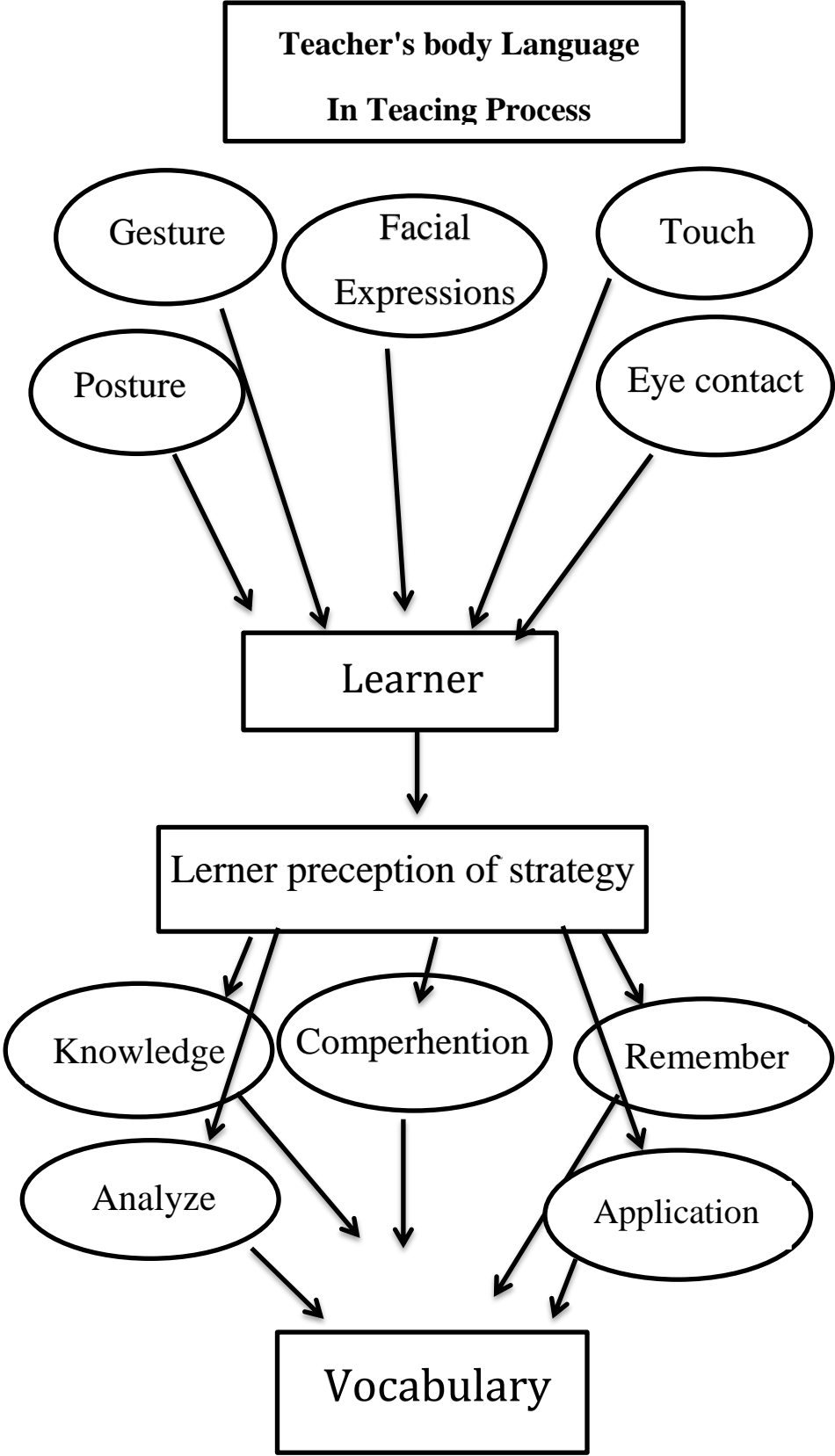
To sum up, it is seen that we can use eye contact in teaching vocabulary, teacher looks around the pupils when he says vocabulary that taught in classroom and teacher has expressive eyes to support pupil vocabulary and encourage so that they learn them better; eye contact has an effective role in enhancing understanding.

5. Touch

It is one of the strongest elements of non-verbal communication. Some people use the touch as a sign of reassurance, support, and encouragement. It is able to communicate so many different messages, and can also interpret in so many various ways according to cultures. Haptic communication refers to people communicate via touching which send a strong message either positive or negative ,for example, a tap on the shoulder, a firm handshake, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm. It is worth to be mentioned that touching is a hierarchical gesture. The person who initiates the touch holds the authority, like, the doctor touches the patient, the teacher touches the student but it is considered impertinent when ones of lower status to initiate touch with someone holding a higher position. In some cultures, when you touch someone on the arm or shoulder when you're asking him a favour, he may well agree with you, also touch someone by the arm to get his attention (Kuhnke, 2007:133-8).

To sum up, teachers can use touching strategy through illustrating a new vocabulary for example: the word "friendly" the teacher goes to hug a pupil in a warm way to clarify that vocabulary. In the same time, teacher also can use touching in another way, he encourages pupil to do his activities by a tap on the shoulder.

figure (2.3) how Language Learner Perceives Teachers Body Language in Teaching Vocabulary.



2.7.4 The Importance of Body Language in Teaching

The classroom management and activities are essential factors that make the lesson more attractive to students through teacher's body language use. From Hymes opinion (1981:84-6) as a starting point that is, it is important to hold the ways which teachers can extend the patterns of communication in classrooms, and teacher must know what students understand, what are the ways that they are learning and how they made sense of what they are learning, this could be done through teacher body as usual.

Stevick (1982:90-7) stresses that the body language has deep effect on students' feelings of comfort with teacher, so, it can be said that body language is an important thing in the class, teacher can use his body to create a realistic and vivid atmosphere in teaching process. In fact, students enjoy the lecture and highly motivate to the teacher and the subject matter, if the teachers' non-verbal behaviours are positive and meaningful, while students may not be motivated and feel discomfort to the subject matter and the teacher, if the nonverbal behaviours are negative.

Furthermore, Woolfolk and Brooks (1983:143) indicate that non-verbal behaviour often makes friendship between the teachers and students. Actually the success of both the student and teacher depends upon the effective communication between them in the class, but communication becomes handicapped if there is wrong use of non-verbal behaviours. Neill (1993:153) points out that student like teachers who are associated with the kind of nonverbal communication the teachers employs, and finds that effective teacher who is involved with his ideas and who plays a theatrical role in the classroom and he uses a great many illustrative gestures .

Lederman (1992:15-6) states that when teacher wants to include communication in classroom, he must establish an encouraging, supportive atmosphere in the classroom that is accepting of any and all students contributions and interactions. This means accepting all students contributions whether right or wrong answers.

We can use body language to make the meaning of words clear in a foreign language classroom, the teacher uses visual clues like fingers, hand, and arm gestures to illustrate students about what they are studying. When a teacher smiles in an accurate and appropriate throughout her/his lesson, this may convey students to warm and sincere interest. Students are able to see teacher's face, so his face must be clear than any other part of her/his body because he/she reflects her/his attitudes, feelings and emotions (Issa, 2017:273-278).

2.7.5 The Effects of Body Language in Memory for Vocabulary

Using body language in any situation, people remember messages that reach various senses. We remember what we see more what we hear. However, we remember better if both our visual and auditory senses are mixed. When you provide visual stimuli on these tendencies in a formal presentation, you will capture your audience's attention and enhance retention of your verbal messages like body movements, gestures and facial expressions all of these can be great tools when skillfully used (Price et al, 2003:10).

Gestures illustrate abstract words that have a symbolic value. The first systematic study on the impact of gestures on memory for verbal information in a foreign language is conducted by Quinn-Allen (1995:5). However, using gestures during explaining of word and phrases, they enhance memory compared to pure verbal encoding (Zimmer et al 2001:98- 117).

Carels (1981:46-50) emphasizes that to perform gestures not only by the teacher, but also by the learner, as a memory supporting tool and he points the important of pantomimic gestures in foreign language learning. He illustrates a procedure to employ that strategy. The teacher tells the vocabulary items that are difficult to understand. Then, learners repeat the vocabulary and the gestures, in order to support the acquisition

of the novel words, also there is a similar approach in teaching process for German university students in Italian lessons by using of the iconic, metaphoric and deictic gestures. Through Macedonia study, she discovered that these gestures have beneficial effects on memory (Macedonia,1996: 73-6).She proposes that performing a gesture when learning a vocabulary can fulfill two functions. First, it strengthens the connections to embodied features of the vocabulary that are contained in its semantic core representation. Second, in the case of abstract vocabulary such as adverbs, gesture constructs an arbitrary motor image from scratch that grounds abstract meaning in the learner's body (Macedonia and Knösche, 2011:164)

Kelly et al (2009:9-15) train participants on a Japanese word list that includes twelve common verbs, such as to drink. The verbs were learned with or without gestures. The results demonstrate that words encoded with gestures are better memorized. These words learned with gestures compared with words learned without gestures show a larger denoting recollection with high imageability.

According to Kousta et al (2011:24) mention that abstract words differ from concrete words in terms of embodied experiential information. Whereas for concrete words sensory-motor information are preponderant in their representation, abstract words statistically contain more emotional information. Enacting a vocabulary through a gesture expressing emotion possibly reinforces the emotional content and enhances memory for the item.

2.8 Differences between Body Language and Culture

Culture is a social system, it distinguishes some characteristics shared by a community which are different from other communities (Hudson, 1996:70). Greenberg (1971:156) and Manusov (2006:219-22) point out that culture plays a fundamental role in the transmission of body language from one generation to the next.

It is essential to understand and recognize cultural influences. Different cultures have different ways of making body language and each people have different gestures of transferring their expressions (Martin,2005:99). Hartley and Karinch (2007:38) define culture as “nothing more than accepted social norms for a group”.

When people do not speak the same language, nonverbal communication (NVC henceforth) is a meaningful tool, when the language barrier creates difficulties in understanding verbal messages, problem people directly tend to research for nonverbal cues in intercultural communication. In fact NVC reflects our cultural values and backgrounds, even in cases of intercultural communication (Burgoon et al, 1989:137-147).

Some body languages may lead to misunderstanding among people of different cultures, because it is specified to a particular culture or ethnic group. What may be clear in one culture attend something different in another culture. Richmond et al (1991: 308) and Burgoonet et al (1996:5) remark the potential adverse impact misinterpretations of the nonverbal cues can have in listening to someone from a different culture. Persons must learn the different common rules of body language in different cultures since it is very useful for them to understand each other better. These problems lead to two sources are possible. One is that an emblem or signal uses by one participant is not found in the other culture and, therefore, no meaning is conveyed. The other problem is that, there is a similar signal exists for both participants, but their meanings differ. When someone is faced with an unfamiliar sign, the person cannot properly decode the message intended by the sender, but when an act is familiar in its form in many cultures, the receiver, an addressee, decodes the message according to her or his own norms without realizing that the intended meaning is different (Fast,1978:18) and (Bo villain , 2003:39-41).

Goman (2008:10) explains that every body language is affected by people's culture or influenced by the many sub-cultures, even if, people from same country can

use their body very differently to indicate different meaning. Some elements of body language are international and others are culture-specific, for example basic universal meanings in facial expressions is human emotions such as anger, sadness, fear, interest, or joy (Gulsunler and Fidan , 2011).

Bovillain (2003: 41) indicates that bowing is one of the traditional greetings in Japan and other Asian cultures have complex signs of respect and performance subservience. Reciprocal bowing (both participants bending the torso and head downwards in the direction of another person or group) signals equality and mutual respect, while nonreciprocal bowing occurs when a subordinate person bows deeply to a high status person who acknowledges the bow with a head-nod. Nowadays, it is mainly used as a signal of thanks at the end of a theatrical or dance performances, or when meeting royalty in western culture, also in East Asian and it is performed on meeting and departure as a cultural norm and as a sign of respect (<https://www.businessballs.com/self-awareness/body-language-70/>).

Head gestures also vary from one culture to another. The head nod is almost a universal inborn gesture of agreement. In western culture, shaking the head up and down indicates “yes”, while in India the head shaken from side to side means “yes” (Fast, 1978:24). The Arabs use a single upward head movement to signify “ no”; and for politeness, the Japanese smile and use head nodding to promote the speaker to keep on talking, but other cultures misinterpret it as a symbol of agreement (Pease and Pease, 2004:230).

It should be noted that the main cultural differences in body language are linked to visual communication while listening to another speaker (Pease and Pease, 2004: 113). The length of time looking at someone is sometimes acceptable between cultures. Europeans and Westerners speak 61% of visual communication, but some Asians, South Americans, and Japanese view eye contact as a sign of disrespect and aggression (Pease and Pease, 2004: 175). In American culture, eye contact appears in face-to-face

interactions as a sign of interest and honesty, and avoiding direct contact with the eye is deemed a sign of shame (Fast, 1978: 144). In Puerto Rico, cultural standards for eye contact vary. Children are not allowed direct eye contact with an old person or person with authority as evidence of respect and obedience. However, other cultures misinterpret this behaviour as a sign of guilt (Fast, 1978: 149). While in Arab cultures, individuals tend to stare more directly and at longer periods than other cultures (Manusov, 2006: 220-221).

