UNIVERSITY OF BHARAIN

College of Arts

Department of English language and Literature

Kinesics in English Foreign Language Classrooms: The Role of Teachers' Gestures in Enhancing the Grammatical Proficiency of English Learners in the Intermediate Level
Case Study: Narrative Tenses

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Submitted by

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Bachelor of English Language, King Faisal University, 2008

Supervised by

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Associate Professor, the Department of English Language and Literature,
University of Bahrain

Kingdom of Bahrain
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DECLARATION

I declare that this work is a result of my own investigation and that it has not already been accepted in substance for neither any degree, nor it is currently submitted for any degree.

Signed: ..Noora..... Date: 10-11-2013

Noora Ahmed Mohammad Al-Hasan

The Thesis defence committee considered the thesis title:

Kinesics in English Foreign Language Classrooms:
The Role of Teachers' Gestures in Enhancing the Grammatical Proficiency of English Learners in the Intermediate Level
Case Study: Narrative Tenses

Submitted by Norah Ahmed Mohammad Alhassan to the Department of English Language and Literature and accepted for the degree of Master in Applied English Language Studies.

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ABSTRACT

In EFL classrooms, learners, due to their linguistic level, rely heavily on teachers' kinesic expressions and dynamic movements to understand the verbal message sent and to communicate. However, teachers usually focus on the verbal aspects of the language, while the nonverbal aspect of the language are overlooked, or teachers are not aware enough of the dominant role they play in enhancing EFL learning and in facilitating EFL teaching. Language phonemes are arbitrary representations of meaning, while with gestures, the action and its meaning are correlated, thus if EFL teachers are able to match a word to movement, abstract meanings became concrete for the learners (AIM Language Learning, 2010).

This quantitative study investigates the role of kinesics in EFL classroom and it deals with the use of gestures as a pedagogical tool for English language teaching. It investigates the direct and immediate effect of using gestures in English grammar classes on the grammatical proficiency of the students. The subjects of this study were selected to be second intermediate female Saudi EFL students, who are considered in their primary level of learning English language. The study develops a systematic implementation of gestures to teach eight grammar rules regarding narrative tenses: the past simple tense, the past continuous tense, and the past perfect tense to the experimental group, while the control group is taught the same grammar rules without the use of gestures. By adopting lesson-related grammar tests, the results reveal that the use of gestures by the researcher in explaining English grammar rules generally enhanced the students' grammar comprehension. Gestures used in grammar classes helped the students better understand the statement of the past simple tense, the past continuous tense, and the past perfect tense, and they have a positive effect on the students' classroom interaction. The study also investigates the students' attitudes towards the use of gestures by the researcher in grammar classes. By giving a questionnaire to the experimental group, the findings reveal that the students attributed positive attitudes towards the use of gestures in the classroom and that gestures have cognitive, affective, and behavioral functions in EFL classroom.

الملخص

في صفوف تعلم اللغات الأخرى - كاللغة الإنجليزية - مثلا ، يعتمد المتعلمون-خاصة المبتدئين منهم-على لغة الجسد والإيماءات التي يستخدمها معلم اللغة ؛ لفهم معنى الكلمات من اللغة المراد تعلمها، و لإيجاد وسيلة للاستيعاب والتواصل داخل الصف. وعلى الرغم من ذلك، يصرف جلّ الاهتمام في صفوف اللغة الإنجليزية للسمات اللفظية للغة ، و يتم تجاهل لغة الجسد و الإيماءات؛ لعدم الوعي الكافي بالدور الفعال الذي تقوم به هذه الحركات في تسهيل العملية التعليمية، و رفع المستوى اللغوي للطلاب. الكلمات في أي لغة عبارة عن رموز مجردة تمثل المعنى، وباستخدام الإيماءات من قبل معلم اللغة ترتبط تلك الكلمات المحكية بحركات تعبيرية،مما يسهم في تحويل المعاني اللفظية المجردة إلى معاني حركية محسوسة يفهمها الطالب بشكل أسهل و أسرع.

وبناء على ما سبق، خُصص هذا البحث لدراسة توظيف لغة الجسد كوسيلة منهجية لتدريس اللغة الإنجليزية كلغة أجنبية، و دراسة الأثر الفوري لإستخدام الإيماءات في تدريس قواعد اللغة الإنجليزية، و في رفع الكفاءة اللغوية. وقد تحددت عينة الدراسة في طالبات الصف الثاني من المرحلة المتوسطة في المملكة العربية السعودية. و يقدم البحث نظاما حركيا يوظف أنواعا مختلفة من الإيماءات في شرح ثمان قواعد إنجليزية متعلقة ب "الزمن الماضي" أو"Narrative Tenses". و تتلخص في بستة قواعد متعلقة بالماضي البسيط، الماضي المستمر، و الماضي التام. و تُدرس هذه القواعد بالنظام الحركي المقترح للمجموعة التجريبية، و تُدرس ذات القواعد بدون استخدام الإيماءات للمجموعة الضابطة.و قد أظهرت نتائج الدراسة بعد إجراء إختبارات متعلقة بكل قاعدة بعد شرحها مباشرة أن الإيماءات المستخدمة في شرح تلك القواعد تساعد الطالبات على فهم القواعد بشكل أفضل وتسهم في تعزيز التفاعل داخل الصف. كما يدرس البحث استجابة و موقف الطالبات من استخدام الإيماءات والحركات من قبل معلمة اللغة الإنجليزية في شرح تلك القواعد. وبعد جمع المعلومات عن طريق إستبيان منح لطالبات المجموعة التجريبية، أظهرت الدراسة موقف الطالبات الإجابي تجاة الإيماءات المستخدمة وأن لها وظائف معرفية، تفاعلية، و سلوكية في صفوف تعلم اللغة الإنجليزية.

ACKNOWLEDGMENTS

I would like to thank Dr. Abdul Aziz Bulaila, my master thesis supervisor and a higher studies committee member, for all of his efforts and invaluable guidance throughout my M.A. research. I would also like to express my gratitude to the members of the higher studies committee: Dr. Mohamed Ashiurakis, Dr. Martin Parker, Dr. Lenda Bilton, and Dr. Abdul Fatah Al-Jaber. Special thanks go to Dr. Madani Abdalla for his help in analyzing the research results and for his support during my years of study in the M.A program. Special thanks go also to Dr. Adnan Al-Jubouri for his help and advice to accomplish this research. Thanks for Dr. Nouri Ageli, the Chairman of the Department of English and Literature in University of Bahrain, and for all the Department Staff, especially for Mrs. Sawsan Janahi for her kindness and willingness to help. Thanks for my study fellows for their help, and for making this program a great experience for me.

I would like to thank the 15th intermediate school, the headmaster Mrs. Hussa Al-Suba'ai, and the English teachers' staff, for their cooperation in my research data collection. Special thanks go to Mrs. Asma Al-Arfaj, the English teacher at the 15th intermediate school, for her help and advice during my research experiment.

I would like to acknowledge my Family. Thanks for my parents, Mr. Ahmad Al-Hasan and Mrs. Sharida Al-Saqer, for their love, care, support, prayers, and for their pride in all I choose to do. Thanks for my brother, my life role model, Dr. Sami Al-Hasan, for his unconditional support; because of his help I accomplished my studies. Thanks for my brother, my friend, Mr. Mohamed Al-Hasan, for his concern, and for taking care of me during my years of study. Thanks for my sister, my teacher, Mrs. Warda Al-Hasan, I appreciate what she has done for me. Thanks for my sister, my guide, Mrs. Ibtisam Al-Hasan, I'm grateful for her support. Thanks for my sister, my soul mate, Maryam Al-Hasan, her existence by my side encouraged me to keep on going. Thanks for my cousins, Sumaia and Sara Al-Hasan, my niece, Juhaina Al-Hasan, and my nephew, Ahmad Al-Hasan for all the help and encouragement I received. I love them all.

I would also like to thank my friends everywhere, real life friends and my friends online, who were always around to give me a hand and support. Thanks for Arwa Al-Saif, and Manahil Al-frydan, for their care. Thanks for Mr. Ahmad Hussien, for his help and support. Thanks for my school teacher, Mrs. Kulud Al-Ja'afari, who first taught me English letters, and inspired me to be where I am today.

Finally, my deepest thanks go to my husband, Mr. Abdullah Al-khudair, for his love, appreciation, care, and support. I'm truly thankful for having him in my life.

Thanks for God for the gift of life, strength, intelligence, and perseverance.

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CHAPTER ONE

Introduction

1.1. Introduction

This introductory chapter to the study covers the statement of the research problem, the significance of the research, and states the research questions and main objectives. It also covers the scope of the study by providing definitions to grammatical proficiency, narrative tenses, and gestures, and discussing the research limitations and guidelines. At the end of this chapter, a list of definitions of each linguistic term and abbreviation mentioned in this research is provided.

English is a global language and a means of communication and interaction that people seek to learn all around the world. The educational systems of countries, whose people are considered non-native speakers of English, are trying to make every effort to promote teaching and learning English as a foreign language from developing English language curricula, to the professional development of English language teachers. However, teaching English as a foreign language is still, until today, a challenging task especially in the case of teaching English grammar. The language teacher, at the end, is the instrument of change, who should diagnose and analyze the English language difficulties and adopt the appropriate approach and strategies to enhance the students' fluency level, in general, and their grammatical proficiency in particular.

Practice teaching and being an English language teacher for one term, the present researcher has observed how English grammar classes, in Saudi Arabia schools, cause problems not only for students, but also for teachers. Accordingly, and while the ultimate goal of teaching English language is to communicate, language teachers focus on the verbal aspects of language in the classroom, and neglect the fundamental nonverbal cues. This study aims at drawing the attention of English language teachers to the importance of kinesic expressions in the teacher-learner foreign language classroom communication. By gaining knowledge of kinesics and their relation to language and speech, English teachers may adopt a system of implementing gestures, as a type of kinesic expressions, to enhance the grammatical proficiency of the students.

1.2. Statement of the Problem

In English as foreign language (EFL) classrooms, teachers and learners may not share the same level of language fluency; teachers have a great command of the language, while learners struggle at lower levels. Consequently, learners especially beginners need to rely on more than the teacher's speech or the verbal channel to understand and communicate. Recent methods and approaches of language teaching advocate learning the language through natural communication (Richards & Rogers, 2001); however, in EFL classrooms, as it is the case in Saudi Arabia, the students learn English language through formal instruction, in other words, they learn English language in the classroom where the language teacher is usually a non-native English speaker of the language. Thus, there is an extra burden on the teacher's role to succeed in classroom communication and interaction which would accelerate language learning.

In the specific case of teaching English grammar, which is a key part of every EFL classroom and one source of language which helps in communication, illustrating and explaining basic English grammar rules and structures for beginners maybe a difficult issue, because the English teacher has to talk about the language using that language itself for students who haven't yet mastered it. In this double-layer learning situation, learners may struggle to grasp the main idea, and may face difficulties to understand grammatical concepts. Some students in this early stage find it so difficult to absorb grammar rules, and other students may know the rules, but they are incapable of applying them correctly.