The another common factor in an intercultural of body language is physical gestures, with hands and arms. Manusov (2006:221) identifies several gestures that are commonplace and socially agreeable in one culture, but are bad or obscene in another culture. For example the sign “OK”, common in many English speaking countries, means worthless or nil in France, and it also means money in Japan, and sometimes it considers a pejorative expression in Mediterranean, Latin American and Arab countries (Pease and Pease, 2006:86).

The touch frequency in interpersonal interactions also varies from one culture to another. In Arabic culture, for example, it is acceptable for two men or woman to walk hand in hand publicly because they like to touch their companions and sit closer to each other during a conversation (Fast,1978:31), but it is unacceptable to touch in Canada, Australia, Britain, USA, Japan, , New Zealand, Portugal, Estonia and Northern Europe (ibid).

Cultural standards influence behaviour at multiple levels; including the nonverbal signals that individual's offer and the way that we interpret nonverbal signals done by others. Riggio and Feldman (2005:74-5) affirm culture impact on sending out (encoding) and interpreting (decoding) of nonverbal behaviour.

2.9 Previous Studies

Roviello (2004)

The researcher conducted study entitled "Gusture: Nonverbal Communication between Teachers and Students" at Rowan University for Science of Teaching. The purpose of this study is to investigate whether teachers who use nonverbal gestures in their everyday classroom routine are more dynamic refocusing class attention and in giving directions than teachers who do not use nonverbal gestures to attract attention of the students.

The study population consists of 21 English Second Language students in elementary school at a third grade class and the average age of the students is eight years old. This study is done in Bush Glen Township in Southern New Jersey. The qualitative data of the research conducted from different sources, they are: student surveys, student emblems gesture suggestions, teacher observation, and latency records. These sources are used to determine possible strands of interest that resulted from sign gesture employment. The proposed timeline for this study is an eight-week period.

The results of this study reveal the importance of nonverbal communication to classroom environment in three points. First, verbal and nonverbal teacher communication strategies are important in a working classroom. Second, signals are useful to communicators in a class preparation as a whole. Thirdly, students are become aware of negative classroom communication, difficulties and disruptions.

Rümmel (2009)

The researcher conducts a study entitled "Teachers and Learners Constructing Meaning for Vocabulary Items in a Foreign Language Classroom" at University of Tartu. The study aims at how teachers and learners use two mixed semiotic resources: verbal expression and gestures to build meaning for words and expressions in Estonian

and French language classrooms. The students have different native languages and both classes are taught a foreign language. The instruments that the researcher uses to collect a data are observation and video recorder.

The sample is chosen from university-level foreign language classes over two French and Estonian classes. It includes 51 episodes of communication in which the meaning of a word is organized through verbal expression and gesture; there are 24 episodes in French classes and 27 episodes of communication in Estonian classes. The researcher records the classes, and he doesn't have a role in the activities of the seminar and the participants do not address him verbally during the classes. The activities of the seminars depend on the teacher's plan. Each seminar continues for 90 minutes. The Estonian seminars have different teachers while the French seminars have the same teacher and all teachers are female.

The results showed that each semiotic resource (verbal expression and gesture) has its specific functions in the process of constructing meaning, for example, gestures present information which is not included in the verbal expression and vice versa, that means the use of two semiotic resources leads to complete the explanation and becomes visible and audible.

Birjandi (2010)

The study title is "Non-verbal Communication Models of communicative competence and L2 Teachers' Rating". The participants of this study are (44) EFL teachers who have at least four years of experience in teaching English as a second language. The researcher refers to the main role of nonverbal communication in different aspects of Human life. The study displays that children learn their first language through non-verbal communication when their socialization process takes place especially with their parents, the study aims to guide language teachers to be aware of this often neglected aspect of communicative competence by investigating how non-verbal communication has been conceptualized of communicative competence

and to present how nonverbal features effects on teachers' assessment to assess learners' speaking ability. The researcher uses a regular basis twenty –two interviews to teachers for collecting the data.

Based on the analysis of findings of the study, it can be concluded that using non-verbal communication has different features and strong effects on improve the students' speaking ability.

Smith and Larry (2014)

The study is submitted for a second year students majoring in Sport Management at Coppin State University. The study is entitled "Gesticulation and Effective Communication". The study is addressed to investigate two aims. First, in harmony with public gestures, what are the other communicative sides that can be agreed by an audience that lead to lucidity and understand of the conveyed content? Second, the other aim is to examine the extent to which these same limited features imbue in an unconscious way the confidence of the speaker to comprehend and transfer information. The participants in this study are (43) students involved in a prospective survey-based study using a 6-item questionnaire which depends on Likert scale. The rates of the Likert scale ranges from one to ten with one appearing poor and ten appearing excellent. The data is transformed to percentages and rounded off.

The analysis of the data reveals that gesticulation and other nonverbal means of communication such as dress, posture...etc., contributed to convey of information effectively to an audience. The broader implication of these results is nonverbal elements improved confidence of individual listener's ability to deliver information effectively and understand presented information.

Gallion (2016)

The study title is "Improving Vocabulary Comprehension for Deaf or Hard of Hearing". This study is conducted at Marshall University of Special Education College. It is aimed to pursue the best ways to use visual representation like sign language as an introduction to vocabulary to a deaf or hard of hearing students in order to be the able to keep vocabulary. The participants of this study are limited to one first grade student who is seven years old. The disadvantage of this study is the population with this criterion is so minimal. The researcher selects a pre-test and a post-test of 10 sight words for collecting data. The validity of this study is both tests are the same. These words are prepared on flash cards; the word is signed to the student, the meaning of the word signed and explained at the time of the presentation of the word.

This technique applied through the course of 4 days for 15 minutes daily on a period of 2 weeks. The instrument (dependent variable) that the researcher uses in this study the measurement and documentation of the percentage of words the students knew during the pretest as in comparison to the development and growth seen at the posttest. The results indicate that the development of the vocabulary comprehension is almost speedy and the use of sign language and Pictures, the student is interested in this style learning much better than the typical sit in desk flash card type of learning and the scores are consistently better after the introduction of sign language joined with pictures.

Shahabi and Shahrokhi (2016)

The researcher conducts a study entitled "Contributory Role of the Gestures and Facial Expressions in Teaching Concrete Vocabulary Items to Iranian Elementary EFL Learners" at Islamic Azad University, Department of English. The study aims to know how the meanings of the words are conveyed and to what extent of using gesture and facial expression to concrete vocabulary learning in English language among Iranian English foreign language learners. Learners always have problem with understanding

the meanings of the words in elementary school. The researcher founds that students and teachers need to employ body movement, gestures and facial expressions so that students can be shared in meaningful activities. The participants of this study are 60 female students; they are selected in non-randomly way from a language institute in Shiraz. A pre-test and post-test are designed to the study, a pre-test presented to the participants before conducting the study to determine their language proficiency level and another test (post-test) that is given to experimental and control group at the end of the semester and that would be selected from ten units of the book (English). The researcher selects the subjects to both a control and an experimental group, each group includes 30 students. In the control group, the students receive no treatment, whereas in the experimental group, the participants are being treated through gesture and facial expressions.

In this the study, a t-test formula is used; the null hypothesis indicating that gesture and facial expression do not have any meaningful impacts on the concrete vocabulary of Iranian EFL learners being rejected. The results of the t-test indicate that there is a significant difference between the control and experimental groups in concrete vocabulary learning. Finally, the study confirms that gesture and facial expression can play an important role in improving vocabulary items.

2.10 Discussion of the Previous Studies

The present study concerns with investigating the effect of body language strategy on pupil's achievement in English vocabulary comprehension, this study different from all the previous studies in its aim.

Concerning the sample, the present study also different from all previous studies in both population and sample, those deals with 76 fifth grade girl primary school pupils and have been chosen from Al-Manama school in Babylon during the academic year 2017-2018.

The previous mentioned studies can help the current researcher to assert that communication is not only through verbal behaviour but also nonverbally when people can communicate through a person's body movements, but the use of these movements can convey a meaning differently from culture to culture.

Accordingly, the researcher tries to shed the light on the importance of non-verbal communication in teaching English to primary school pupils who have weakness in grasping the meaning of new vocabularies depending on the verbal presentation of the vocabulary. Therefore, the researcher is going to fill this gap by using body language strategy which includes different types to make comprehending vocabularies more effective and fast.

Table (2.1) Summary of Previous Studies

No.	Name/Year	Aim	Place	Sample	Level	Instrument	The results and conclusions
1.	Roviello (2004)	To investigate whether teachers used nonverbal communication in everyday classroom routine than teachers who do not use it to attract attention of the students.	United States	21 students	Elementary school	student surveys, student suggestions, teacher observation and latency records	1. Non-verbal communication has effective role in classroom environment. 2. It drew a student attention in teaching process. 3. Student became on aware of negative classroom communication.
2.	Rümmel (2009)	How teachers and learners use semiotic resources to construct meaning for vocabulary items in a foreign language classroom.	Estonia	51 episodes	University-level foreign language classes	observation and videotape	Semiotic resource confirmed its function in the process of constructing meaning of vocabulary.
3.	Birjandi (2010)	Investigating how non-verbal communication has been conceptualized in existing models of communicative competence.	Iran	44 teacher	EFL teachers	22 interviews	The results presented how the effect of construct-irrelevant nonverbal features on teachers' assessment of language learners' speaking ability.
4.	Smith and Larry (2014)	Examining the extent to which communicative aspects used to comprehend and transfer information.	United States	43 students	First and second years of sport Management majors (University-level)	questionnaire	Using nonverbal signs, improved confidence of individual listener's ability to understand heard information.
5.	Gallion (2016)	Improving vocabulary comprehension for deaf or hard of hearing.	United States	1 student	Primary stage	Pre-test and post-test	The experimental group that learned by sign language and picture is better than the control group.

No.	Name/Year	Aim	Place	Sample	Level	Instrument	The results and conclusions
6.	Shahabi and Shahrokhi (2016)	Investigate the role of gesture and facial expressions in retention of the vocabulary.	Iran	60 students	Elementary School	Pre-test and posttest	<p>1. Gesture and facial expressions have positive effects on the experimental groups' performance.</p> <p>2. Teaching concrete vocabulary through gestures and facial expressions helps students to learn better.</p>

CHAPTER THREE

Methodology and Procedures

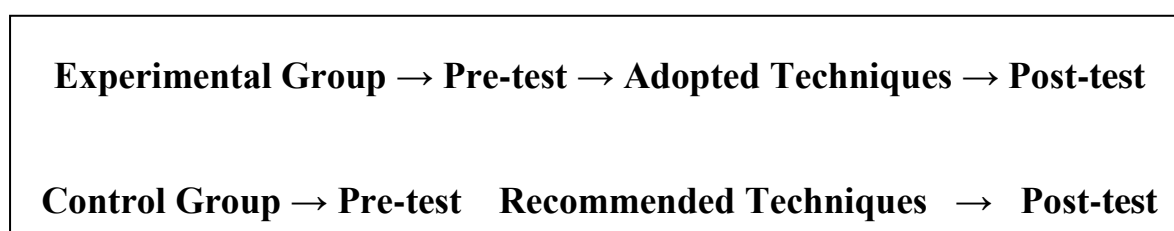
3.0 An Introductory Note

This chapter attempts to survey the procedures adopted in carrying out the empirical part of the present study. More specifically, it introduces a complete description of methodology of the study in terms of the experimental design, population and sample selection, equalizing of the sample of the pupils, the construction of the test and its validity, reliability and analysis of items, applying the experiment, the instrument of the study and statistical means.

3.1 The Experimental Design

The present study aims at investigating the effect of body language strategy on enhancing English vocabulary comprehension by teachers' body language of the study sample. The experimental design "the pre-test, post-test control groups design" is applied in this study to achieve its aim (Best, 1970: 70). This design is one of the most commonly used quasi-experimental designs in educational research (Krysiak and Finn, 2013: 238). The design includes two groups (experimental and control). A pre-test is applied to both groups before the treatment, whereas a post-test is given at the end of the treatment period. The purpose of the pre-test is to assess the two groups are equivalent at the dependent variable before the treatment is given to them. The experimental group (EG henceforth) is the group which are taught by using body language strategy, while the control group (CG henceforth) is the group which is taught by the recommended techniques.

Figure (3.1) The Experimental Design



3.1.1 Population and Sample

The population of the current study includes 5th grade female pupils of primary schools for the academic year 2017/2018. The sample of the current study is selected randomly. The sample comprises (76) pupils of Al-Manama primary school in Al-Madhatiya town/ Babylon. This school has two 5th grade classes, A and B. The first class (A) consists of (38) pupils and the second one (B) also consists of (38) pupils. Class (A) is intentionally chosen to be the experimental group and Class (B) as the Control group.. The experimental group received the treatment based on body language strategy and taught by the researcher herself in the second course of 2017/2018.

All pupils are kept in their classes during the period of the experiment although there were two repeaters pupils in this grade.

Table (3.1) the Study Sample.

Group	Section	Number of pupils
EG	A	38
CG	B	38
Total		76

3.2 Equivalence of the Sample

It is necessary to achieve equalization between the two groups in the following:

1. The age of the pupils (Measured in Months).
2. The pupils achievement in English in the mid- year examination.
3. The subject score in the pretest.
4. Academic level of fathers'.
5. Academic level of mothers'.