In Saudi Arabia, the situation is much worse, where English is taught as a foreign language starting from the sixth grade, the students face problems in learning the language because they do not study English from the early stages of education. They may not use English as a medium of instruction in the classroom, and usually they are neither exposed to the language at home, nor at school or in public places (Khan, 2011). The difficulties in enhancing the students' comprehension and communication skills may make English teachers in Saudi Arabia resort to the translation of English to the native language (Arabic) in explaining English grammar rules and the meaning of vocabulary. According to Al-nofaie (2010), even though Saudi English teachers were aware of the disadvantages of using

Arabic in English classes, they found a need in the systematic use of Arabic, especially with beginner learners, in order to help them understand. She also stated the main areas of employing Arabic by teachers: "Explaining grammatical terms, introducing new vocabulary and giving exam instructions" (Al-nofaie, 2010, p. 78). However, and despite all other factors of poor fluency level of Saudi English language students, using Arabic if it is considered a solution to promote the students' level and motivation it may not develop learners' communicative competence which enables them communicate successfully.

In order to face these learning difficulties, and to assist learners comprehend meaning and achieve progress in grammatical proficiency, English language teachers may adopt different approaches, use new strategies, vary teaching aids, but they may leave out making use of a fundamental effective tool, which is "the body." Teachers' gestures, facial expressions, head nods, eye gaze, smiling, postures, body orientation, and other types of nonverbal cues, such as the use of space, touching, and voice qualities, can be used by the teachers to enhance language comprehension of the learners in general, and to enhance their grammatical proficiency in particular. As Miller (1988, p. 6) pointed out, "Without the help of the non-verbal dialogue that goes on in the classroom, teachers would not be able to assess their teaching methods and strategies as they ordinarily do." The reasons for not adopting kinesics channels of expressions by language teachers in EFL classrooms maybe due to the ignorance of the significant role of these expressions in language teaching process and in classroom communication, and maybe due to the lack of training courses which help language teachers put the knowledge of kinesic expressions into practice to teach different English language skills, make assessment, and provide feedback.

1.3. Significance of the Study

The significance of this study lies on that it may facilitate EFL grammar learning and teaching. Although previous studies (Allen, 1999, 2000; McCafferty & Ahmed, 2000; Goldin-Meadow, 2004; Lazaraton, 2004; Kusanagi, 2005; Mittelberg, 2006, Goodrich, 2009; Kim, 2010; and Hudson, 2011) were conducted to prove the important role that

language teacher's spontaneous and unconscious gestures play in second/foreign language acquisition and in classroom interaction, this research provides a systematic approach to use different types of gestures as a key teaching aid to explain grammar rules regarding narrative tenses in EFL classroom. Kida (2008) found that L2 learners, especially beginners, use visual cues as an interpretation strategy of the discourse; therefore, they need multiple gestural interventions to understand that discourse. The study invites language teachers in general and EFL teachers in particular to increase the use of gestures in FL classrooms, and especially in teaching English grammar rules to enhance grammar comprehension.

After considering this research, EFL educators and teachers in Saudi Arabia may become well aware of the close relation between language and gestures, and well aware of the effect of using gestures on the students' English grammar learning and on classroom interaction. The study may help EFL teachers intentionally use different types of gestures in explaining different grammar rules in general and in explaining narrative tenses in particular by synchronizing these gestures with the articulation of sentences during the explanation. Because of using gestures, the students, especially beginner learners, may be able to visualize English sentence structure, and then better understand English grammar rules.

1.4. Research Objectives

From the above discussion and based on the above observations, this study is conducted on English beginner female Saudi students to accomplish the following specific objectives:

1. Investigate the key role that kinesics play in language learning/teaching process, and in the teacher-learner communication.

2. Explore the different functions of teachers' kinesic expressions in EFL classrooms.

3. Empirically investigate the effectiveness of teachers' gestures on learners' grammatical proficiency in English grammar classes regarding narrative tenses for intermediate female Saudi students.

4. Investigate the attitudes of intermediate female Saudi students towards the use of gestures by language teacher in grammar classes.

5. Suggest some strategies to increase and to adopt gestures intentionally in the pedagogical environment to illustrate basic grammatical rules.

1.5. Research Questions

This study is conducted as an attempt to find answers to the following questions:

- To what extent the implementation of gestures enhance EFL learning?
- Is there any relationship between the students' achievement and the use of gestures in teaching English grammar?
- What is the learners' attitude towards the use of gestures in grammar classrooms?

1.6. Scope of the Study

This research suggests ways to implement gestures to explain specific English grammar rules, which are narrative tenses, to EFL second intermediate female Saudi students to measure the effect of using gestures on the students' performance, and how this would affect the students' grammatical proficiency. The subject of this research, a sample of EFL intermediate female Saudi students, is students in their primary level of learning the language. Accordingly, using gestures in the grammar classes is limited on the selected level of the research subject, leaving out the effect of using gestures in teaching grammar for advanced EFL students and for kids. Moreover, grammatical proficiency, narrative tenses, and gestures, as being the main focus of this study, need to be defined and briefly

discussed here in order to clarify these terms, and give the study further limitations and guidelines.

Grammar in any language is the study of the language structure and how the language words and their components accompany to build or form the language sentences. The grammar set of rules allows the language to function as a medium of communication. Accordingly, learning the language requires learning the grammar of that language; therefore, teaching grammar is central in any FL academic foundation. According to Shanklin (1994), the grammatical proficiency is considered an important pedagogical skill and an important part of overall target language proficiency. Shanklin (1994, p. 149) defined the grammatical proficiency as "the ability to make judgements about the acceptability and appropriateness of an utterance with specific reference to grammatical notions." This definition suggested that the grammatical proficiency does not encompass an implicit knowledge of the grammar a native speaker of a language may have, but the explicit awareness of the language grammar, which is the focus of this research.

On the other hand, narrative tenses, according to British Council of Teaching English, are: "verb tenses that are used to talk about the past. They are often found in stories and descriptions of past events, such as personal anecdotes." the past tenses, as a result, are called by some English language teachers as narrative tenses (Nobbs, 2011; Guire, 2011; Nicholson, 2012) because they are often used to tell a story or talk about situations and activities which happened at a defined past time. Based on this definition, the two terms "narrative tenses" and "past tenses" are used interchangeably in this research. The main focus of this study is on using gestures to teach eight grammar rules regarding narrative tenses which are: past simple tenses, past continuous tense, and past perfect tense, while other grammar rules are out of the scope of the study. More details about narrative tenses and dividing them into eight grammar rules are discussed in chapter three.

A gesture in the language, according to Oxford dictionaries (2012), refers to "a movement of part of the body, especially a hand or the head, to express an idea or meaning." This study is trying to make EFL teachers conscious of their body movements, and more specifically implement gestures in the explanation of English grammar rules. However, the study is limited on measuring the immediate effect of the suggested gestures

on the students' grammar performance, while the long-term effect of using gestures on the students' grammatical proficiency is out of the scope of the study. The characteristics of gestures, their types, and phases are discussed in chapter two, while the way these gestures were used in grammar classes is explained in chapter three.

It can be concluded from the discussion above about the scope of the study that the study is mainly concerned of using gestures in a particular way to teach eight grammar rules regarding narrative tenses to EFL Saudi female students and measure the immediate effect of this use on the students' grammatical proficiency. The next section provides a list of definitions to all terms and abbreviations mentioned in this research.

1.7. Definition of Terms and Abbreviations

- **AIM (Accelerative Integrated Method)**: This term refers to a method of language teaching that emerged in the 1990s by Wendy Maxwell who teaches French as a second language. This method uses gestures, music, dance, and storytelling in language classroom to help students learn the target language (Haddon, 2011, p.7).

- **Approach**: This term refers to "a set of correlative assumptions dealing with nature of language teaching and learning" (Richards & Rogers, 2001, p.19).

- **CLT (Communicative Language Teaching)**: This term refers to an approach of language teaching that emerged in the early 1970s started from a theory of language as communication (Richards & Rogers, 2001).

- **CG (Control group)**: This term refers to the group in the experiment of this research that was taught narrative tenses by the researcher in a traditional way and without the use of gestures.

- **EFL (English as a Foreign Language):** This term refers to the study of English language by non-native speakers of English who are living in a non-native English environment and English is not officially used in the country. In this research, Saudi students are taught EFL at schools.

- **EG (Experimental group):** This term refers to the group in the experiment of this research that was taught narrative tenses with use of gestures by the researcher as the main teaching aid.

- **ESL (English as a Second Language):** This term refers to the study of English language by non-native speakers of English who are living in an English language environment and English is officially used in the country.

- **Gesture:** This term refers to "a movement of part of the body, especially a hand or the head, to express an idea or meaning" (Oxford Dictionaries, 2012).

- **GP (Gesture Approach):** This term refers to an approach of using gestures simultaneously with speech by language teachers in introducing and explaining words or concepts of the target language.

- **Grammar Proficiency:** This term refers to "the ability to make judgements about the acceptability and appropriateness of an utterance with specific reference to grammatical notions" Shanklin (1994, p. 149).

- **Kinesics/Kinesic expressions:** This term refers to nonverbal behaviors related to the movements of a part of the body or the body as a whole.

- **L1 (fist language):** This term refers to the native language that a person has learned from birth.

- **L2 (second language):** This term refers to the language that the person learns in addition to his/her native language.

- **Method:** This term refers to "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach" (Richards & Rogers, 2001, p.19)

- **Narrative Tenses:** This term refers to English past tenses that are usually used in narrative or telling a story in a defined past time: past simple tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- **Nonverbal Communication:** This term refers to communication without words or communication by using nonverbal behavior that includes gestures, facial expressions, body posture, etc.

- **S/FLA (Second/Foreign Language Acquisition):** This term refers to the process by which a person learns a language in addition to his/her native language.

CHAPTER TWO

Theoretical Framework and Literature Review

2.1. Introduction

This chapter covers the theoretical framework of the study and the literature review of previous studies. The first section of the theoretical framework sheds light on some of the recent methods and approaches of language teaching: Communicative Language Teaching (CLT) and Accelerative Integrated Method (AIM) which both integrated nonverbal behaviors, especially gestures, in the teaching and learning process. It also describes the verbal and nonverbal communication with the focus on the forms of nonverbal communication and their role in language education. The second section of the theoretical framework gives a detail description of gestures: the analysis of gesture to different phases, the classification of gesture to different types, and a brief explanation of theories: Thinking-for-speaking, Growth Point, Catchment, and Zone of Proximal Development which considered the relationship between gesture, speech, and learning. The literature review covers the studies of gestures in foreign language classroom by dividing these studies into three domains: cultural studies of gestures, studies that considered gestures as a meditation and a strategy used by language learners, and finally, pedagogical studies of gestures.

2.2. Methods and Approaches of Language Teaching

Language educators have developed many methods and approaches up to the present time to enhance foreign language learning and facilitate the process of foreign language teaching. However, nonverbal communication has been neglected in the field of teaching and learning, especially before the emergence of Communicative Language Teaching (CLT) in the 1980s (Richards & Rogers 2001). In the early 1970s, the linguistic field has been affected by the development of different interests which the field of psychology has witnessed. As a result, the linguists' research has moved to explain the interactive process of language, and answer questions about the nature of communication and communicative competence. The response of language teaching profession to these theoretical trends came in developing approaches and techniques that have stressed the importance of self-esteem, of students cooperatively learning together, of improving strategies for success, and more

crucially focusing on the communicative process in language learning (Brown, 2000, pp. 13- 14).

The question whether the CLT is an approach or a method, we can refer to Anthony's definitions (as cited in Richards & Rogers, 2001, p.19) that an approach "is the level at which assumptions and beliefs about language and language learning are specified", while a method "is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented". Accordingly, the CLT "is best considered an approach rather than a method [because] It refers to divers set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures" (Richards & Rogers, 2001, p.172).

The Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what the sociolinguist Dell Hymes (1972) referred to as communicative competence (as cited in Richards & Rogers, 2001, p. 159). Hymes's term (1972) came as a reaction against Noam Chomsky's abstract notion of competence (1965) to pay attention to the social rules of language use "without which the use of grammar would be useless" (Leung, 2005, p. 121). Communicative competence as Zhan (2010, p. 50) defined it "involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in any given situation." Canale and Swain (as cited in Richards & Rogers, 2001, p. 160) identified four dimensions of communicative competence: grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. Three dimensions of communicative competence out of four dimensions, according to Canale and Swain's identification, refer to the knowledge and use of nonverbal behavior. Allen (1999, pp. 473- 474) stated that:

> "Grammatical competence is concerned not only with the rules of grammar but also knowledge of the paralinguistic and kinesic features of the language such as intonation, facial expression, and gestures. Sociolinguistic competence includes appropriate use of nonverbal signals such as eye contact, respect for personal space, clothing and ornamentation, how and where people touch others, and gestures. Strategic competence includes

nonverbal strategies which are used when communication breaks down or to enhance the effectiveness of communication."

According to Rivers (as cited in Al-shabbi, 1993) the students' knowledge about when and how to use appropriate gestures is considered an aspect of the students' communicative competence. Thus, nonverbal cues and gestures can be considered as two components of communicative competence. Moreover, and based on principles of communicative language approach, teaching second as well as foreign language have moved significantly beyond the teaching of rules, patterns definitions, and other knowledge about language to the point that students are taught to communicate generally, spontaneously, and meaningfully in the second or foreign language (Brown, 2000, p.14). Thus, learners learn the grammatical form through meaning not the other way around. This meaning, however, is not fully conveyed and received through verbal messages, but also through nonverbal ones, as Al-shabbi (1993, p. 19) stated that CLT "offers an excellent opportunity for nonverbal communication to manifest itself alongside verbal communication."

Since the emergence of CLT, the role of body language has taken a variety of perspectives. In the 1990s, the use of gestures, as a form of nonverbal communication in second and foreign language classrooms was associated with Accelerated Integrative Method (AIM) which was created and developed in Canada by the French teacher Wendy Maxwell. The method was designed to rapidly accelerate the development of fluency of French second language (FSL) students at the beginning stages by using gestures, music, dance, and storytelling to help those students learn. AIM advocated the Gesture Approach (GA), a term used by Maxwell, of second language teaching by providing gestures that defined a hundred of essential French words. The gestures are considered as a tool by which the teacher helps accelerate the acquisition of the target language. These gestures can be natural signs of words and they can be chosen by trial and error as their meaning is seemed to "click" with the students. They can also be suggested by the students themselves (AIM Language Learning, 2010). According to Maxwell (2004, p. 3), through AIM:

> "the target vocabulary to be learned by the students is taught kinesthetically, visually and in an auditory manner, thus responding to a variety of learning styles. Because words are kinesthetically presented through gestures, and contextualized through story, and drama, students learn to see and to feel the language."

Maxwell pointed out that the communicative approach (CLT) focuses on communicative skills by getting the students talking using the target language. However, CLT doesn't provide language teachers and students with the tools to actually communicate, and scaffolding doesn't occur to help students reach a level of fluency to be able to engage in conversations about different topics (Haddon, 2011, p. 49). On the other hand, and while words are arbitrary representation of meanings, gestures can make a direct and natural correlation between the action and its meaning. Thus, the acquisition of vocabulary through GA "allows for concurrent stimulation of both right and left-brain hemisphere, as students internalize meaning extremely rapidly through both production (left brain) and gesture (right brain)" (Maxwell, 2004, p. 4). By conducting AIM and GA strategies, French teachers found that they achieved a great success in teaching and that students' fluency level has rapidly improved.

In conclusion, with the critical points about communicative approach that other approaches tried to overcome, CLT has brought nonverbal communication in second and foreign language classrooms to the surface through the demand of communicative competence of both the teachers and the learners. Because of that, CLT can be seen, until today, describing a set of core principles about language learning and teaching, and assumptions which can be applied in different ways and which address different aspects of the process of teaching and learning.

2.3. Verbal and Nonverbal Communication

Current foreign language methodology maintains that language is communication. As discussed previously, approaches of teaching foreign languages have moved to integrate the

outcomes of communication studies in foreign language classroom. Miller (1988, p. 4) defined communication as "an ongoing process of sending and receiving messages that enables humans to share knowledge, attitudes, and skills. Effective teaching depends on successful communication." Communication, in this sense, requires media in which the communicative information is understood by both sender and receiver. Despite the fact that communication involves speech, non-speech exchange, and writing, studies of communication were traditionally and mainly conducted on speech-related and written communication. It was not until Birdwhistell's (1952) introduction to kinesics, the study of body-motion as related to the non-verbal aspects of interpersonal communication, and Hall's (1959) introduction to proxemics which refers to the proximate distance between speakers, that nonverbal communication was given serious consideration (as cited in Kusanagi, 2005). Accordingly, studies in communication came to estimate that there are two dimensions of communication: verbal and nonverbal (Miller, 1988, p. 4).

Research in communication suggested that many more feelings and intentions are sent and received nonverbally than verbally. Research findings suggested that only 7% of message is sent through words, with remaining 93% sent through nonverbal expressions, i.e. 55% through facial expressions and 35% through vocal intonation (Miller, 2005). (See figure, 2.1).

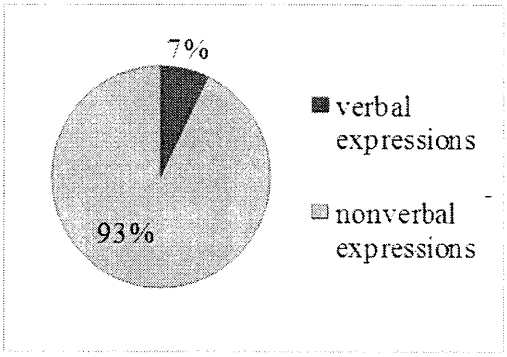


Figure (2.1): The Message Sent Through Verbal and Nonverbal Expressions

Experts of nonverbal communication estimated that the nonverbal channels of communication bear at least two thirds of the social meaning load, leaving only one third of

all meaning carried via the spoken words (Birdwhistell, 1971). These numbers show the reliance that we have on nonverbal communication both to express, produce (encode), and to understand, interpret (decode) communicative messages. In classroom setting, Kellogg and Lawson (as cited in Allen 1999, p. 469) estimated that "82% of all teachers' communication are nonverbal." Kirch (as cited in Allen 1999, p. 469) pointed out that: "since nonverbal and verbal communication are complementary constituents of the whole process of interaction, knowledge of nonverbals can help students reach a fuller stage of FL communication." However, EFL researchers have been preoccupied with verbal aspects of language learning and the importance of the verbal components of language, while few researches within the area of language education have utilized gestures or any other nonverbal aspects of language in EFL classroom.

2.4. Nonverbal Communication in Language Learning

Nonverbal communication, as defined by Knapp and Hall (2009, p. 5), "refers to communication affected by means other than words, assuming that words are the verbal element." When people speak, they do not confirm themselves to mere emission of words, but they use their hands (gesture), head movements, eyes contact, lips, body posture, and other nonlinguistic cues to communicate. However, people do not separate the meaning into channels. DeVito and Hecht (as cited in Gregersen, n.d) pointed out that both "the verbal and nonverbal messages interact and become integrated into one communicative event." Miller (1988, p. 4) synthesized the nonverbal communication definition of several researches, and stated that it is "communication without words....It includes overt behaviors such as facial expressions, eyes, touching and tone of voice, as well as less obvious messages such as dress, posture, and spatial distance between two or more people." Miller's definition of nonverbal communication included overt behavior. According to Adler & Rodman (2006, p. 155) "It's virtually impossible to not communicate nonverbally... the meaning of some nonverbal behavior can be ambiguous, but it always has communicative value." Based on this fact, "nonverbal communication" and "nonverbal behavior" were used

interchangeably in different researches, and the two terms are also used interchangeably in this research.

In the exchange or interpretation of messages in any given situation or context, people through intentional or unintentional manipulation of normative actions and expressions express experiences, feelings, and attitudes either singly or in combination with verbal behavior. Through this nonverbal behavior, they are trying to send information about the verbal messages, whether these verbal messages are true, joking, serious, threatening and so on (Negi, 2009). As Rosa (2002, p. 4) stated: "non-verbal messages can be a more explicit and candid means of determining intent than merely the spoken word alone." To clarify this, we need to explain the differences as well as the relation between verbal and nonverbal behaviors. First, when "verbal communication is highly structured and reinforced through an extensive formal and informal learning process" (Harris, as cited in Negi, 2009, p. 102), the nonverbal communication, on the other hand, has no clear-cut linguistic structures. Second, verbal communication is restricted to the use of language, while nonverbal communication delivers a message beyond the words. However, "non-verbal communication is so inextricably bound up with verbal aspects of the communication process that we can only separate them artificially" (Knapp, as cited in Negi, 2009, p. 102). Third and finally, we can say that nonverbal communication "is fewer rules bound than verbal communication and is judged more by the situational variables than the absolute correctness of the behavior" (Negi, 2009, p. 102). If the speakers of the same language rely so heavily on the nonverbal communication in order to convey meaning and achieve understanding, we can assume the critical role they play when considering exchange between second or foreign language and potential language difficulties.

Knapp and Hall (2009) recognized the relationship between nonverbal cues and language, and identified six general ways in which nonverbal behaviors function with words, nonverbal behavior may repeat, substitute, complement, accent, regulate, and contradict the spoken message. All these functions can be seen in FL classrooms. The following examples will illustrate the functions of nonverbal behavior of FL teacher in the classroom. The nonverbal behavior can repeat the verbal message when FL teacher, for instance, says: "open the book" while she/he is pointing to that book. Substitution of a

nonverbal message may occur when FL teacher uses a nonverbal cue instead of a verbal one as when he/she gives positive or negative feedback like: the thumbs up signal to a student for using the correct verb tense, or uses a nodding head to indicate agreement or disagreement. A nonverbal message may complement the spoken word when it completes or supplements it as is the case when the words "good job" are accompanied by the teacher's smile in praising students' group work, or when the teacher facial expressions such as smiling or eye gaze accompany reading a story and serve as illustrators. Accenting may occur when the teacher stresses a specific word in the message. An emphasis with tone of voice on some words in a sentence written on the board or while reading a story may reinforce what the teacher is trying to indicate. Nonverbal messages can also regulate conversational flow as is the case with the teacher moving his/her finger to ask and encourage students to repeat what they are saying. Finally, nonverbal behavior may contradict spoken messages when the verbal and nonverbal interpretations of the message are at odds with each other. For instance, the teacher moves very fast towards a student who gave a wrong answer, and asks that student to answer, yet the student gets confused and keeps silent. Despite the teacher's intention to encourage the student to think and give correct answer, her/his nonverbal cue contradicted her/his intention.