3.2.1 The Age of the Pupils (Measured in Months)

The researcher records the students' ages from their school files at the beginning of the school years (2017-2018) and by applying t-test formula for two independent samples, it is found that there is no significant difference in age between the EG and CG because the computed t-value is (0.709) while the tabulated value is (2) under (74) degrees of freedom and at (0.05) level of significance, which means that the two groups are equal in their age (see Table (3.2), and Appendix K).

Table (3.2) t-Test Statistics of the Pupils' Age

Group	N	Mean	SD	DF	t-value		Level of Significance
					Computed	Tabulated	
EG	38	125.24	5.543	74	0.709	2.00	0.05
CG	38	126.05	4.429				

3.2.2 The Pupils Achievement in English in the Mid- year Examination

After applying the t-test of two independent samples, the results indicate that there is no statistically significant difference between the achievements of the two groups in English. The calculated t-value (1.685) is less than the tabulated t-value which is (2) at (0.05) level of significance and (74) degrees of freedom, as shown in (Table (3.4) and Appendix J).

Table (3.3) t-Test Results for Pupils Achievement in Mid-year Examination

Group	N	Mean	SD	DF	t-value		Level of Significance
					Computed	Tabulated	
EG	38	59.37	13.093	74	1.685	2.00	0.05
CG	38	64.37	12.778				

3.2.3 Pupils' Scores in the Pretest (The EG and CG)

Another important variable, that the researcher takes into consideration in order to equate the two groups, is the students' achievement on the pre-test . By applying the t-test formula to compare the mean scores of the EG and CG in the pre-test, it indicates that there is no statistically significant difference between the achievements of the two groups in the pre-test . The mean score of EG is (25.37), whereas the mean score of the CG is (29.61). The calculated t-value is found to be (1.746) at (74) degrees of freedom and (0.05) level of significance (see Table (3.5) and Appendix H).

Table (3.4) t-test Statistics of the Pupils' Score in the Pre-Test.

Group	N	Mean	SD	DF	t-value		Level of Significance
					Computed	Tabulated	
EG	38	25.37	11.255	74	1.746	2.00	0.05
CG	38	29.61	9.849				

3.2.4 Academic Level of Parents

3.2.4.1 The Level of Parents

Another variable that the researcher controls is the level of parents' education. The following arrangement is used to classify the learners' parents according to their educational levels:

1. Primary education and below.
2. Intermediate .
3. Preparatory .
4. University education (B.A. , and Higher studies).

3.2.4.2 Academic Level of Fathers

Chi-square is used to decide whether there is a statistically significant difference between the frequencies of the experimental and the control groups or not. The result shows that the value of the calculated chi-square for the fathers' level of education is (1.50) and tabulated (7.81) with a degree of freedom of (3) at (0.05) level of significance (See Table 3.6).This means that there is no statistically significant difference between the two groups in this variable.

Table (3.5) The Level of Fathers for Both Groups

Groups	No	Academic Levels of Fathers				Chi-square		Level of significant t	DF
		Primary and below	Intermediate	Preparatory	B.A. and more.	Computed	Tabulated		
EG	38	8	11	14	5	1.50	7.81	0.05	3
CG	38	12	9	14	3				

3.2.4.3 Academic Level of Mothers

The same above procedures followed in fathers' education are used here. The calculated **Chi-square** value is (1.23) and tabulated (7.81) with a degree of freedom of (3) at (0.05) level of significance (see Table 3.7). This means that there is no statistical difference between the two groups in this variable.

Table (3.6) The Level of Mothers for Both Groups

Groups	No	Academic Levels of Mothers				Chi-square		Level of significant	DF
		Primary and below	Intermediate	Preparatory	B.A. and more.	Computed	Tabulated		
EG	38	9	13	15	1	1.23	7.81	0.05	3
CG	38	10	12	13	3				

3.3 Controlling External Variables and Internal Validity

Christensen (1980:94) states that the dependent variable is affected by some extraneous variables more than the independent variables. In the present study, the dependent variable is VC, while the independent variable is BL.

The researcher tries to avoid the influence of extraneous variables on the experiment by controlling or remedying these variables that are representing in the following factors.

3.3.1. Subject Maturation

Maturation refers to events or changes happen in the internal conditions of the participants in the research, these changes include growing older, learning, boredom and the like (Campbell and Stanley, 1963:5).

The experiment doesn't last for a long time and no important changes noticed to both experimental and control participants. So this factor is controlled during the experiment.

3.3.2 Instrumentation

It refers to the type of a test and observation that is used to collect data of the study in the measurement of the dependent variable (Thomas, 2011:337).

This variable was controlled since the same test and scoring scheme are adopted in with the experimental and control groups.

3.3.3. History

During the period of the experiment, some particular external events may occur in effect of the dependent variable, such events are likely to the results of the study (Christensen, 19980:94) and (Robinson, 1981:93).

This factor is avoided because the researcher controlled the setting of experiment successfully and there is no important things happened during the period of the experiment.

3.3.4. Hawthorne Effect

Learners may not be aware of being specially treated during the experiment (Robinson, 1981: 114), i.e., their knowledge of experiment has an effect on their performance (Christensen, 1980: 324).The researcher does not tell the learners in both groups that they are participated in an experiment.

3.3.5. Selection Bias

It refers to the selection of nonequivalence procedures in the assignment of groups used in experimental and control conditions (Best, 1981:65).

The researcher uses an appropriate procedure to both groups in order to equalize those groups statistically and to avoid any external or internal variable and also to increase the validity of the experiment.

3.3.6. Experimental Mortality

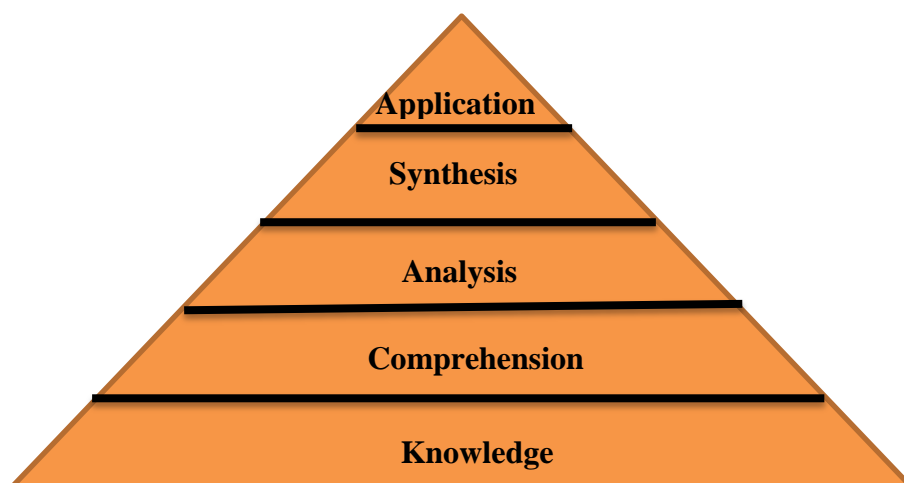
According to Lewin (1979: 60), this factor includes accident, death or inability to locate discontinued performance to former subject during the study.

The researcher confronts the effect of such factor, because there were some of non- attendance pupils in both groups, in fact, this problem is a natural matter that occurs in each school, but in present study, it is rarely occurred.

3.4 Teaching Material

The researcher teaches four units from textbook "English for Iraq" for 5th primary grades (Units 5, 6, 7 and 8) in the second semester of (2017/2018). The researcher has taught all the components of the units, but the main emphasis was on vocabulary items and their comprehension. Bloom's Taxonomy is the model which is used in the present study for developing behavioral objectives.

Figure (3.2) Bloom's Taxonomy of the Present Study.



3.5 Experiment Application

The experiment started on the 1st of March and ended on 2nd of May of the academic year 2018. The experiment lasted for 9 weeks. The lessons arranged for both groups on Sunday, Tuesday, Wednesday and Thursday. The experiment applied for both groups by the researcher herself in order to control the teaching variable.

The pupils at control group are taught using the techniques recommended by pupil's textbook, English for Iraq. As for the experimental groups, pupils are taught through body language strategy that helps them to comprehend vocabulary.

3.5.1 The Experimental Group

The researcher wants to achieve the purpose of body language strategy in vocabulary comprehension for the experimental group.

The researcher follows the following three phases in order to achieve the purposes above.

3.5.1.1 Pre-teaching Phase

At the beginning, the researcher starts the lesson with greeting for her pupils, the researcher checks their attendance list and then she helped pupils to predict what they learned in the previous lesson.

At this Phase, the teacher firstly introduces to her pupils an explanation about what is body language in different cultures to help pupils have background knowledge about it.

The teacher acts the vocabulary by her body language in front of the class and she tells the meaning of vocabulary that is connected with body movement. Then asks the pupils to tell what they see, and then she repeats the movement and asks the pupils to guess it. Teacher gives her pupils some questions that are related to the topic.

3.5.1.2 Whilst-teaching Phase

At this Phase, the teacher explains the vocabulary clearly through her body and then she hangs visualizing pictures on the whiteboard, where each picture has a particular body movement, and next, the pupils answer the teacher questions about these movements. Teacher asks pupils to write vocabularies which are taken from the visualizing picture beside or under pictures or write them on their note book; these pictures contained a certain gesture depends on meaning of vocabulary (for more details see Appendix L).

Through interactive activities, the teacher asks some pupils to share in the classroom activities; pupils imitate or responses to these gestures in the pictures one by one in front of the others pupils in the classroom.

Teacher creates groups of pupils, consists of 3 pupils. Each group must state 10 vocabularies and presented through their body language, when the groups present the body language; the other pupils guess what is shown by the group.

Example:

Happy-sad

Good-Bad

Eat-Drink

Walk-Cry

Kick-Jump

The teacher also shows a video to pupils, contains a short story, pupils look at the gestures that are shown with video, they repeat the words of video, and then the teacher and the pupil together practice gestures that they see after the person on the video, and the others pupils give description about that.

3.5.1.3 Post-teaching Phase

The teacher evaluates the pupil's comprehension by giving exercises to them include spelling whose items are related to the topic, and asks pupil to do a review of the vocabularies taught in classroom, so that the teacher can know whether the pupils understand or not. The teacher gives homework to pupils, after that the teacher and pupils check answers together.

3.6 The Control Group

As for the pupils of the control group, the researcher follows the same procedures and techniques in teaching vocabulary which are mentioned in the teacher's book for 5th primary school pupils as shown below:

1. The researcher writes vocabularies on the whiteboard and she slowly read them more and more in order to be memorized by the pupils.
2. The researcher gives the translation of vocabulary in Arabic and asks pupils to write them in their note book.
3. The researcher uses charts involve the new words with pictures to clarify the meaning, she reads these vocabularies and then she asks pupils to repeat them after her.

3.7 Achievement Test

Assessment is required for any kind of teaching, it helps teachers and pupils to measure how much material the pupil mastered or doesn't know yet. Testing is part of assessment that the teacher uses it to evaluate pupil progress (Coombe et al, 2007: XV). Davies et al (1997:2) define achievement test as an instrument designed to determine what a person has learned through specific teaching process or to measure person's achievement within or up to a given time. In this study, the researcher constructs vocabulary comprehension test to collect data from both experimental and control groups, two tests are used in the present study; pre-test and post-test. The purpose of pre-test is to check the equalization of the two groups, while post-test is to find out the effect of the experimented strategy in vocabulary comprehension.

3.7.1 Items Test Description

Generally, the researcher selects the written tests (pre-test and post-test), the items tests includes two parts; recognition and production. The recognition and production questions in both pre-test and post-test, each question has 5 items. The purpose of the recognition part is to measure the pupils' ability to recognize the right items, while the production part is to produce a suitable vocabulary of the given items.

The test items are designed depending on the fifth primary pupils' level; they are taken from English for Iraq textbook to measure their vocabulary comprehension. In question1, the pupils are required to fill the blanks by the given words. Pupils are asked in question2 to see the given picture, then they read the sentences and write his answer through yes/No items. Question3 involves matching between list (A) that is included pictures and list (B) that is contained the correct words. Question4 asks pupils to write the right answer below the suitable picture. The role of pupils in question5 is to complete the missing word. Finally, question6, the pupils are required to translate the words into Arabic according to the provided pictures, for more details see Appendix D and E.

3.7.2 Test Validity

Coombe et al (2007:xxii) and Walker and Maddan (2013:159) state that test validity is one of the cornerstones of good testing design; refers to what to assess and what it purpose to measure and it is the match between curriculum goals and test coverage. Dunn (1989: 151) defines validity as “the appropriateness, meaningfulness and usefulness of the specific inferences made from the test results”. The purpose of validation is to help researchers for getting a whole a high degree of confidence, and their peers, and society as that tests being selected are useful in the quest for scientific truth (Nunnally, 1978: 91).

Coombe et al (2007:xxii) state that there are three types of validity which include construct, content and face validity. The researcher ensures two types of validity; face and content validity that are certified in this study to verify the validity of the test.

Face validity can be established by group of experts who examine the test and reach a consensus that if it does or does not adequately contain a particular concept in relevance (Dane, 1990: 202). Without face validity, clients, therapists and consumers of test results may lead to an assessment unacceptable and irrelevant (Portney and Walkins, 1993: 45).

To secure face validity of the test used in the present study, the researcher presents the test to a jury of experts which consists of 20 experts in the field of English language teaching (TEFL) and linguistics (see Appendix A and B). They are specially asked to determine whether the test items used are suitable or not and introduce any necessary, suggestions or modification that enrich and improve the test. The jury members have agreed that the test items are accepted with some modifications which have been taken into consideration.

In Content validity, Cronbach (1971: 443) states that to determine content validity it is necessary to select the instrument that pulls in a representative manner that could be used to identify and measure the content of a given construct. In the present study, the content validity is achieved by using formats familiar to the pupils.

3.7.3 Pilot Study

"Pilot study" means a preliminary scale of assessing the feasibility and usefulness of the data collection tool, it is applied with a small group, used in advance for a major or formal research project in order to try out techniques, methods, procedures, and instruments (Good, 1973:143). The value of the pilot study is to identify the difficulty level and discrimination power of the items, to estimate the time required for answering all the questions, to check the test instructions, to analyze the items of the test, and to indicate the reliability of the test.

The test administered to a pilot sample consisting of (30) fifth primary pupils who are selected randomly from Shat-Al-Arab primary school on 27th February, 2018.

3.7.4 Time

It is found that the total time, which is needed to answer all the items of the test, is 40 minutes.

3.7.5 Test Reliability

Reliability is one of the necessary criteria for any good test. It can broadly be defined as the accuracy and consistency of the instrument (Pumfrey, 1977:50). Lado (1961: 330) refers to the stability of scores for the same individuals. For example, if the pupils get the stable scores, the test is reliable; but if there are volatile scores without apparent reason, the test is unreliable.

The different methods for estimating reliability are the test-retest, internal consistency methods and equivalent forms. Internal consistency methods comes in several forms, The most familiar are the, (a) Cronbach alpha, (b) Kuder-Richardson formulas 20 and 21 and (c) split-half adjusted (i.e., adjusted using the Spearman-Brown prophecy formula).

Kuder-Richardson formulas 20 is applied to estimate the test reliability in this study. Applying Kuder-Richardson formulas 20 for test items are (0.23) for the pre-test and (0.52) for post-test which consider that the tests are reliable and acceptable .

3.7.6 Item Analysis

It is the next step after scoring pupils' responses of the test. Item analysis is the process of evaluating the effectiveness of single test items in depending on two characteristics; involves identifying the difficulty level and the discrimination power of each item (Mehrens and Lehman, 1973 : 696, and Scannel, 1975: 215).

The researcher follows certain procedure on each test separately to find out the difficulty level and the discriminating power of the two tests.

3.7.7 Item Difficulty

After scoring the test papers and arranging them in rank from the highest to the lowest score by dividing the test papers into two groups: an upper group and lower group.

The researcher finds that the difficulty level of each item of the test is achieved by the proportion of pupils who answer the items correctly (Bloom et al., 1981:96). After the application of the item difficulty formula for the items of the test, the difficulty level range is found between 0.22-0.83, this range is considered acceptable and good item difficulty. Brown (2004: 59) states that the acceptable range of item difficulty that is calculated between 0.15 and 0.85.

Table (3.7) The Difficulty Level of the pre-test.

NO. of Question	No. of Item				
	1	2	3	4	5
Q1	0.83	0.45	0.80	0.42	0.67
Q2	0.75	0.63	0.81	0.47	0.41
Q3	0.77	0.39	0.46	0.58	0.39
Q4	0.45	0.50	0.42	0.54	0.49
Q5	0.67	0.30	0.32	0.43	0.36
Q6	0.52	0.22	0.39	0.43	0.26

3.7.8 Item Discriminating Power

According to Collins and O'Brien (2011:251) and Kassin (2013:169), item discrimination power (henceforth DP) is the ability of an item to differentiate high performing and lower performing takers on an entire test. The range of the present study test item of DP is between 0.34 and 0.73 see table (3.7) McDonald (2013:287) believes that the DP is weak, if the item DP is less than 0.30, while the DP is strong and acceptable if an item is 0.30 and above.

Table (3.8) The Discrimination Power of the pre-test.

NO. of Question	No. of Item				
	1	2	3	4	5
Q1	0.73	0.50	0.55	0.38	0.42
Q2	0.51	0.43	0.71	0.43.	0.39
Q3	0.65	0.50	0.38	0.61	0.34
Q4	0.54	0.37	0.51	0.46	0.54
Q5	0.45	0.41	0.45	0.73	0.39
Q6	0.58	0.36	0.44	0.40	0.37

3.7.9 Scoring Scheme of the Test

Scoring means each item is given a definite mark in the test (Richards and Schmidt, 2010:512).

The researcher gives the same scoring scheme for both tests, 2 scores are given for each item answered correctly, and zero when there is no answers or incorrect answer. The total score for the each question is (10) and the final score for the test is (60), the scores of the study subjects are presented in Appendix D and E.

3.8 Final Administration of the Pre-test and Post-test

The researcher applies her instrument after checking the validity and the reliability of the pre-test of VC test, so the test became ready for application on the actual sample of this study, the number of the study sample is (76) pupils, they are divided in two classes; in Al-Manama primary school for female. The experiment being applied from 4th March, 2018 to 29th April, 2018. After the researcher distributed the test papers, the researcher has clearly explained the instructions of the test to both groups in Arabic in order to avoid any misunderstanding.

3.9 Statistical Tools

The following statistical means are used in the analysis of the results of this study:

1. **T-test** for two independent groups to find out the significant differences between the groups in non – experimental variable and the experimental alternative. The following formula is used:

$$t = \frac{X_1 - X_2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2 \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where: X_1 = The mean of the experimental group

X_2 = The mean of the control group

n_1 = The number of the subject in the experimental group

n_2 = The number of the subjects in the control group

S_1^2 = The variance of the experimental group

S_2^2 = The variance of the control group

(Glass and Stanely, 1970: 295).

2. **Chi²– square method (X^2)**, to find out the significance of differences in the variables of the academic level of the parents, the testees grades in English in the Mid-year examination and the testees grades in the pre– test.

The Following formula is used:

$$X^2 = \sum \left[\frac{fo - fe}{fe} \right]^2$$

(Minium et al., 1999: 385).

Where:

Fo = The observed frequencies

fe = The expected or theoretical frequencies

3. Kuder-Richardson Formula 20 to calculate the test reliability:

$$K - R20 = \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{S_t^2}\right)$$

Where:

K: The number of the test items

$\sum S_i^2$: Sum of item variance

S_t^2 : Test score variance

(Brown, 2005: 180-181)

4. Item difficulty level formula for the of the test items:

$$ID = \frac{Ru + RL}{N}$$

Where:

ID = the item difficulty.

Ru = the number of pupils in the upper group who responded correctly.

RL = the number of pupils in the lower group who responded correctly.

N = the total number of pupils included in the item analysis.

(Mousavi, 1999: 44).

5. Discriminating power formula of the test items:

$$DP = \frac{Ru - RL}{\frac{1}{2}T}$$

Where:-

DP= Discriminating power of the item.

R_u = The number of pupils in the upper group who got the right item

R_L = The number of the pupils in the lower group who got the right item

T = The total number of pupils included in the item analysis

(Gronland, 1976: 267-8)

CHAPTER FOUR

Data Analysis and Discussion of Results

4.0 An Introductory Note

This chapter shows the statistical analysis of data (the pre and post vocabulary comprehension test) in terms of tables in addition to teachers' questionnaire in terms of tables and graphs by stating the interpretation of these data in percentages to make them clear and understood. In addition this chapter also discusses an interview of supervisors and the results of the study apparently to match the proposed hypothesis and discussions.

4.1 The Results

In order to attain the aim of this study which is investigating the impact of body language strategy on achieving the vocabulary comprehension of the Iraqi EFL pupils in the 5th primary class hoping to improve their comprehension in vocabulary and to examine its null hypothesis, the data of the achieved by post-test are statistically analyzed.

4.2 A Comparison between the Pre-test and the Post-test Scores

4.2.1 A Comparison between the Pre-test and Post-test Scores of EG

Concerning the EG, the mean scores of the pre-test is (25.37) , while that of the post-test is (42.92) . The one sample T-test formula is exploited again to determine whether or not there is any significant difference between the pre-test and post-test scores. The results showed that the computed t-value is (3.776) whereas the tabulated t-value is (2.00). This denotes that the pre-test and post-test are significantly different at (0.05) level of significant and under 74 degrees of freedom. Namely, the post-test of the EG is much better than the pre-test (See Table (4.2)).

Table (4.2) the T-test Statistics of the Students' Scores in Pre-test and Post-test for EG

Group	N	Mean	SD	DF	t-value		Level of significance
					Computed	Tabulated	
Pre-test	38	25.37	11.255	74	3.776	2.00	0.05
Post-test	38	42.92	10.223				

4.3 Pupils' Score in the Post-test (The EG and CG)

By applying the T-test formula to compare the mean scores of the experimental group and control group in the pre-test and post-test. The mean score of EG is (42.92), whereas the mean score of the CG is (37.13). The calculated t-value is found to be (2.843) at (74) degrees of freedom and (0.05) level of significance (see Table (4.3) and Appendix I). This indicates that there is a statistical different between the mean scores of the experimental and control groups in the post test and this difference is favor of the experimental group, so the hypothesis of the study has been rejected.

Table (4.3) T-test statistics for the pupils' scores of the post-test

Group	N	Mean	SD	DF	t-value		Level of significance
					Computed	Tabulated	
EG	38	42.92	10.223	74	2.843	2.00	0.05
CG	38	37.13	10.100				

4.4 Description of the Teacher's Questionnaire

The researcher presents a questionnaire to EFL teachers and asks them to fill it. The questionnaire is divided into two sections, the first section is about teachers' background information including gender, age, and teaching experience. The second section is concerned with their beliefs about the impact of body language strategy in

teaching vocabulary comprehension and the benefits of body language strategy in the teaching process as a whole (see Appendix C).

The questionnaire consists of 19 items designed according to likert scale ranging from "strongly agree to strongly disagree". Collecting of teachers' questionnaire took more than a week because most teachers either refuse to answer it or take much time to hand it back, 60 teachers out of population are given the questionnaire. The results and discussions are as follow.

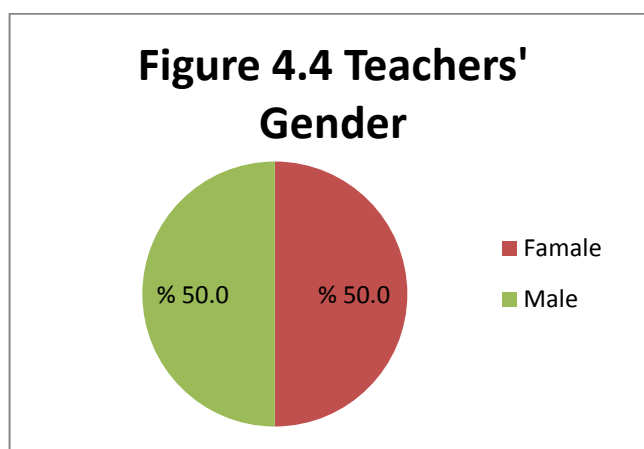
4.4.1 Analysis of Teachers' Questionnaire

Section I. Background Information

Item 1: Gender

Table 4.4 Teachers' Gender

Age	Participants	Parentage
Male	30	50.0%
Female	30	50.0%
Total	60	100%

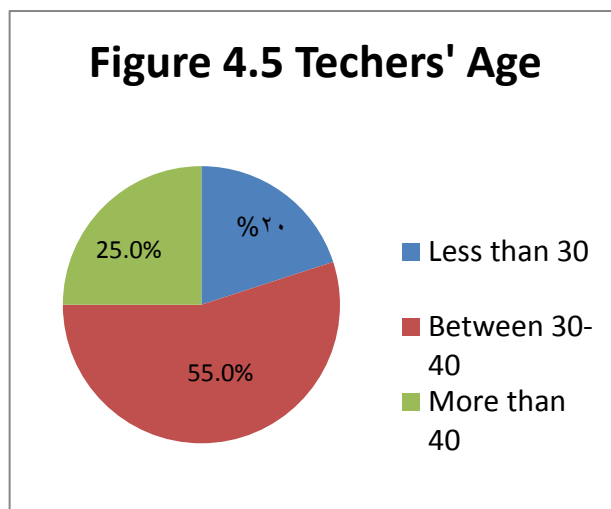


The sample of teacher's gender is balanced; there are 30 male teachers' 50.0% and 30 female teachers 50.0% answer the research tool in order to ensure the credibility of the research results.

Item 2: Age

Table 4.5 Teachers' Age

Age	Participants	Parentage
Less than 30	12	20%
Between 30-40	33	55.0%
More than 40	15	25.0%
Total	60	100%

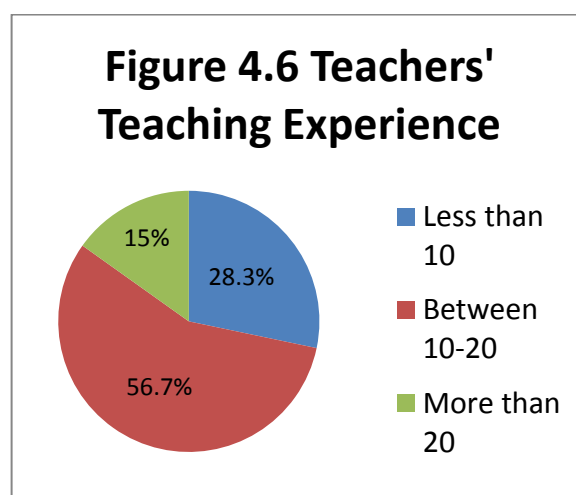


As it is shown in Table (4.5) and Figure (4.5) above, the teachers' age is divided into scales of decades. 12 teachers 20% are less than 30 years old, 33 teachers 55.0% between 30-40 years old, in addition, 15 teachers 25.0% are more than 40 years old. Different ages imply different teaching experience.