According to Chamberlin (2008, p. 30), "the nonverbal cues make stronger impact than verbal utterances." For that reason, teachers need to be aware that their nonverbal behaviors do not conflict their speech or intention. The different functions of nonverbal behavior suggest that English language teachers can adopt intentionally these behaviors to enhance the classroom communication. Although "the relationship between a [nonverbal behavior] and the message it conveys is not a direct, one-to-one correspondence of action and meaning," as Chamberlin (2008, p. 31) claimed, yet nonverbal behaviors "convey more than semantic, syntactic, and pragmatic functions; they also form and manage impressions, conveys social influence, expresses emotions, and define formal and informal relationships" (Chamberlin, 2008, p. 30).

Allen (1999), in her article about "functions of nonverbal communication in teaching and learning a foreign language", explained different roles that nonverbal behaviors play in FL classroom. She pointed to nonverbal behavior as *nonverbal*. In order to adopt nonverbal

behaviors in EFL classrooms, here is a summary of Allen's (1999) article to shed light on the important role the nonverbals play in teaching and learning FL:

1. Nonverbals in language encoding. There are two ways in which nonverbals are involved in language encoding: "(1) to mark units in which utterances are produced, and (2) to help the speaker activate and recall words, thoughts, images, and ideas that become part of the utterance" (Burgoon, Buller & Woodall, as cited in Allen, 1999, p. 470). Accordingly, "combining body movements with instruction in the intonation patterns of the FL facilitates learners' acquisition of the pitch and rhythm of the language" (Antes, and Raffler-Engel, as cited in Allen, 1999, p. 470), and that the use of illustrators, "movements which are intimately tied to the content and/or flow of speech" (Ekman, as cited in Allen, 1999, p. 471), help speakers get their thoughts out smoothly.
2. Nonverbals in language decoding. Allen (1999, p. 471) identified three ways in which nonverbals contribute to the comprehension of messages, and thus facilitate comprehension in FL classroom: "(1) heightening attention, (2) providing additional context, and (3) facilitating recall."
3. Nonverbals in instructional models. Several instructional models including the audio-motor unit (Kalivoda, Morain, & Elkins, as cited in Allen, 1999) and the series method developed by Gouin in 1880 (Brown, as cited in Allen, 1999) have a main underlying concept which is "simple actions associated with language will facilitate retention" (Allen, 1999, p. 474). This concept highlights the important role nonverbals, gestures in particular, play in these instructional models.
4. Nonverbals as teaching strategies and classroom management. According to Allan (1999, p. 474) "nonverbals may be used to: (1) vary the tempo, (2) control participation, (3) signal changes, (4) indicate who is to respond, (5) cue choral response, (6) mark beginnings and ends of lessons, and (7) give students an idea of what to expect."
5. Nonverbals are part of the FL culture, and they should be taught. According to Allan (1999, p. 476), while language is communication, FL teachers need to consider the whole phenomenon of communication which includes the knowledge of nonverbal aspects of the target language.

In a foreign language classroom where teaching strategies aim to enable learners to communicate both actively and positively, the whole phenomenon of communication must be concerned by foreign language teachers, and the nonverbal behavior, as a part of this phenomenon. The success of both teachers and students depends on the affective communication between them in the classroom. Miller's definition of communication, mentioned earlier, shows the importance of the two basic reasons why teachers need to be aware of their nonverbal behaviors in the classroom: "(1) to become more proficient at receiving students' messages, and (2) to acquire the ability to send accurate messages" (Miller, 1988, p. 6). Richmond and McCroskey (1995, p. 262) believed "The primary function of teachers' non-verbal behaviors in the classroom is to improve affect or liking for the subject matter, teacher, class, and desire to learn more about the subject matter. When the teacher improves affect through effective non-verbal behavior, then the student is likely to listen more, learn more, and have a positive attitude about school."

2.5. Forms of Nonverbal Communication

Nonverbal behaviors that are used in language classroom are grouped by Chamberlin (2008, pp. 27-29) into categories based on their physical manner of expressions. They include: kinesics, proxemics, haptics, chronemics, physical appearance, and vocalic or paralinguistics. (See figure 2.2).

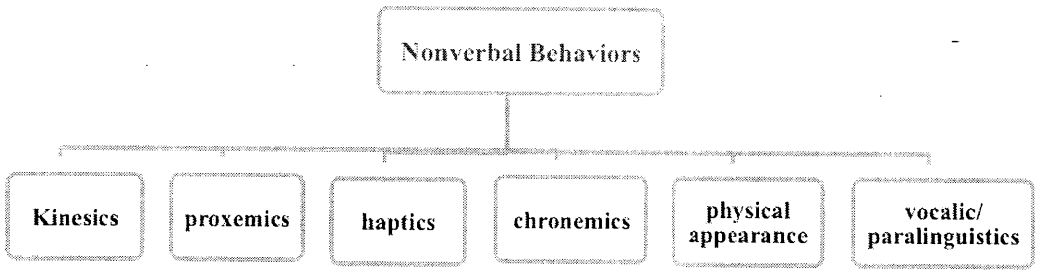


Figure (2.2): Forms of Nonverbal Behavior

Kinesics "refers to body movement, and that includes facial expressions, gestures, eye

gaze, head nods, postures, body orientation, gait, mirroring movement." Accordingly, gestures, the main focus of this research, are only one form of different forms of nonverbal expressions included in kinesics, which is one out of five different categories of nonverbal behaviors. Proxemics "includes the amount of personal space in conversation, setting arrangement, in both public and private contexts, and physical or symbolic marking of personal territory." Haptics is closely related to proximics, and describes touching behavior. It includes "the actual physical contact in form of touching, hand-shaking, bumping, etc." Chronemics "refers to how we convey a sense of time in our interactions and potentially signals respect, attention, eagerness, and importance." Physical appearance "includes clothing, make-up, cosmetics, jewelry and adornment, hairstyle, body type, height, weight, skin tone, and textures." Vocalics or paralinguistics, which is considered to be second only to kinesics, "refers to how we say something including tone, speech rate, volume, intonation, dialect, accent, pauses, and pitch variety." These nonverbal categories and their functions with verbal messages, however, must be viewed as interconnected, overlapping, and interdependent. A single nonverbal behavior may cover a wide range of messages as well as one nonverbal behavior can work with several others to construct a particular message (Chamberlin, 2008, pp. 27-29).

Different forms of nonverbal communication ensure the dominant role they play in foreign language teaching. However, the role of nonverbal communication in L2 and FL classrooms has received less attention compared with verbal aspects of language, as mentioned earlier. Few empirical studies showed the significant role that nonverbal behavior plays in FL teaching/learning process. Some of these studies concentrated on the amount and type of gestures used in EFL classroom (Grant & Hennings, Kekkerman, and Antes, as cited in Sime, 2008). Other authors referred to the compensatory role of gestures in teaching foreign language, by providing "extralinguistic cues" to elaborate the information (krashmen & Long, as cited in Sime, 2008) and to "mime" as a way of "describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration" (Dorney & Scott, as cited in Sime, 2008, p. 259).

Wylie (as cited in Allen, 1999, p. 496) argued that the whole body must be trained to communicate in foreign language and needs to adopt "new patterns" of behaviors as well.

Maoskowitz (as cited in Allen, 1999, p. 496) reported that FL teachers who were considered outstanding by students also exhibited a greater frequency of nonverbal behaviors in general than lower-rated FL teachers. Nussenbaum (1983) stated some reasons behind the ignorance of using kinesics' expressions by non-native language teachers in foreign language classroom by saying "perhaps because of lack of awareness or fear of perpetuating stereotype." Allen (1999, p. 477) stated that FL "teachers must be made aware of their own nonverbal behavior and learn to use that behavior more effectively." She added that "the importance of the nonverbal in communication and training in the effective use of nonverbal behavior should be included in the FL methods course for prospective teachers." According to a study conducted by Hassan (2007) about the role of nonverbal communication used by teachers in Pakistani pedagogical environment, the college students are not only conscious of teachers' nonverbal communication, but they are also very critical about them by attributing a positive or negative attitude towards certain type of nonverbal cues.

In conclusion, nonverbal studies showed important functions to the nonverbal behaviors in learning L2 and FL. These studies also advocated the idea that the effective use of nonverbal features and gestures as a type of kinesic expressions by language teachers in L2 and FL classrooms creates a positive atmosphere and enhances the possibilities of comprehension in the part of students.

2.6. Gestures

Gestures are so integrated into our everyday life that most people never consider the multiple functions they perform. People unconsciously acquire the knowledge of gestures that is used to communicate in the native language and to reflect the cultural aspects of that language. McNill (1992, p. 2) pointed out that "gestures are an integral part of language as much as are words, phrases, and sentences – gesture and language are one system." His works (1985, 1992, 2000, and 2005) distinguished gestures from other forms of nonverbal communication. This distinguish was based primarily on the fact that "gestures can be

linked to linguistic representation of thoughts, and that other forms of nonverbal communication are non-linguistic representations of affective meanings,... i.e. gestures always convey meanings that can also be expressed through language" (Chamberlin, 2008, p. 26). Kendon (2004, p. 7) defined gesture as "a name for visible action when it is used as an utterance or as a part of an utterance," while an utterance is "any ensemble of actions that counts for others as an attempt by the actor to 'give' information of some sort." This definition agrees with McNeill's point of view that is different clues a person may give on occasion to a feeling or a thought to an action such as smiling, crying, touching of hair, cannot be classified as gestures unless they are intentional. In other words, gestures, as Gullberg (2006, p. 104) defined them, are "symbolic movements related to ongoing talk and to the expressive effort or intention (what you are trying to say)."

The definitions of gestures mentioned above presented some of their characteristics which indicates that gestures are different yet one type of nonverbal behaviors. More specifically, gestural behavior was analyzed into phases, and gesture was classified into different types to clarify the gesture nature and its relation to speech. In the next two sections, an analysis of gestures into phases will be covered, and a classification of gesture into four types, which was adopted in this research, will be presented.

2.6.1. Gesture Analysis and Phases

Adam Kendon (as cited in McNeill, 1992) distinguished gestures of different kinds along a continuum that McNeill (1992) called "Kendon's Continuum":

Gesticulations → language-like gestures → pantomimes → emblems → sign languages

Moving from left to right on the continuum, the presence of speech declines, the presence of language properties increases, and idiosyncratic gestures are replaced by socially regulated signs (McNeill, 1992). Gesticulation, or as McNeill called them "spontaneous gestures" are the gestures that accompany speech in the rendering of a thought (McNeill, 1992). Gesticulations and speech express the same meanings as well as perform the same

pragmatic functions (Kendon, and McNeill, as cited in Stam & McCafferty 2008). However, while speech employs just a temporal dimension, gestures employ both special and temporal dimensions (Kendon, as cited in Stam & McCafferty, 2008). The term "gesture", used in this research, refers to the leftmost gesticulations in the Kendon's Continuum. Language-like gestures are gestures that take the place of words in speech. They are considered part of the sentence itself. Pantomimes, according to McNeill (1992), are a gesture or a sequence of gestures conveying a narrative line, with a story to tell, produced without speech, or the speech is no obligatory. Emblem or "symbolic gestures" as defined by Ekman and Friesen (1969) are "nonverbal acts which have a direct verbal translation." These translations are mostly culturally determined and may vary across cultures. Emblems can replace the speech and act as a substitute of verbal statements. A thumbs-up, for instance, or the ring (first finger and thumb tips touching, and other fingers extended) for "OK" are some examples of emblems given by McNeill. Finally, at the other extreme of the continuum, singe language which has its own linguistic structures, including grammatical patterns, stores of words, morphological patterns, etc. For example, American Sign Language (ASL) which has a linguistic code quiet unlike that of English and this language does not combine with speech (McNeill 2002, 2005, 2007).