Item 3: Teachers' Teaching Experience

Table 4.6 Teachers' Teaching Experience

Years	Participants	Parentage
Less than 10	17	28.3%
Between 10-20	34	56.7%
More than 20	9	15%
Total	60	100%



This item is to know if there is a difference between most experienced teachers and least experienced ones and their different beliefs in teaching and learning vocabulary.

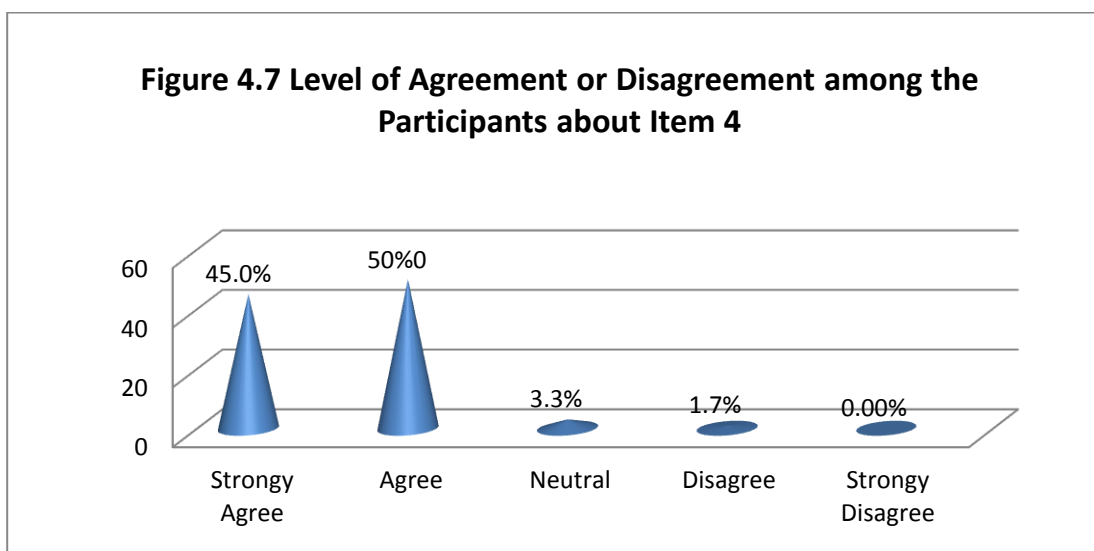
Participants are divided into three groups according to their teaching experience as shown in Table 4.3. The majority of teachers 56.7% who have an experience of teaching between 10-20 years, while 17 teachers 28.3% are less than 10 years of teaching and just 9 teachers 15% who have an experience of more than 20 years.

Section II. The Impact of Body Language Strategy on Teaching Vocabulary Comprehension and the Benefits of this Strategy in the Teaching Process as a Whole

Item 4: Body language strategy creates a comfortable and interesting atmosphere in classroom.

Table 4.7 Level of Agreement or Disagreement among the Participants about Item 4.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
27	30	2	1	0	60
45.0%	50.0%	3.3%	1.7%	0.00%	100%



As it is presented in Table (4.7) and Figure (4.7) that 27 teachers 45.0% strongly agree and 30 teachers 50.0% agree with this statement that body language strategy creates a comfortable and interesting atmosphere in classroom. The reason is that the

teachers see body language is important tool in teaching although there are many strategies or techniques in teaching process. While, 2 teachers 3.3% have a neutral view on that because they see this strategy depends on how teacher use it in classroom. Moreover, just one teacher 1.7% disagrees because he notices that body language is not always create an interesting atmosphere in classroom and no one 0.00% strongly disagrees on this statement.

Item 5: Teachers should relate body language strategy to the objectives of the lesson.

Table 4.8 Level of Agreement or Disagreement among the Participants about Item 5.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
16	19	0	25	0	60
26.7%	31.7%	0.00%	41.7%	0.00%	100%

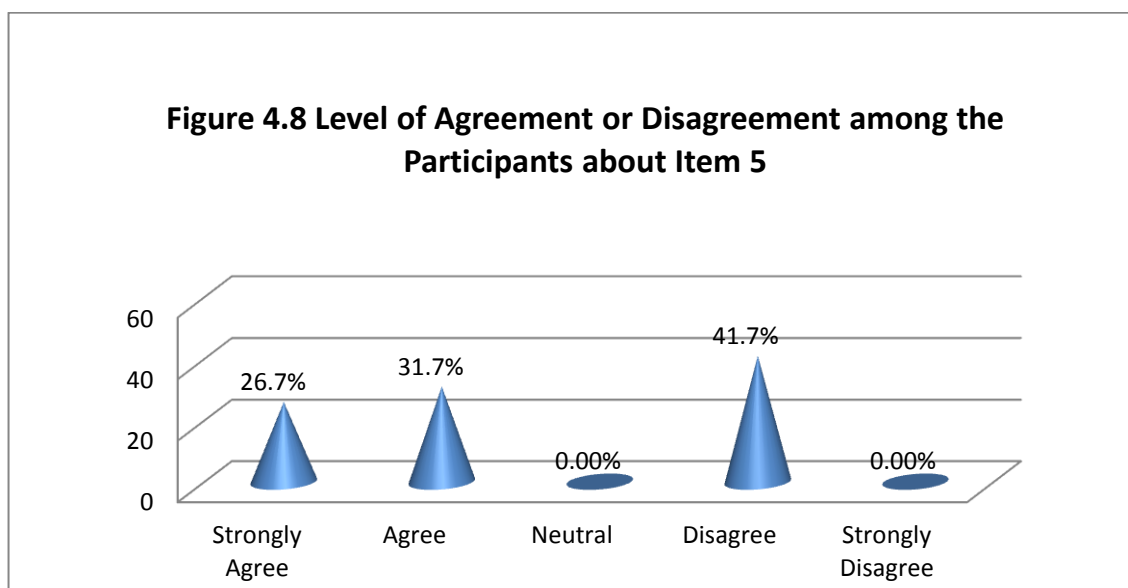


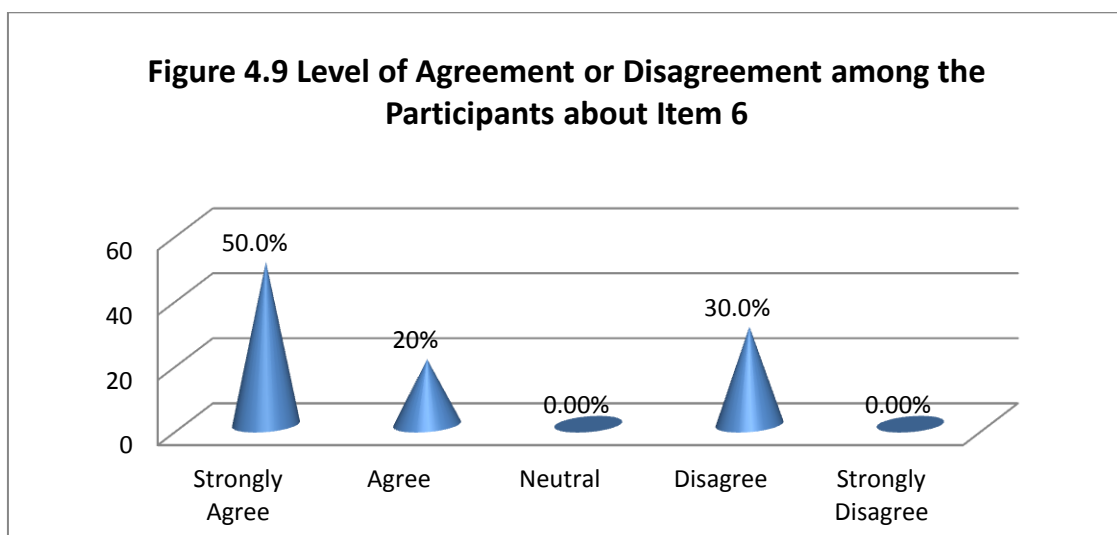
Table (4.8) and Figure (4.8) above state that the majority of teachers disagree on this statement, 25 teachers 41.7% disagree on the statement due to teachers state that this strategy is not always helpful device for teachers and the presence or absence of body language in the lesson is not worth much attention 16 teachers 26.7% strongly agree and 19 teachers 31.7% agree on that teachers should relate body language strategy

to the objectives of the lesson, because they see this strategy important in the classroom interaction, , no one 0.00% strongly disagrees on this statement and also no one 0.00% has a neutral view on that.

Item 6: Body language strategy helps teacher to enhance pupils' ability to understand vocabulary.

Table 4.9 Level of Agreement or Disagreement among the Participants about Item 6.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
30	12	0	18	0	60
50.0%	20%	0.00%	30.0%	0.00%	100%



As it can be seen in Table (4.9) and Figure (4.9), 30 teachers 50.0% strongly agree with the statement that body language strategy helps teacher to enhance pupils' ability to understand vocabulary and 12 teachers 20% agree on this statement because they notice that this strategy is more effective to understand vocabulary. In addition, no one 0.00 % has a neutral view about that but there are 18 teachers 30.0% disagree because they see that body language is an old strategy to vocabulary comprehension in teaching methods, while no one strongly disagrees on this statement.

Item 7: The pupils can know the meaning of vocabulary directly by teacher's body language.

Table 4.10 Level of Agreement or Disagreement among the Participants about Item 7.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
24	17	10	9	0	60
40.0%	28.3%	16.7%	21.6%	0.00%	100%

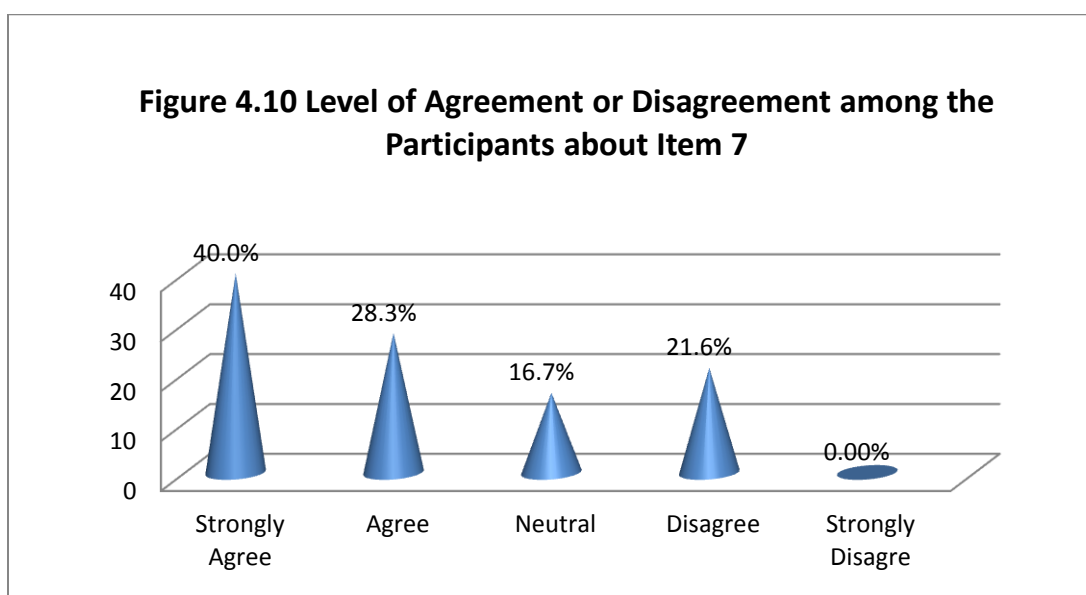


Table (4.10) and Figure (4.10) illustrate that the majority of the sample agrees that the pupils can know the meaning of vocabulary directly by Teacher's body language, 24 teachers 40.0% strongly agree and 17 teachers 28.3% agree, because they see that body language helps pupils to understand the meaning of vocabulary easily and simply, 10 teachers 16.7% have a neutral view because they notice that when teacher use this strategy may not interpret the meaning of vocabulary in correct way, also 9 teachers 21.6% disagree, because they see that this strategy may distract pupil's attention. There is no teacher 0.00% strongly disagrees on this statement.

Item 8: Body language strategy helps pupils to have good memory about vocabulary that they are learned by it.