It is necessary to identify and understand the components of gestures in order to examine the relationship between gestures and speech (Stam & McCafferty, 2008). Kendon (as cited in McNeill, 2005) differentiated among what he termed gesture units, gesture phrases, and gesture phases. The whole gesture from beginning to end is called gesture phrase, while this gestural phrase is composed of gesture phases (Stam & McCafferty, 2008). These includes: preparation phase, stroke phase, retraction phase, and pre- and post-stroke hold phases. By using McNeill's (1992) coding scheme the gesture phase is illustrated below within square brackets:

[(preparation) (<u>pre-stroke hold</u>) **stroke** (<u>post-stroke hold</u>) (retraction)]

In coding scheme above, the stroke is distinguished by boldface, holders are underlined, and optional elements of the gesture phrase have been closed in parentheses. According to Stam and McCafferty (2008, p.7), the first phase is preparation phase and it is

optional. "The limb moves away from a rest position into the gesture space where it can begin the stroke." The second phase is stroke (with boldface) and it is obligatory in the sense that, absent a stroke, a gesture is not said to occur. It is "the part of gesture that expresses meaning." It is also "the phase with effort, in the dance notation sense of focused energy." (McNeill, 2005, p. 32) The stroke may include: pre-stroke hold that is "the hold of the position and posture reached at the end of preparation," and post-stroke hold, "the holding of the final position and posture." The last phase is retraction which is also an optional phase. It is "the return to rest position," not always the same position as at the start (Stam & McCaffety, 2008, p. 7). According to McNeill (2005, p. 33) "There may not be a retraction phase if the speaker immediately moves into a new stroke." The gesture units are defined, accordingly, as "multiple distinct gesture phrases that are related to one another and executed as a unit" (Stam & McCafferty, 2008, p. 8).

In relation to speech phonology, speech sounds and gestures are parallel. That is the stroke of a gesture, the most important component of a gesture, corresponds to the most prominent syllable in a clause. According to Stam and McCafferty (2008), causal observation of gestures shows that a gesture often appears to occur before the expressive speech. However, using slow-motion film and video with sound to study the relationship of speech and gestures shows that stroke of the gesture anticipates or ends at the phonological peak of the utterance (Kendom, McNeill, as cited in Stam and McCafferty, 2008). The relationship between gesture and speech can be clarified in details in the section about the theories that considered gesture, speech and FL learning.

2.6.2. Classification of Gesture Types

Although many systems exist for classifying gestures, no transcription system is universally adopted. However, the system of McNeill (1992) is prevalent in the different researches and studies about gestures, especially those which deal with gestures in education. He classified gestures into four categories: iconic, metaphoric, deictic, and beat. All these categories are gesticulations or spontaneous gestures on Kendon's Continuum

mentioned earlier. As mentioned earlier, this research adopted McNeill's classification of gestures in the case study because most of the gestures that were implemented by the researcher in the grammar classes fall into McNeill's categories. The definition and an example of each category will be illustrated below:

1. **Iconic**: This refers "to a concrete event, object, or action that is also referred to in speech at the same time" (McNeill, 1992, p. 77). It is the type of gesture that is closely related to semantic content of speech. Iconic gestures can be either kinetographic representing some bodily action, like sweeping the floor, or pictographic representing the actual form of an object, like outlining the shape of a box (Lazaraton, 2004).

2. **Metaphoric**: This is similar to iconic in form (also can be pictographic or kinetographic), but it "pictorial content illustrates an abstract idea rather than something concrete" (McNeill, 1992, p. 14). According to McNeill (1992), "In a metaphoric gesture, an abstract meaning is presented as if it had form and/or occupied space. For example, a speaker appears to be holding an object, as if presenting it, yet the meaning is not presenting an object but an 'idea' or 'memory' or some other abstract 'object'." McNeill (1992) also discussed the types of metaphoric gestures in narrative. It consists of first, the presentation of the idea of the conduit metaphor, then, explaining that abstract concepts such as language, knowledge, and art are presented as bounded containers. "In these abstract gestures, the meaning is presented as having substance, the substance is inside a container, and the container can be passed to a recipient via a conduit" (Hudson, 2011, p. 17).

3. **Deictic**: This is also called pointing gesture. It "can be concrete (pointing to objects or events in real life) or abstract (pointing during narrative or conversation)" (Sime, 2008, p. 216). According to McNeill (1992, p. 18), "Pointing has the obvious function of indicating objects and events in the concrete world, but it also plays a part even where there is nothing objectively present to point at." For

example, we may point to a person in the immediate environment (concrete pointing), or we may point behind us to represent past time (abstract pointing).

4. **Beats:** These refer to simple flicks of the hand or finger up and down or back and forth that mark what the speaker considers significant in his speech. McNeill (1992, p. 15) stated: "Unlike iconics and metaphorics, beats tend to have the same form regardless of content." According to Lazaraton (2004), beats primary use is to regulate the flow of speech, yet they may serve a referential function. These short and fast movements may seem unimportant, but they strongly indicate importance. Beats may be used to signal the change in narrative level that a speaker makes. For example, when the speaker departs from the story line to explain setting or characters, his departure is usually accompany with beats.

From educational perspective, Al-shabbi (1993) classified gestures into two types by distinguishing between what he called real-life gesture and pedagogical gesture that are used in CLT classroom. Pedagogical gestures "tend to be more emphatic and exaggerated than real-life gestures." In other words, the FL teacher may use pedagogical gestures where needed in classroom discussion which are not actually used in real life conversation. Accordingly, he presented four levels of pedagogical gestures: (1) excessive gesticulation with beginning EFL classes, (2) emphatic and less prominent gesticulation with intermediate EFL classes, (3) less arm/hand gesticulation with advanced EFL classes, and (4) a native-English-speaking situation, when gesticulation takes the form of real-life spontaneous gestures. Pedagogical gestures, in this sense, should be used by FL teachers depending on the students' level of language, while FL teachers need to be definite and careful about the use of gestures in the various levels (Al-shabbi, 1993, p. 17).

In conclusion, the classification of gestures into four types and the classification of gestures into phases made their nature understood. However, because the nature of gesture is linked with speech, we need to make it clear, from a theoretical perspective, how and why gestures and speech are not considered as separate components, and how both gestures and speech can cooperate in making meaning.

2.7. Theories of the Relationship between Gestures, Speech, and Foreign Language Learning

The modern gestures studies have grown since the late of 1960s, when scholars and researchers in different fields – education one of them- started to take into consideration the close relationship between speech and gesture, and the theoretical implication of this relationship. According to McCafferty and Gullberg (2008), there is a general agreement between different theories regarding gestures and speech, that there is a close connection between language and gestures in relation to making meaning. However, the nature and point of that connection is still debatable. In this sense, many recent gestures studies were conducted in the field of communication and psychology to provide a range of theories which addresses the relationship between speech and gesture.

From the early studies of gestures and language, Birdwhistell (1971, p. 119-125) made an extensive observation and analysis concerning the relationship between body movements and English verbal language. He found, what he called "kinesic markers", which are classified "according to the classes of lexical items with which they are regularly associated." The kinesic markers (i.e. head movements, hand movements, finger movements, or a glance) that are related to grammatical features are as follows:

- Pronominal markers: using distal movements of the body towards the object or event referred to. These movements may be found over "he, she, it, they, then, there... etc". On the other hand, proximal movements are associated with "I, me, we, this, here, now...etc."
- Pluralization markers: a slight sweep of the moved member. These movements are associated with plural pronominals like: "we, they, them, those ... etc."
- Verboid markers: indicate space, distance, tense, and change of direction. That is, for instance with the sentence "I went to the house", a proximal movement is used over "I went" combines with a change of direction over "to the house". However, with the sentence "He gave it to me", the action is reversed and ended with a proximal movement. On the other hand, sentences like "the dog barked" or "the

dog was barking" are accompanied by distal movements towards the front of the body which indicate the tense markers.

- Area markers: are identified by comparing between sentence like "put it behind the stove" in which there is a movement over "behind", and sentence like "he arrived behind the time" in which "behind" has no marker.
- Manner markers: are identified by comparing between a phrase like "short time" and "long time", and some adverbs like "slowly" and "swiftly."

These different kinesic markers associated with natural production of verbal expressions analyzed by Birdwhistell gave an idea about the way English native-speakers gesture spontaneously while they are speaking and how theses gestures accompany English grammatical categories.

In order to determine the gestures cognitive/developmental role in second as well as foreign language acquisition (SLA/FLA), researchers were interested in examining gesture by itself and in conjunction with speech. As an extension of Slobin's concept of thinking-for-speaking (TFS) which refers to "thinking that occurs on-line in the process of speaking," the study which was undertaken by L1 gestures researchers in relation to cross-linguistic differences (Stam, 2008, p. 233). According to Slobin as cited in Stam (2008, p. 233), "L1 speakers learn the grammatical constructions and lexicon which provide them with not only a framework for the expressions of events and thoughts, but also guide how events and thought are expressed, and speakers develop certain patterns of thinking-for-speaking that are unique to a particular language." Therefore, L2 learners, as Stem (2008, p. 233) pointed out, "have to learn a different pattern of thinking-for-speaking because they have to learn different grammatical constructions and lexicon to express events and thoughts in the new language."

"Languages differ typologically in how semantic domains such as: temporality, space and motion are indicated lexically and syntactically" (Stam, 2008, p. 234). In order to test Slobin's thinking-for-speaking hypothesis mentioned earlier, many recent linguistic researches were conducted in a number of different languages (e.g. English, German, Hebrew, Japanese, Spanish, and Turkish) and used the domain of motion event. These

studies examined the speech in motion event as well as the speech and gestures. Motion event, in this sense, is the description of verb phrase as "manner of motion" which refers to a type of distinct motion described by a particular verb, and as a "path of motion" which refers to the direction of the movement. In this sense, there is two-way language typology: satellite-framed and verb-framed languages (Talmy, as cited in Stam, 2008). A satellite-framed language is the language in which manner is expressed on verbs and path on a separate element (satellite), while a verb-framed language is the language in which path is expressed on verbs and manner on a separate element. In English, which is linguistically considered a satellite-framed language, one gesture illustrating path and manner typically would synchronize with the utterance. For instance, in the sentence:

"The boy ran into the room",

The verb "ran into" shows the manner of motion and also uses particle "into" to show the path of motion, and one gesture would be used over 'run into.' However, in Arabic which can be considered a verb-framed language, motion and path are indicated by the verb, and manner, if it is included in speech, is marked outside of the verb by an adjunct, such as adverbial or phrase, typically a gerund. Consider the Arabic sentence below:

"daxala alγurfata jaryan"
Entered the room running

It can be assumed accordingly that gestures tend to focus on path "daxala" or "entered" in Arabic (Al-humari, 2012). These studies concluded that "speakers of typologically different languages have different patterns of thinking-for-speaking about motion, both linguistically and gesturally" (Stam, 2008, p. 234). Accordingly, and based on thinking-for-speaking theory, we can conclude that Arabic speaker would tend to gesture differently than English speakers.