Table 4.11 Level of Agreement or Disagreement among the Participants about Item 8.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
19	15	0	26	0	60
31.7%	25.0%	0.00%	43.3%	0.00%	100%

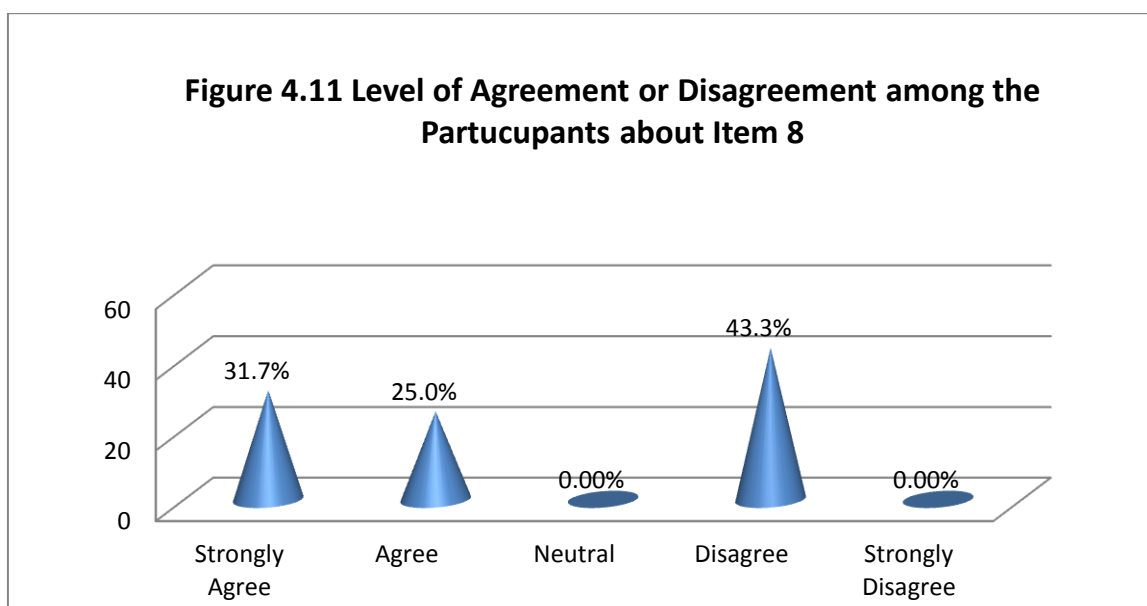


Table (4.11) and Figure (4.11) present teachers' responses of whether body language strategy helps pupils to have good memory about vocabulary that they are learned by it or not. The responses are 26 teachers 43.3% disagree due to they see that teachers doesn't prefer this strategy to store vocabulary, while no one 0.00% strongly disagrees and also no one 0.00% has a neutral view on this statement, but 19 teachers 31.7% strongly agree and 15 teachers 25.0% agree because they confirm that this strategy will help pupils to recall all vocabulary has been taught through the lesson.

Item 9: Teachers require background knowledge to control body language strategy because pupils could be adversely affected.

Table 4.12 Level of Agreement or Disagreement among the Participants about item 9.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
14	17	5	22	2	60
23.0%	28.3%	8.3%	36.7%	3.3%	100%

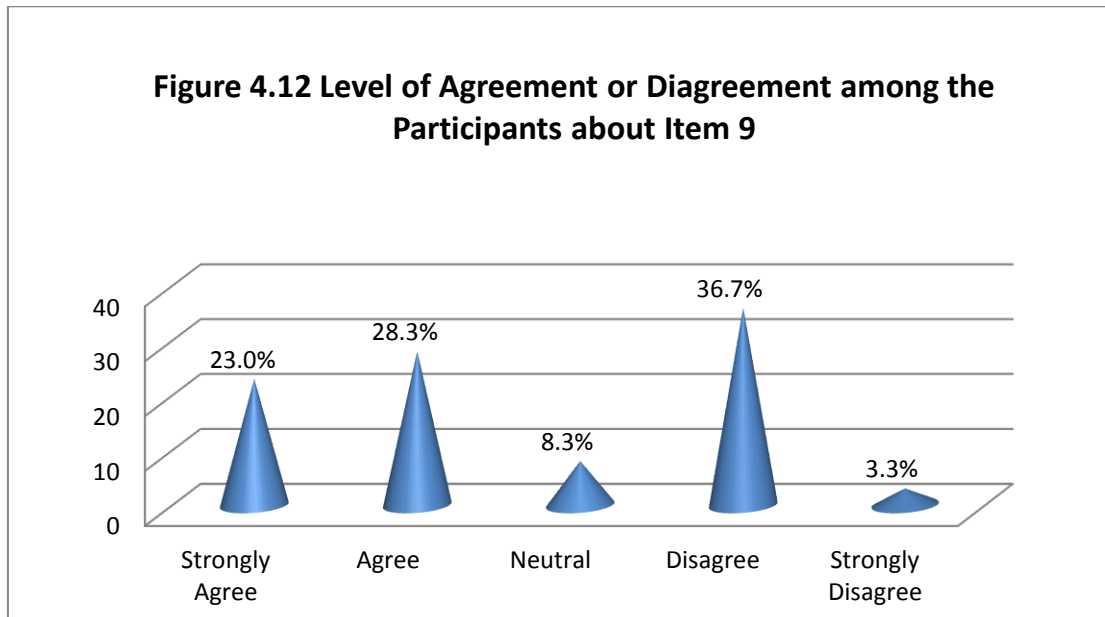
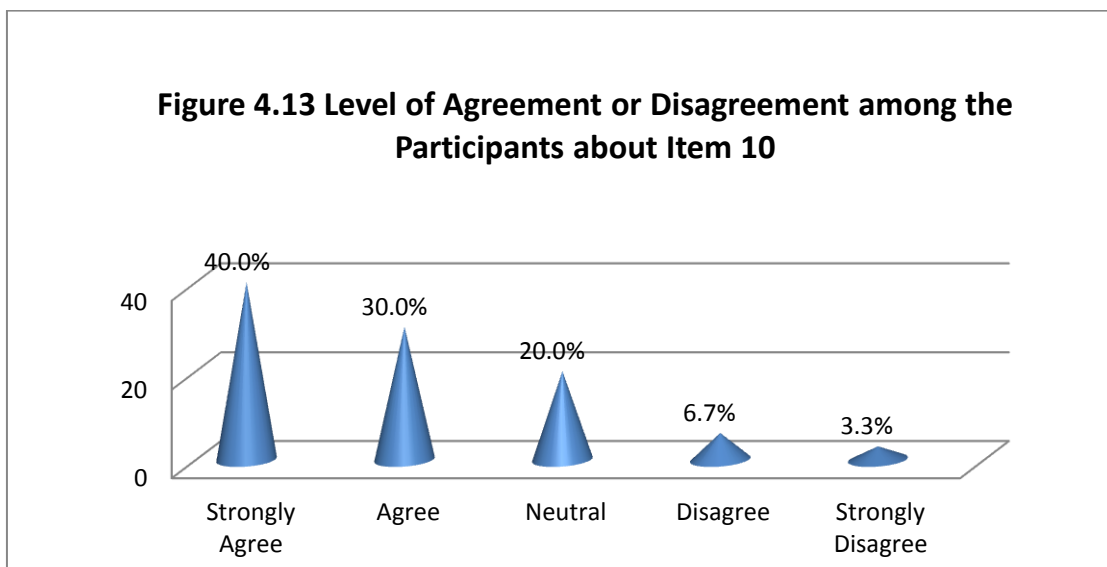


Table (4.12) and Figure (4.12) above state that 22 teachers 36.7% disagree and 2 teachers 3.3% strongly disagree on this statement because they notice that this strategy is easy task to control in teaching process; it doesn't need to background knowledge, while 14 teachers 23.0% strongly agree and 17 teachers 28.3% agree on the statement that teachers require background knowledge to control body language strategy because pupils could be adversely affected, because they stress that there is a necessary need to have background knowledge about using this strategy in an appropriate way, and 5 teachers 8.3% have a neutral view on this statement due to they see that there are some teachers have background knowledge about using this strategy but the others no.

Item 10: Teachers use one of types body language like (hand gesture) and leave the other types of body language movement.

Table 4.13 Level of Agreement or Disagreement among the Participants about Item 10.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
24	18	12	4	2	60
40.0%	30.0%	20%	6.7%	3.3%	100%

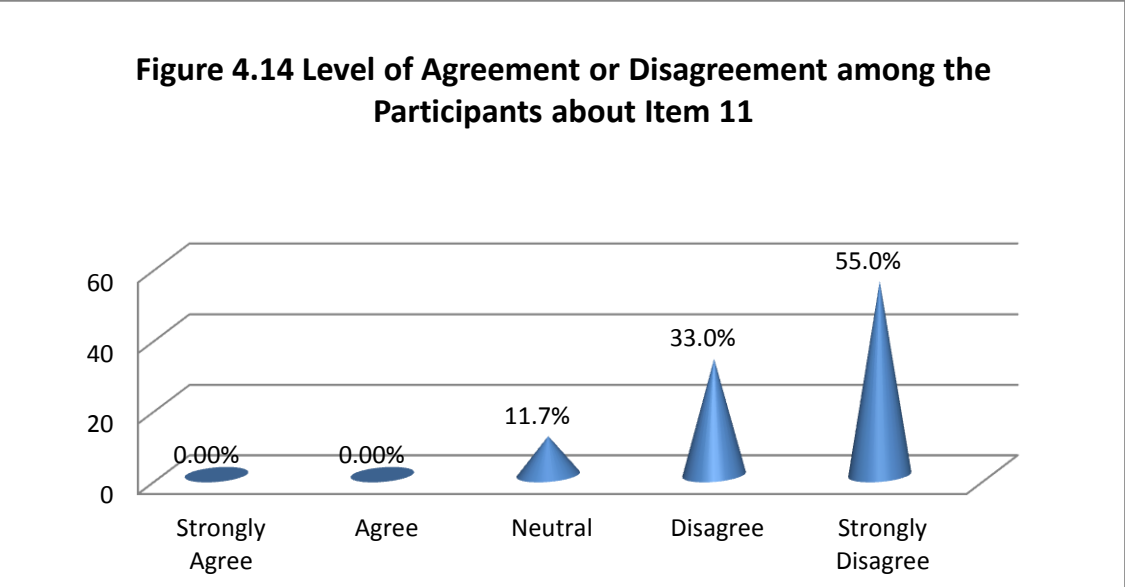


As it can be seen in Table (4.13) and Table (4.13), that the majority of the samples agrees that teachers use one of types body language like (hand gesture) and leave the other types of body language movement, 24 teachers 40.0% strongly agree with this statement and 18 teachers 30.0% agree on it because they state that hand gesture is the most important features of body expression for pupils and teachers. In addition, 4 teachers 6.7% are disagree on this and 2 teachers 3.3% strongly disagree, because they indicate that each part of body has a specific role in illustrating of meaning, while 12 teachers 20% have a neutral view on this statement. The reason is the parts of body can be used according to different situations.

Item 11: Not all pupils like body language strategy to be used in teaching process.

Table 4.14 Level of Agreement or Disagreement among the Participants about Item 11.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
0	0	7	20	33	60
0.00%	0.00%	11.7%	33.0%	55.0%	100%

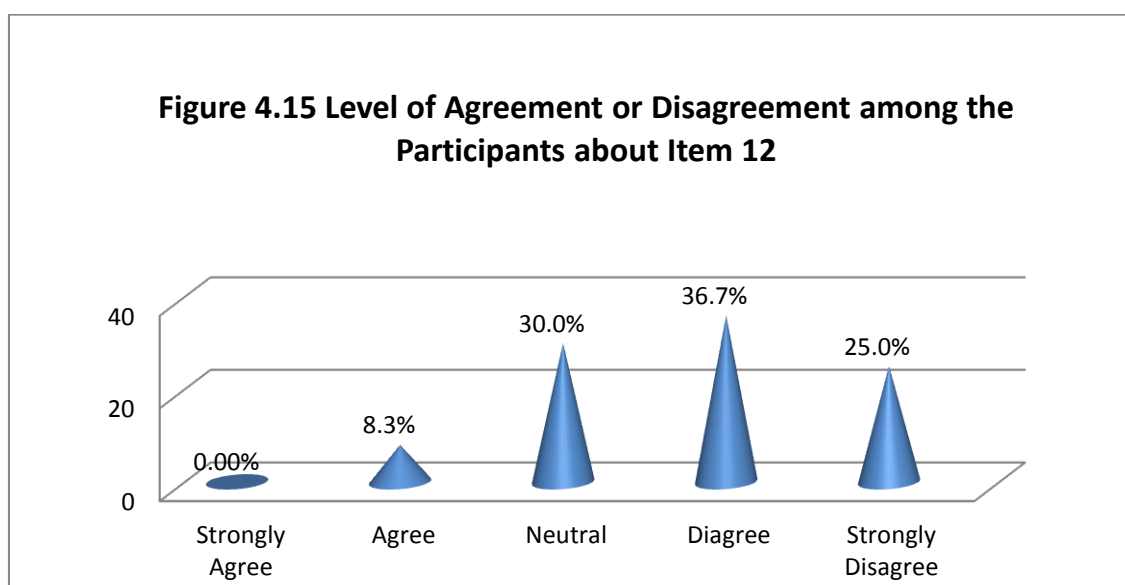


As it can be seen in Table (4.14) and Figure (4.14), that the majority of the teachers disagree that not all pupil's like body language strategy to be used in teaching process, 20 teachers 33.0% disagree on this and 33 teachers 55.0% strongly disagree because all teachers confirm that pupil's perception for the lesson by this strategy is very positive; this is clearly seen in the pupils' faces, while 7 teachers 11.7% have neutral view on this statement because they refer that those pupils always feel excited through using of play games in teaching process. In addition, no one 0.00% agrees and strongly agrees on that.

Item 12: Body language distracts the pupils' attention in teaching vocabulary.

Table 4.15 Level of Agreement or Disagreement among the Participants about Item 12

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
0	5	18	22	15	60
00.0%	8.3%	30.0%	36.7%	25.0%	100%

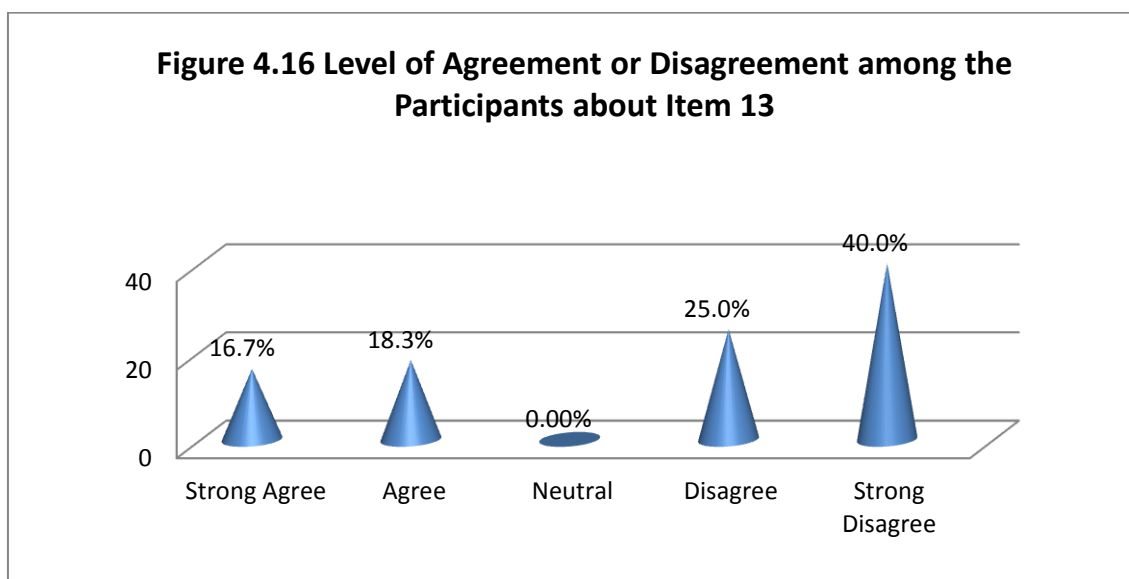


In Table (4.15) and Figure (4.15) above, the researcher wants to know if body language distracts the pupils' attention in teaching vocabulary; 22 of teachers 36.7% disagree and 15 teachers 25.0% strongly disagree on this statement because they notice that when teacher use body language strategy in a relaxed way, the results of teaching process becomes positive, while no one 0.00% strongly agree but 5 teachers 8.3% agree on this statement because teachers see that if body language uses in needless way, it will distract pupil's attention. In addition, 18 respondents 30.0% held a neutral view on that because teachers see that it is better to give a good expression in teaching vocabulary in order to be clear enough for pupils.

Item 13: All teachers use body language when teaching vocabulary.

Table 4.16 Level of Agreement or Disagreement among the Participants about Item 13.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
10	11	0	15	24	60
16.7%	18.3%	0.00%	25.0%	40.0%	100%



As it is displayed in Table (4.16) and Figure (4.16) above that 24 teachers 40.0% strongly disagree and 15 teachers 25.0% disagree on that not all teachers use body language in teaching vocabulary because they see that some teachers have a little experience in teaching. There is no neutral response 0.00% on this statement, moreover, 10 of teachers 16.7% strongly agree and 11 of them 18.3% agree on this statement, because they see that body language is a fundamental device in teaching vocabulary.

Item 14: The use of body language strategy in teaching process should be promoted in teacher's training.

Table 4.17 Level of Agreement or Disagreement among the Participants about Item 14.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
5	7	10	20	18	60
8.3%	11.6%	16.7%	33.3%	30.0%	100%

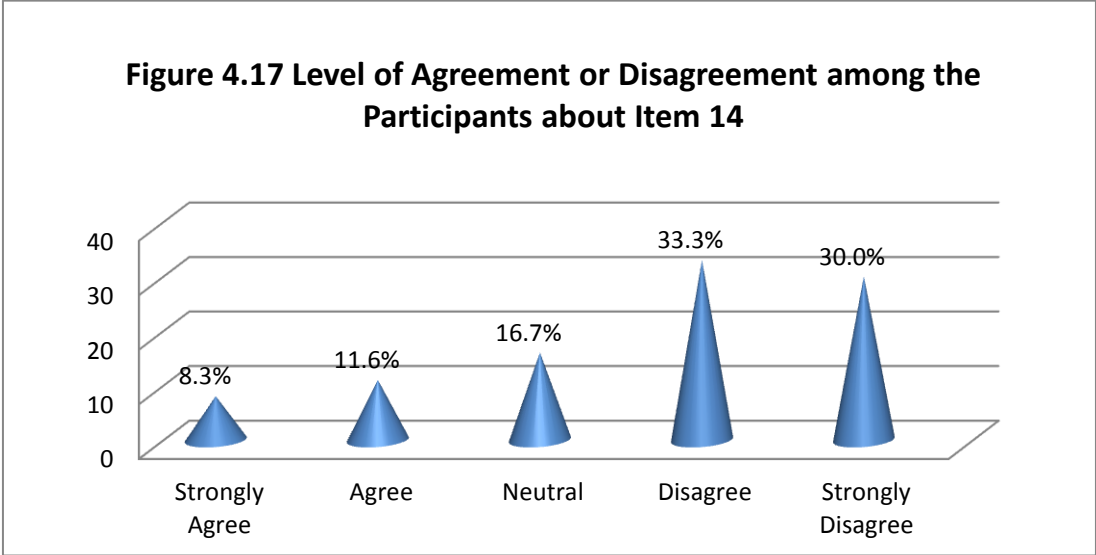
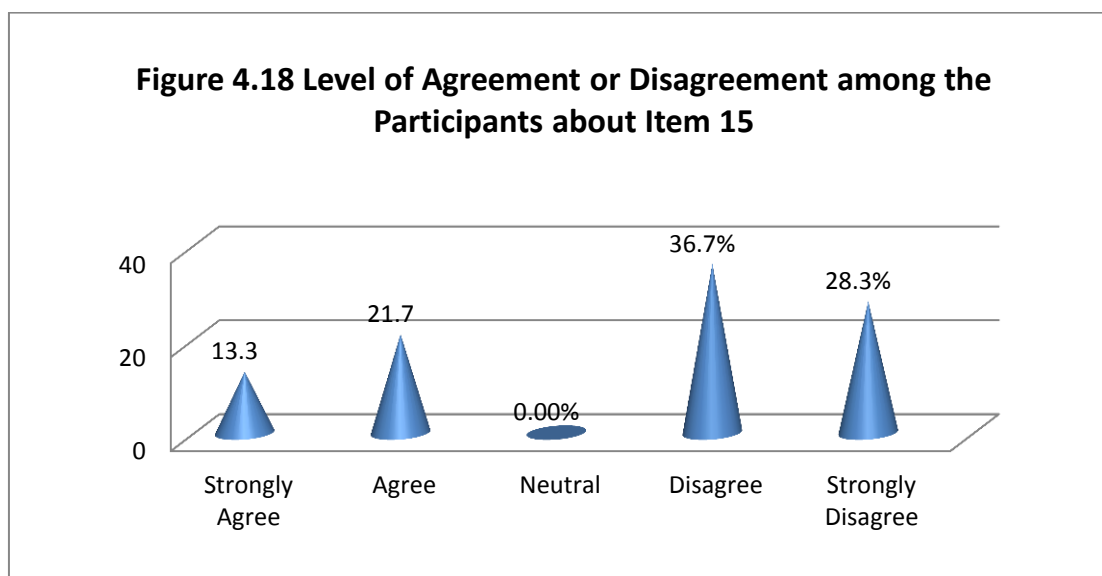


Table (4.17) and Figure (4.17) show that the majority of the sample 20 teachers 33.3% disagree and 18 teachers 30.0% strongly disagree on this statement, because they state that there are others strategies more important than body movement in teaching process that should be promoted in teacher's training, this statement is similar to pervious one, while 5 teachers 8.3% agree and 7 teachers 11.6% strongly agree on this statement because they illustrate that all EFL teachers should be aware on using types of body language. In addition, 10 teachers 16.7% have a neutral view on this statement perhaps they see that body language effective in the classroom but it is not a difficult task.

Item 15: Body language has no any strong instant and inherent effect in teaching process.

Table 4.18 Level of Agreement or Disagreement among the Participants about Item 15.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
8	13	0	22	17	60
13.3%	21.7%	0.00%	36.7	28.3%	100%

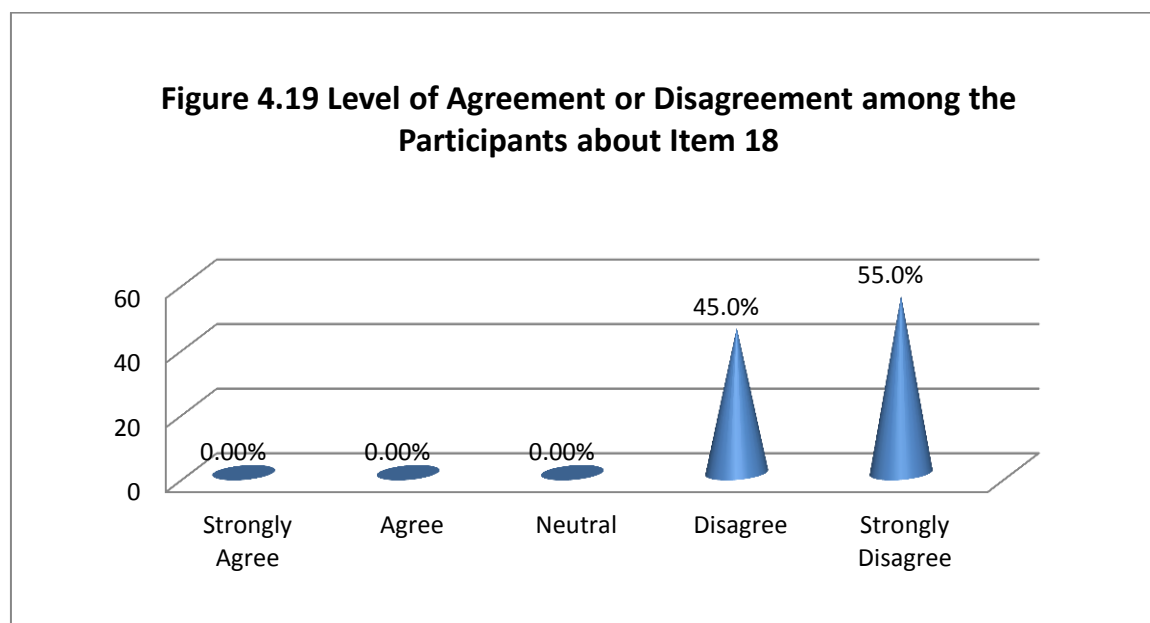


As it is presented in Table (4.18) and Figure (4.18) the majority of respondents disagrees on that, also this statement is similar to the two previous statements; 22 teachers 36.7% disagree and 17 teachers 28.3% strongly disagree on this statement because they see that the most of pupils are more influence by their teacher's interaction in classroom, while 8 teachers 13.3 strongly agree and 13 teachers 21.7% agree with the statement that body language has no any strong instant and inherent effect in teaching process because teachers are perhaps not sure if their pupils are affected by body language or not. Moreover, no one 0.00% has a neutral view on this statement.

Item 16: Teachers should use facial expressions to adopt a certain attitude towards the answers of the pupils.

Table 4.19 Level of Agreement or Disagreement among the Participants about Item 16.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
27	33	0	0	0	60
45.0%	55.0%	0.00%	0.00%	0.00%	100%



It is presented in Table (4.19) and Figure (4.19) that this item receives equal ratio among respondents, no one 00.0% has a neutral view on this statement and also no one 0.00% disagrees and strongly disagrees on that teachers should use facial expressions to adopt a certain attitude towards the answers of the pupil, whereas 27 respondents 45.0% strongly agree and 33 respondents 55.0% agree on this statement because they notice that this gesture helps pupils to be friendly towards teacher and also they feel comfortable in the lesson.

Item 17: Eye contact (type of body language) can be used as a correction strategy; teacher can practice eye contact in order to correct the vocabulary for pupils.