Although Slobin's research has produced important results, McNeill and his colleagues (e.g. Duncan, McNeill, McNeill & Duncan, as cited in Choi & Lantolf, 2008) argued that "full understanding of the TFS framework requires incorporation of evidence from another, and often overlooked, aspect of communicative activity—gesture" (Choi & Lantolf, 2008, p.192). According to Zhao (2007, p. 68), scholars such as Goldin-Meadow, Kendon,

Lantolf and McNeill supported the idea that gestures contribute to the production of speech. McNeill (1992, 2005) developed a theory that concentrate on speech and gestures as integrated with thought. McNeill (as cited in Stam & McCafferty, 2008, p. 10) claimed that speech and gestures are a single integrated system, and they both arise from the same underlying mental process.

McNeill's theory follows Lev S. Vygotsky's who sees thinking and speaking in the same way (Stam & McCafferty, 2008, p. 10). According to McNeill, speech and gesture are developed from a Growth Point (GP) which is "the speaker's minimal idea unit that can develop into a full utterance together with a gesture" (McNeill, 1992, p 220). The GP consists of both verbal (speech) and imagistic (gesture) elements of thought. "These two elements form a dialectic that continues throughout the unfolding of thoughts; speech providing the linear, analytic (linguistic) content and gesture providing imagistic, holistic, and synthetic aspects of content" (McCafferty, 2008, p. 49). According to McNeill (2007, p. 23), "A growth point combines imagery and linguistic categorial content, and the theory is that such a combination initiates cognitive events. A growth point is an empirically recoverable idea unit, inferred from speech-gesture synchrony and co-expressiveness."

The GP formalizes the interaction between the material carrier of thought/meaning (i.e. gestures) and the fully distance symbols of the linguistic code (i.e. speech). "This representational/nonrepresentational contrast promotes the instability and dynamism of GP" (Negueruela & Lantolf, 2008, p. 90). "GPs are always associated with the context of the communicative action they mark the specific starting point for a unitary thought" (McNeill, 2005, p. 106). As a part of the communicative meaning unit, GPs may also include other semiotic resources such as visual representations, salient aspects of the setting, prosody, and orientation.

McNeill (1992) pointed out that the GP emerges and is open to observation at that point in utterance production when the stroke of a gesture and relevant linguistic information co-occur or synchronize. Based on McNeill and Duncan explanation, Choi & Lantolf (2008, p. 198) showed the synchronization of gestures and English utterance:

> "English speakers synchronize their path gestures with verbal satellites, with ground noun phrases (NPs), or with a combination of both. They show a strong propensity to conflate manner with motion verbs and indicate that manner of motion is in focus through synchronization of iconic manner gestures with motion verbs. When manner is not in focus, English speakers might still use a manner verb—although it usually will not be fine grained... but they synchronize their gestures with path satellites or grounds."

According to Negueruela & Lantolf (2008, p. 92), "speech-gesture asynchrony can emerge for a number of reasons includes memory lapses, shifting attention, or ... the pressure a second language (L2) speakers experiences when trying to communicate complex information through a new language." However, during a conversation, the speakers are sometimes trying to articulate and stabilize an idea. In the speaker search for stabilization, an idea is recurrently addressed. These moments of recurrence are identified through the repetition of certain gesture features, which constitute catchments (McNeill, 2002). Thus, "Catchment is recognized when one or more gesture features occur in at least two (not necessarily consecutive) gestures... A catchment is a kind of thread of visuospatial imagery that runs through a discourse to reveal the large discourse units that encompass the otherwise separate parts" (McNeill 2005, p. 117). The catchment is motivated by thematic content embodied in the feature of the gestures that recurs but that develops and; therefore, also changes during recurrence. The various repetitions of a gesture, in this sense, can be thought of as attempts to stabilize and develop the topic or content of the class. These repetitions constitute the context within which new information is presented by the teacher.

Therefore, McNeill (2005) pointed out that gesture and speech "to the speaker are not only 'messages' or communications, but are a way of cognitively existing of cognitively being at the moment of speaking" (Negueruela & Lantolf, 2008, p. 90). In classroom situation, the analysis of Growth Point and Catchment is particularly useful and important to understand how concepts are articulated by the teacher, and how new aspects of concepts are introduced while others are repeated and reinforced.

On the other hand, and from a sociocultural perspective, Lantolf (as cited in Sime, 2008) proposed a sociocultural approach to studying L1 drawn on Vygotsky's theory. This theory focused on the role that social interaction plays in the processes of learning. The concept of Zone of Proximal Development (ZPD) is the central to Vygotsky's theory, which "defines an individual's mediate potential for cognitive achievement" (Sime, 2008, p. 260). For Vygotsky, learning is understood to be a psychological process of development that is fundamentally accomplished through human activity. Accordingly, learning occurs in the ZPD defined by Vygotsky (1978, p. 33) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". In this sense, ZPD is "the dynamic space in which a student could perform a task with adult or peer guidance, a task that could not be achieved alone otherwise. This guidance is a process of mediating learning and tuning to a learner's ZPD" (Sime, 2008, p. 260).

In relation to gesture and EFL, McCafferty (as cited in Sime, 2008) investigated how gestures are linked to speech in creating ZPD for L2 learning. In this study, he analyzed Taiwanese EFL learners speaking with a native speaker, and he identified different examples of gestural uses in the ZPD such as: "use of gestures that become established lexical items, deictic gestures used to reference objects, and imitation of gestures of the native speaker." McCafferty concluded that "gestures may be used by both native speakers and learners as a self-organizing form of mediation and have the potential to transform the nature of teaching and learning by creating a sense of shared space (social, symbolic, physical, and mental) between the collocutors" (Sime, 2008, p. 260). Moreover, McCafferty (as cited in Stam & McCafferty, 2008, p. 16) reported that: "gesture was critical to creating Zone of Proximal Development (ZPD) for L2 learning in relation to one-going interactions between L2 and a former FL teacher." McCafferty argued that: "at times gesture operates as a form of "materialization" that helps learners to gain control over L2-related phenomena" (Stam & McCafferty, 2008, p. 16)

In conclusion, recent educational studies of gestures in foreign language learning and teaching have taken into consideration the findings of cognitive and sociocultural theories

as well as the studies that shed light on the close relationship of gestures and language in order to investigate the gesture effects, functions, and implications in foreign language classroom.

2.8. Literature Review: Gestures in FL Classroom

Gestures studies have been traditionally developed in psychology (e.g. Goldin-Meadow, 2000, 2004; & McNeill, 1992) and anthropology (e.g., Kendon, 1997; Goodwin, 2000; & Haviland, 2000, 2003). Moreover, gestures were researched recently across different educational fields such as: Math (Alibali & Goldin-Meadow, 1993), Physics (Roth & Lawless, 2002) and Biology (Pozzer-Ardenghi & Roth, 2005). However, with social dimension of the field in applied linguistics researches and with the increasing interest in multimodality in classroom communication, studies in educational filed started to pay attention to nonverbal aspects of communication, gestures in particular, in both teaching and learning settings. Although the field of gesture studies in second /foreign language is still an emerging area of research, it brought attention to a number of issues regarding second language acquisition (SLA) as well as foreign language (FL) learning (McCafferty & Stam, 2008).

Kusanagi (2005, p. 387) classified gestures studies in education into three categories: cultural studies, meditational and strategic studies, and pedagogical studies. Cultural studies of gestures "focus on authenticity of the target language, the main interests being the inclusion of nonverbal competency in course syllabi and tests, and cross-cultural understanding." The second category "considers gestures as a strategy in mediation and communication by learners." Pedagogical studies of gestures "consider input and instruction with the primary focus on gestures used for management, input, regulation, and affect." Between culturally defined studies, gestures as mediation and a strategy, and pedagogical-defined studies, the literature review of gesture studies and the most important research contributions in FL classroom is covered below, taking into consideration the most recent studies, with special focus on studies related to teaching and learning English grammar.

2.8.1. Cultural Studies of Gestures

Culturally-defined studies of gestures started in the framework of communicative competence mentioned earlier, when gestures and other nonverbal behaviors are considered a part of communicative competence. It was mentioned previously that nonverbal behavior is included in three dimensions out of the four dimensions in Canal and Swain's identification (1980) of communicative competence. Brown (1987, p. 212) pointed out that: "Communicative competence includes nonverbal competence-knowledge of all the varying nonverbal semantics of the second culture, and an ability both to send and receive nonverbal signals unambiguously."

Neu (as cited in Stam & McCafferty, 2008, p. 16) conducted a study in which the oral proficiency of interviews of two students was used to assess their communicative competence. One 23-year-old Japanese male and other a 30-year-old Saudi Arabian male were interviewed, and the speech and gestures transcription of both students have been compared. Neu concluded that "although the Japanese participant's verbal performance was better than the Saudi Arabian's, the Saudi Arabia's participant was perceived as more communicatively competent because of his use of body movements, facial expressions, and hand and arm gestures." The study shows that nonverbal competence and gestures as a part of it, plays an important role in overall assessment of learner's communicative competence.

Moreover, and within the cultural diminution of studying gestures, a debate has been raised between whether gestures as a type of nonverbal behavior are universal or highly cultural specific, on one hand, and whether they are unconscious; therefore, unable to be taught or learnt or not, on the other hand. Accordingly, some researchers discussed teaching gestures, especially emblems, of the second/foreign language to the learners. Allen (as cited in Lazaraton, 2004) found that FL students who were exposed to emblems during the teaching of vocabulary retained more of the lexical items on a post-test than did students who did not receive this treatment. In Jungheim's works (as cited in Kusanagi, 2008) a gesture inventory test called the Gesture Test was developed which consisted of emblems that native speaking English teachers feel are important for learners in Japan. Jungheim's

studies provided evidence that some types of gestures are learned in English and can be problems for some Japanese EFL learners.

McCafferty and Ahmed (2000) conducted a study to investigate gestures used by L2 learners. They found that Japanese learners who learn English as a L2 in a naturalistic setting have the benefit of greater exposure to gesture (metaphoric gesture in particular) and tend to acquire native-like gestures in contrast to the monolingual Japanese or instructional-only Japanese learners of English. Nuessel (as cited in Allen, 1999, p. 476) pointed out that "A full appreciation and complete understanding of another language requires the student to become aware and attentive to all the channels of communication available for encoding and decoding linguistic information. FL fluency demands competency in nonverbal language." Hauge (as cited Gullberge, 2006) investigated how L2 learners in a British English class were confused regarding the use of emblems, which are culturally-related gestures, by the language teacher in the classroom. A gesture for "continue," for instance, as a circling motion with both hands to elicit progressive forms or prompts to continue, was found confusing for language learners. These learners were usually referring to some emblems in their L1 with different meanings which caused the confusion. Hauge's study showed the importance of avoiding the use of cultural-related gesture by FL teacher in classroom; especially if the language teacher is a native speaker of that language considering the cultural differences in interpreting this type of gestures by language learners.

2.8.2. Gestures as Meditation and Strategy by Language Learners

Gestures have been considered as working as mediation and strategy on which language learners depend. As a part of language development, McNeill (2005, p. 183) pointed out that "speech and gesture are complementary" which means there is no dialectic between the two channels. Based on this fact, some studies examined the relationship between learners' language proficiency and the number of gestures used. According to Sime (2008, p. 261)

empirical studies that considered the learners' proficiency and the number of gestures used suggested that the speakers' moment of difficulty in expressing themselves in an EFL context are accompanied by an increase in the amount and frequency of gestures they use. Gullberg (as cited in Sime, 2008) conducted a study to investigate the use of gestural and oral communicative strategies by FL speakers of English and Swedish. The study showed that "there is a very tight link between grammatical development in speech and behavior in gesture" (Gullberg, 2008, p. 204), and that learners use gestures strategically to overcome grammatical problems (e.g. problems related to tense and temporality), lexical problems, and fluency-related problems (Gullberg, 2006).