Table 4.20 Level of Agreement or Disagreement among the Participants about Item 17.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
10	16	23	7	4	60
16.6	26.7%	38.3%	11.6%	6.7%	100%

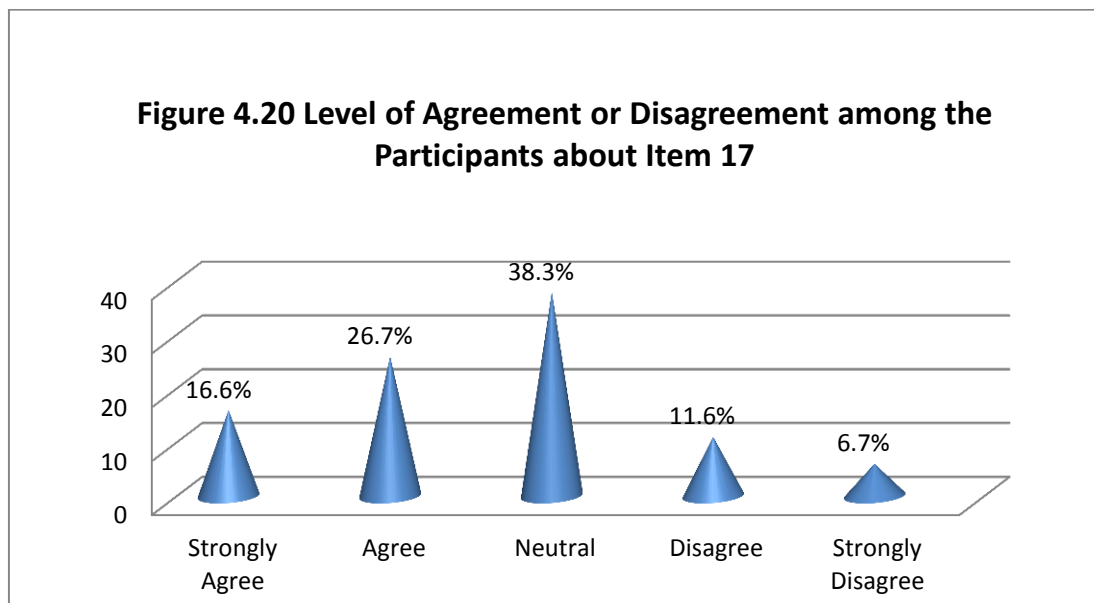
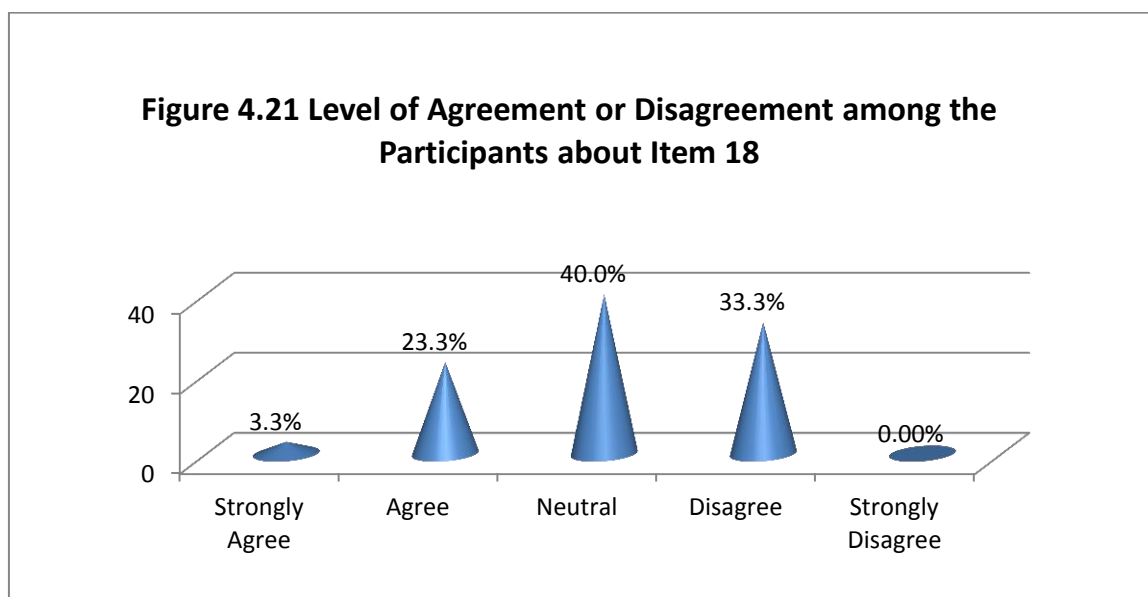


Table (4.20) and Figure (4.20) explain that 23 teachers 38.3% have neutral view on this statement because they see that this gesture doesn't always work as a correction strategy, but 16 teachers 26.7% agree and 10 teachers 16.6% strongly agree that eye contact can be used as a correction strategy; teacher can practice eye contact in order to correct the vocabulary for pupils. The reason as they notice that this gesture is active in teaching vocabulary. While 7 teachers 11.6% disagree on this and 4 teachers 6.7% strongly disagree due to they see this strategy is not good to correct vocabulary.

Item 18: Touch is also type of body language; teacher touches a pupil on his shoulder in teaching process to motivate him to learn vocabulary.

Table 4.21 Level of Agreement or Disagreement among the Participants about Item 18.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
2	14	24	20	0	60
3.3%	23.3%	40.0%	33.3%	0.00%	100%



The Table (4.21) and Figure (4.21) show that 24 teachers 40.0% have a neutral view on that teacher touches a pupil on his shoulder in teaching process to motivate him to teach vocabulary; because they see that touch can be of different type - suggestive, friendly, grabbing, offensive, encouraging and supportive, while 2 teachers 3.3% strongly agree and 14 teachers 23.3% agree on this statement because they see that this strategy is more worthy in teaching vocabulary, but 20 teachers 33.3% disagree because they see that pupils may not like this strategy to motivate them. No one 0.00% strongly disagrees on this statement.

Item 19: Posture (one of body language strategy) helps teacher to convey the meaning of vocabulary that is difficult to understand by different movements of body.

Table 4.22 Level of Agreement or Disagreement among the Participants about Item 19.

Strongly agree	Agree	Neutral	disagree	Strongly disagree	Total
30	21	0	9	0	60
50.0%	35.0%	00.0%	15.0%	0.00%	100%

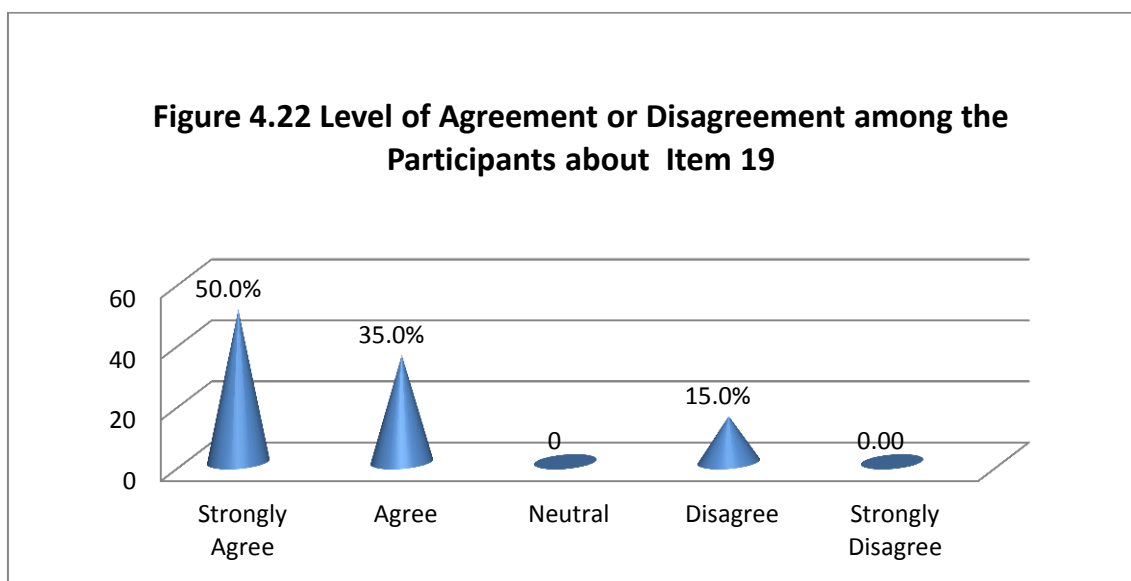


Table (4.22) and Figure (4.22) clarify that half of the total sample strongly agrees that posture helps teacher to convey the meaning of vocabulary which is difficult to be understood by pupils with different movement of body; 30 teachers 50.0% strongly agree and 21 teachers 35.0% agree on that because they see that pupils feel enjoyable when teacher use all parts of his body in teaching the vocabulary, no one 0.00% held a neutral view on this statement, but 9 of the teachers 15.0% disagrees because they see that this strategy will influence pupils' attention. No one strongly disagrees on this statement.

4.5 The Interview

The researcher administrates an interview to five supervisors in the directorate of Preparation and Training in Babylon; the researcher asks them some questions that are related to the problem of the study to focus on exploring the effect of body language

strategy on teaching vocabulary comprehension. The interview lasted about 15-20 minutes. In accordance with the permissions received, the interview is recorded with voice recorder. Most of the questions are open-ended in order to elicit more information about the subjects of the study. For example:

_ Do you think that all teachers use body language when teaching vocabulary?

_ Do you agree that the use of body language strategy is decreased in the teaching process?

The data obtained from the interviews are analyzed using the "descriptive analysis" technique.

First supervisor sees that;

Through my visit to teachers in many primary schools, some of them usually use one gesture in the plan lesson (teaching activities) but not all types of body movements are used. He notices that body language is loveable by pupils because they enjoy when teacher be as an actor in teaching vocabulary.

(A supervisor, Interview).

All teachers agree with this opinion; they notice that when the teacher use all types of body language movements in presenting vocabulary that are difficult to comprehend, it will help him to clarify vocabulary easily; in addition, the use of body language strategy plays an essential role in the process of face-to-face interaction that increases of pupil's effectiveness.

Second supervisor adds:

Unfortunately, this strategy is still not too much taken in teaching vocabulary comprehension and always other teachers are less interested to use it in the primary level.

(A supervisor, Interview).

All teachers agree with this opinion and they see that it is important to use body language strategy at different stages of study especially with primary level English language classes, not only in teaching Arabic language class but also in English language classes.

Third supervisor sees:

The successful teacher mixes both verbal and nonverbal communication skills in teaching vocabulary comprehension and this has a direct relation to pupil's achievement.

(A supervisor, Interview).

The teachers support this opinion, they agree that teachers use body language in order to emphasize the meaning they wish to deliver and to ensure that the listener understands that meaning.

Forth supervisor says:

I noticed that the teachers of primary pupils in need to use body language strategy in teaching vocabulary compared to modern teaching technology such as computers, hand held devices, ipad and laptop.

(A supervisor, Interview).

All teachers agree on this opinion; they see that the use of body language strategy enjoys pupils in teaching process, and also it expands pupil's thinking when pupils ask to act the vocabulary by using body language, in addition, they will know what body language means.

Fifth supervisor explains:

The use of body language strategy is wonderful and good strategy in teaching process, but the use of body language is not heavily taken in the pupil's book or the activity book.

(A supervisor, Interview).

All teachers agree on this opinion but they refer that some teachers notice that the need to focus on new strategies and methods which are more important than body language strategy because they see that the body movement isn't more effective in teaching process.

The results of interview reveal that body language strategy is a good platform for teaching vocabulary (emphasize or underscore words) and in teaching process as a whole especially with primary pupils, also this strategy motivates pupil through the activities inside and outside a classroom and it expands pupil's thinking after knowing the use of body language. The use of body language depends on teachers themselves; some teachers use it in an excessive way. Teachers should master all aspects of body language strategy in order to reach appropriate information or vocabulary to their pupils, teacher's body movement should be organized and studied.

4.6 Discussion of the Results

Based on the analysis of the collected data from vocabulary test of pupils, teacher's questionnaire and interview of supervisors, the following points can be drawn as follows:

1. The strategy adopted in this study proves that there is an enhancement in the pupil's vocabulary comprehension where the pupil's achievement in the post-test in the experimental group is better than that of the control group.
2. Most teachers and supervisors support teaching vocabulary comprehension by using body language strategy.
3. Majority of supervisors admit that this strategy is not followed by all teachers.
4. Body language strategy motivates pupil and makes the teaching process interesting; since body language strategy prompts pupils to imitate teacher's body movement to remember the words, this makes them pay more attention to the words and retrieve the vocabulary easily.

CHAPTER FIVE

Conclusions, Recommendations and Suggestions for further Studies

5.0 An Introductory note

The study investigates the effect of body language in teaching English vocabulary comprehension as foreign language. The research framed out chapter one as introduction, chapter two introduced theoretical framework and literature review, chapter three presented methodology of the research, chapter four dealt with data analysis and discussion of the results, finally chapter five stated the general conclusion, recommendations and suggestions for future studies.

5.1 Conclusions

1. After the analysis of the data of the study, the aim of the present study which examined empirically the effect of body language strategy on Iraqi EFL primary school pupils' vocabulary achievement has been achieved since the results of the post-test indicated that the achievement of the EG is higher than the CG. In other words, the results show that EG develop pupils' comprehension vocabulary.
2. According to the hypothesis of the study, it has been rejected since the results indicate that there are significant differences between the mean scores of the EG which taught vocabulary by following the traditional method recommended by the textbook.
3. Pupils do not only learn vocabulary by using body language strategy but also know the correct and incorrect movement (socially acceptable) at different culture.
4. In teaching process, the use of all types of body language (gesture, posture, facial expressions, eye contact and touch) helps pupils increase their enjoyment in the class.

5.2 Recommendations

Based on the results of the present study, the researcher recommends the following:

1. Teacher's physical movement should be more effective and interesting to teach English vocabulary.
2. Teacher should use body movements in an acceptable and appropriate way with pupils because they are more influenced by teacher's body expression, there are some of body language movements like hand or finger gestures at different culture is unlike the meaning in Arabic society, so teacher should be aware in using this strategy and be trained on using it.
3. Syllabi or curriculum designers should widely mention body language in English for Iraq series at different levels.

5.3 Suggestions for Further Studies

1. The effect of using body language on speaking and listening skills for intermediate school students.
2. The impact of body language on pupil's behavior and ethics.
3. Teachers' need of verbal and non-verbal communication in teaching.
4. The attitude of pupils towards using body language in teaching activities.
5. The effect of person's body language on recipient decision in conversation.