In line with research findings that people gesture more in language other than their own, and contrary to studies that indicated the lower level students have high gesture rates, Tabensky (2008, p. 301) conducted a study to investigate the use of gestures and language ability. He found that the high achievement students gestured considerably more than average and low achievement students, particularly during the expository phase. Moreover, many studies (e.g. Lee, 2008; Negueruela & Lantolf, 2008) considered the use of gestures with private speech; that is used for the sake of mediating difficulties, by L2 learners as well as the use of gestures by L2 in oral narrative to ensure the significance role the gestures play as strategy in mediation and communication in FL. The studies concluded that different types of gestures (beat, iconic and deictic) accompany private speech and oral narrative enable L2 learner who has difficulties in producing speech or expressing one's thoughts in L2 to become self-regulated. That is the use of gestures serves a self-regulatory function.

2.8.3. Pedagogical Studies of Gestures

Pedagogically-defined studies of gestures were the focus of interest of many researchers. It was pointed out by Goldin-Meadow (2004, p. 319) that gestures are the most frequently nonverbal form of communication in teaching, and that teacher uses them "to good effect to clarify and correct misconceptions." She added that the lesson accompanied by the use of gestures is more effective than the same lesson without the use of gestures. It

was argued that gestures can externalize ideas and have the potential to affect learning by influencing learners directly and contributing to knowledge change through its cognitive effects (Goldin-Meadow & Wagner, 2005). Roth (2001, p. 377) stated two functions of gestures in teaching: "they might serve teachers as information to assess a student's current understanding of a topic, [or] students might be able to use the teachers' gestures as additional resources for making sense of teacher talk."

In FL classroom, the teacher talk is considered very important for both classroom teaching organization and students' language learning. Hauge (as cited in Kusanagi, 2005, p. 389) considered teacher gesture and teacher talk to be twin strategies. Allen and Valette (as cited in Allen, 1999, p. 472) suggested that FL teacher may use gestures in FL classroom "to convey the meanings of specific words such as descriptive adjectives, prepositions of place, and action verbs." Allen (2000) conducted a study in which she examined a L2 teacher's gestures to help students understand lexical items and other linguistic aspects of the L2. Her study included the students' responses to the gestures which "overwhelmingly supported the use of nonverbal teacher talk as an aid to comprehension of FL input." She argued that the pedagogical implications for her study support the idea that "physical demonstration is important for learners in lower-level classes" as a mean to supplement their limited knowledge of the L2 (Allen, 2000, p. 169). Moreover, she found that in a FL classroom students reported that the instructor's use of gestures encouraging the atmosphere for learning.

One of the contributions to an emerging body of research concerned with gestures and their roles in language production is Lazaraton's study (2004). In this study, Lazaraton analyzed teacher's use of gestures in an intermediate level class in an intensive English program. Her analysis of speech, gestures and other nonverbal behaviors used included iconics (both kinetographic and pictographic), emblems, metaphorics, deictics, beats, and whole body movements revealed that recurrence use of various types of iconic gestures semantically enhance explanation of verbs. She found that gestures enhance communication for second language learners, and concluded that gestures compensate for difficulties with the verbal channel. Lazaraton (2004, p. 111) claimed: "classroom L2 learners receive

considerable input in nonverbal form that may modify and make verbal input (more) comprehensible."

Muramoto in her study (as cited in Taleghani-Nikazm, 2008, p. 230) investigated the use of gestures by teachers to correct students' errors and to provide an opportunity for these students for self-correction. She categorized teachers' gestures in FL classroom in: (a) specific language error gestures that were used to identify errors and demonstrate correct form, and which were sometimes synchronized with the verbal utterance and at other times they were produced alone, and (b) general foreign language classroom gestures that were used by the teachers to promote communication between the teacher and students. In the same sense, Kusanagi (2005, pp. 384-386) suggested in his research about the nonverbal communication in language education, that teacher's nonverbal behaviors, especially in the form of kinesic behavior, operate in five domains:

1. Management domain: when teacher's gestures are used for classroom control.
2. Instruction domain: when teacher uses mimes and representational gestures as classroom activities which lead students to greater and lower anxiety in the learning situation.
3. Input domain: deals with teacher's compensatory behavior by which the teacher can control the level and amount of input to learners by gestures which provide more redundant or complimentary input to the speech when explaining vocabulary and grammar.
4. Regulation domain: when teacher regulates a conversation by using gesture which will help in efficient practicing, encouraging students' participation, and making correction.
5. Affect domain: when gestures promote teacher-student and student-student interaction in the classroom.

Mori (as cited in Lazaraton, 2004, p. 88) investigated the gesture used by ESL teacher in an intensive English program (45 minutes). She analyzed the different types and frequency of gestures used by the teacher. She found that emblems, deictic, and metaphoric gestures are the most prevalent, and she stated that "the teacher's gestures reinforced her speech by

adding redundancy to the spoken message." In the same line, Elfatihi (2006) investigated the teachers' nonverbal behaviors, gestures among them, in the beginners' EFL classroom. The study revealed that if nonverbal communication is used instructively, it can improve teaching and enhance learning. It was observed in this study that the teachers use gestures consciously and unconsciously in EFL classroom, yet "the novice teachers need to use gestures spontaneously to avoid being artificial and boring," while the experienced teachers "need to develop some sort of heuristic awareness of gestures" (Elfatihi, 2006, p. 23). According to Elfatihi (2006), gestures can be used by teacher in: (1) presenting language items (vocabulary and grammar), (2) providing feedback for the students, and (3) managing the classroom. Accordingly, each EFL teacher can create his/her system of gestures and get the students to agree on it at the beginning of the year. The study shed light on the fact that nonverbal communication should be taking into consideration in the practical training of future teachers of EFL.

Sueyoshi and Hardison (2005) investigated the contribution of gestures and facial cues to ESL learners' listening comprehension of a videotape lecture by a native speaker of English. The participants of this study, the low-intermediate and advanced students, were assigned in three groups: AV-gesture-face (audiovisual including gestures and face), AV-face (no gestures), and Audio-only. It was found out that the AV-gesture-face and AV-face groups performed better on the comprehension task than those in the A-only groups. However, for the higher level, the AV-face condition produced the highest scores; for the lower level, AV-gesture-face showed the best results. This was explained in the study by assuming that the lower level students precept of the lecturer's gestures "as somewhat more informative than her facial cues alone," while the higher level students "processed the visual stimulus as global images initially, then they shifted their attention back and forth between gestures and facial cues seeking the most informative cue according to the content of the lecture" (Sueyoshi & Hardison, 2005, p. 687). Moreover, "questionnaire responses revealed positive attitudes toward visual cues, demonstrating their effectiveness as components of face-to-face interactions" (Sueyoshi & Hardison, 2005, p. 661).

Regarding academic English writing, Zhao (2007) conducted a study in which he observed and videotaped four composition instructors and their students at American

university. The study investigated how the use of metaphorical expressions and gestures by teachers and students in classroom represent the abstract rhetorical conventions of academic writing in English. The study confirmed the assistive role of gestures and metaphors in learning process generally, and their role in reflecting the abstract mental representation of academic writing of English particularly. Moreover, the study revealed how ESL students conceptualized the conceptions of English for academic purposes writing both verbally and gesturally, and that these students were not only able to synthesize some simple metaphors, after they were exposed to them during the composition classes, but also able to create new ones.

In order to investigate more functions of gesture, Kim (2010) conducted a study to examine the gesture functions of Korean-English bilinguals and the relationship between gestures and L2 proficiency. According to Kim (2010, p. iv) the study revealed three mean findings: "1. Gestures were utilized as communicative resource and as cognitive mediation; 2. Gestures served as a window on L2 speakers' mental process by showing that the developmental stages of intermediate L2 speakers were similar to the early first language (L1) developmental stages of children; 3. Gestures showed that where as intermediate speakers were still thinking in L1 while speaking L2, advanced speakers exhibited L2 thinking-for-speaking patterns by developing L2 conceptual meaning."

Haddon (2011) conducted a study in which he explored the relationship between second language learning and gestures by making a discussion with four second language teachers of French (the researcher was included.) The teachers, who were teaching French with traditional or grammar-based method then switched to the gesture approach, experienced drastic changes in the fluency level of their students. The findings of this study were presented in an in-depth conversation between the participants. There was a general agreement that using gestures is critical in helping students attain the second language in deeper level. It was stated that gesture "ties in with the original language experience of the student, and it facilitate the embodiment of the language by linking cognitive understanding with bodily action thus allowing the student to access the systematic nature of language in a deeper level" (Haddon, 2011, p. 66). According to Haddon (2011, p. 52), "because [gestures] provide a kinaesthetic, auditory, and visual cues for the students," students are

helped with all these different learning styles learn much more effectively. Wendy Maxwell, one of the participant teachers in the study stated that:

> "With gesture approach instead of presenting the rule first then giving an example and having students practicing it, we have students practice the language, generate the patterns inductively - how does it feel- what sounds right, then come up with what I call 'targeted gesture language refinement review' where we target certain language patterns and heighten them and make them explicit for the students only at the time when we believe they have actually generated the pattern inductively anyway. Then later on, only at the very tail end do we present the rule" (Haddon, 2011, p. 48).

From a sociocultural framework, a study by Rosborough (2011) was conducted to investigate gestures as meditational tool for meaning-making in learning and teaching ESL students in the second grade of elementary classroom. The study provided evidence that "gesture plays an ubiquitous role in creating additional space and new meanings for teaching and learning a second language." Moreover, gestures used by teachers in ESL classroom were found "directing the students' attention, building interpersonal and intrapersonal communication, embodying new vocabulary or other language challenges," and "transforming practices to better facilitate the learning of English" (Rosborough, 2011, pp. 216-217).

Another study was conducted by Sime (2008) to investigate the attributions that learners in an EFL context made in relation to teachers' gestures and other nonverbal behaviors. Learners described three functions of the gestures in the classroom: cognitive, affective, and organizational. The cognitive function enhanced student understanding, the affective function helped the students to better understand the feelings and the attitudes of teachers, and the organizational function was related to aspects of classroom management. The study provided evidence that learners attribute cognitive functions to certain speech-related gestures from teachers' classroom discourse, while the explanation of grammar rules was a part of that discourse. These cognitive attributions were perceived generally as enhancing comprehension, facilitating process of learning, or indicating teachers' reactions to learners' output. According to Sime (2008), however, the relationship between learners' learning as

related to teachers' gestural activity during the class is unexplored path since the learners' learning in her study were addressed from the learners' own perspectives.

Within the domain of using gestures in teaching grammar rules of EFL, Goodrich (2009) conducted a study to explore the role of co-speech gesture plays as input in the language learning, specifically with respect to acquisition of anaphoric pronoun (i.e. pronoun which refers back to another constituent in the sentence.) The study investigated how both adults and children interpret ambiguous pronouns, and how the order-of-mention tendency develops in children. Goodrich found that co-speech gesture can be thought of as a form of input for children acquiring SL. The study proved that gestures are useful sources of information for developing and understanding anaphoric pronouns while adults and children spontaneously utilized gestures to interpret ambiguous pronoun. Moreover, through training, children were able to utilize gesture to help them learn more about anaphora in general.

Hudson (2011) also examined discourse and corresponding gestures used in the classroom by one female instructor and her students in a university ESL course. In this study, the instructor's gestures were considered in relation to pedagogy, and the observed gestures were organized into different linguistic categories of grammar, pronunciation, and lexis. The study also described the gestures related to classroom management. Hudson found that L2 learners received more than just linguistic input from teachers in a classroom setting, and gesture is a fundamental component of the input that learners received. In the observation of instructor's gestures related to grammar explanation, deictic gestures, iconic gestures as well as using the space (i.e. stepping forward or backward) were observed in explaining verb tenses (past tense, and present tense) and iconic gestures were observed in explaining propositions. According to Hudson (2011), the instructor gestured and mimetically illustrated in order to concretize the language and codify it.

Mittelberg (2003) investigated the gestures produced by four English native-speaker linguists while explaining general grammatical issues (morphology, syntax, phonology, and different theoretical views of grammar such as generative grammar, emergent grammar, and relational grammar) in introductory linguistics courses. In her study, she focused on the

metaphoric gestures which are assumed to reflect mental representations of abstract domains. Mittelberg (2003, para. 14) concluded that "gestures provided additional insights in how humans conceptualize abstract concepts via metaphor." While the linguists present abstract phenomena of grammar, their gestures are very significant because they portray a linguistic unit as an imaginary object, container, line, or as a location in space. She found that linguists frequently used container/object gestures, two relax hands apart with palms facing each other like holing an object or forming a container, for words, constituents, sentences, or entire discourses, based on the fact that "Mental models of grammatical categories and structures seem to be motivated by embodied physical experience, geometric spatial structure, and theoretical constructs. Thereby representation may imply a sort of 'detour': concretization (via metaphor) and abstraction (via iconicity)" (Mittelberg, 2003, para. 13). For instance, she stated that phrases, nouns, verbs, morphemes, etc. were predominantly represented as imaginary physical objects held by two hands more or less apart with palms facing each other, and that is considered one possible way of presenting these linguistic unities. According to Mittelberg (2006, p. 289), "gestures may visually evoke not only the element referred to (linguistic categories, part of speech, etc.) but also the way those elements are combined, i.e. the grammar underpinning those constructs (leaner sentences, tree diagram, etc.)" Mittelberg studies (2003 & 2006) showed how gestures can be used by EFL teachers to provide a dynamic image of grammar which would help learners conceptualize abstract grammatical features.

In conclusion, the empirical studies conducted about nonverbal behavior and considered gestures were divided into three categories to show the role of nonverbal behaviors and gestures in particular in FL classroom. In the first category, the studies showed that gestures can be considered a part of the target language culture. In the second category, the studies proved that FL learners may depend on different types of gestures as mediation while they are learning the target language. In the third and last category, the studies showed that gestures can be used by FL teachers as an effective pedagogical tool in teaching the target language.

2.9. Summary

The theoretical framework made it clear that gestures were introduced in the recent methods and approaches of language teaching which confirmed the fact that gestures are an integrated part of language, they work with speech in making meaning, and they support communication. The different types and functions that gestures have with verbal expressions draw our attention, as language teachers, to the important role these hand movements play in our classroom. From the literature review of the empirical studies in the field of gesture in foreign language teaching and learning, we can conclude that nonverbal behaviors, especially gestures, play a fundamental role in FL teaching/learning process. However, gestures have either been ignored or have received little attention by FL teachers who mainly focus on the verbal aspects of language. FL teachers need to consider the use of gestures in FL classroom to help learners achieve better proficiency level in the target language. Thus, this study is with the growing body of gestures empirical research to investigate the role and effectiveness of teachers' gestures in the learners' grammatical proficiency in EFL classroom, and how the use of gestures as the main teaching aid by English language teacher in grammar classes be attributed by EFL learners.

CHAPTER THREE

Methodology

3.1. Introduction

This research methodology chapter consists of six sections. The first section covers the research hypotheses. The second section describes the subjects of the study and the reasons for selecting them. The third section provides information and limitation of using gestures as a teaching aid in the grammar classes, and for narrative tenses. The fourth section explains the two techniques of data collection: the lesson-related grammar tests and the questionnaire with the dissection of reliability and validity of each. The fifth section provides a detailed description of the classroom experiment and lesson plan, how gestures were implemented in grammar classes to explain the eight rules regarding narrative tenses, and how gestures were used to provide feedback. The sixth and last section covers the classroom observation during the whole experiment.

This study aims to investigate the immediate effect of using gestures in the grammar classes on the EFL learners' grammatical proficiency. In order to do this, a quantitative method of research is adopted, which is based on measuring the variables of the research experiment. There are accordingly two types of variables, an independent variable, and a dependent variable. The independent variable is the presumed cause, which is in this research the use of gestures as the main teaching aid to explain the grammar rules regarding narrative tenses. On the other hand, the dependent variable is the presumed effect. In this research, there are two dependent variables. The first one is better use of the grammar rules, (i.e. the comprehension of the grammar rules regarding narrative tenses directly from the instructor.) The second one is forming positive attitudes towards the use of gestures in the classroom.

3.2. Research Hypotheses

This study is conducted to investigate the following research hypotheses:

Hypothesis 1: The implementation of gestures significantly increases the level of achievement in English grammar learning in second intermediate female Saudi EFL classrooms.

Hypothesis 2: The second intermediate female Saudi EFL learners attribute positive (i.e. cognitive, affective, and behavioral) attitudes towards the gestures implemented by the instructor in English grammar classrooms.

3.3. Subjects

The experiment of this research was conducted on a sample of 69 intermediate female Saudi students. In Saudi Arabia, where Arabic is the native language, students learn English as a foreign language (EFL). According to Saudi educational system, students start taking English classes from the sixth grade at the age of 11 in the elementary level. For one year in their elementary level, Saudi students learn the basics of English language in two sessions (45-minutes each) every week. Then, they start taking extensive English classes, four English sessions (45-minutes each) every week, three months per term for three years in the intermediate level (from seventh to ninth grads), and for three years in the secondary level (from tenth to twelfth grades.) This makes the total number of the years during which a Saudi student learns English seven years. Even though the subjects of this study are students in their intermediate level, according to the Saudi educational system, they are in fact considered at their primary level regarding English language. Second intermediate students at the age of 13 in Saudi Arabia are considered beginners in learning English language since they have studied English for only two years before this stage.

The reasons behind selecting the subjects of this study to be from the second intermediate level are:

1. This is a suitable level to learn narrative tenses, which is the scope of this study. Saudi public schools first introduce narrative tenses in the English language curriculum in the second intermediate level.

2. Students have not been introduced to narrative tenses before this level. This isolates the research experiment from any other external factor other than the experiment's independent variable, which is the use of gestures.

The researcher was directed by the Ministry of Education in Saudi Arabia to a public female intermediate school (the 15th Intermediate School for Girls) to teach English, apply the research method, and to collect research data. Two classes in the second intermediate level were selected randomly from the school to be taught English language curriculum included narrative tenses for one term (three months). One of the classes consisting of 35 students was selected to be the control group (CG) and taught the grammar rules without the use of gestures. The second class consisting of 34 students was selected to be the experimental group (EG) and taught the grammar rules with the implementation of gestures as the main teaching aid. Other traditional teaching aids, for example, PowerPoint presentations, using pictures and drawings on the board, were used equally in both classes. Thus, all variables except the use of gestures were kept the same for all the subjects.

The subjects in the two classes, the control group and the experimental group, were average students; in other words, classroom students were not grouped based on some criteria like: academic level, intellectual level, race, religion, etc. However, in order to marginalize the experiment unrelated factors and to ensure that the use of gestures in teaching narrative tenses is the only variable that governs the outcomes of the experiment, it was found out that the students' English language level in both groups was similar before the implementation of the experiment. It had been referred to the students' academic records, in particular the students' final test grades in the first intermediate level. This final achievement test was conducted by a panel of school teachers at the end of the first intermediate level to measure the students' learning outcomes. The test consisted of questions about the main subjects covered during their English language curriculum of first intermediate level (vocabulary, reading comprehension, grammar rules and writing skills).

The students' marks of the final first intermediate English Language test were analyzed using SPSS, and t-Test was conducted to compare between the control group and the experimental group. The t-Test aimed to find if there was a significance difference in English language level between the two groups by comparing the mean (M) and the

standard deviation (*SD*), (see appendix L). It should be noted, however, that the number of the students who had the final first intermediate English language test is 33 students in the control group and 31 students in the experimental group. Few students had joined the school after the end of the first intermediate level and at the beginning of the second intermediate level (2 students in the control group, and 3 students in the experimental group) which made the overall number of the students that the experiment was conducted on is 69 students in both groups. Table (3.1) shows the mean (*M*) and the standard deviation (*SD*) of the final first intermediate English Language test that the students in both groups had before they moved to the second intermediate level.

Table (3.1): T-test Results of the Final 1st Intermediate English Language Test for the Control Group and the Experimental Group

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	33	25.5682	4.95419	-.050	62	.960
Experimental Group	31	25.6290	4.81052			

The results in Table (3.1) show that the students in the control group ($M = 25.6$, $SD = 4.9$, $N = 33$) scored the same in the final first intermediate test as the students in the experimental group ($M = 25.6$, $SD = 4.8$, $N = 31$), $t(62) = -.05$, $p > .05$, and there is no significant difference between the results of both groups. The result indicates that both groups had the same English language level in general before they moved to the second intermediate level.

The subjects' size and their English language level in both groups are almost equivalent. One extra unrelated factor that was needed to be marginalized was the classroom environment. Before the implementation of the experiment, the classrooms of the two groups were checked for fair environment, such as furniture, lighting, ventilation, noise level, etc. It should be also noted that students in both classes were arranged to sit in groups, usually five groups in each class, that is group work and discussions were allowed equally

during the English sessions for both classes which removed any effect that may be caused by classroom seating arrangement.

3.4. Gestures as a Teaching Aid and Narrative Tenses as a Teaching Material

Gestures and narrative tenses, as discussed in chapter one, are the scope of this study. However, in the research experiment, there were some conditions and limitation that the researcher considered regarding the use of gestures in the grammar classes, and there were guidelines of teaching narrative tenses to the subject on the study. This section of the research methodology provides brief background information, and discusses reasons and limitations of using gestures in the grammar classes, and for narrative tenses as a teaching material.

3.4.1. Using Gestures as a Teaching Aid

Most EFL teachers incorporate many body movements into their teaching such as: pointing or nodding for individual response, hand movements to indicate some class instructions like repetition, and acting out or performing the meaning of new vocabulary. However, not all EFL teachers are using these movements purposefully as an integral part of their instructional strategies. This research is trying to draw the attention of those teachers to the fact that "gestures are multi-functional and have both self-and other-directed functions, sometimes simultaneously. Interactional functions include turn regulation, feedback eliciting, agreement marking, attention direction (pointing), etc. Self-directed functions include things like organizing thought for expression, enhancing some aspect of the message to be conveyed" (Gullberg, 2006, p. 105). Based on the theoretical framework about gestures discussed in chapter two, this research developed a system in which gestures are used as an aid in grammar classes. The characteristics of the gestures that were integrated in the grammar lesson plan are as follows:

- Most of the gestures are Spontaneous Gestures; in another word "gesticulations" as they are called in Kendon's Continuum of different kind of gestures (as cited in McNeill, 1992). Spontaneous gestures occur during the speech, and serve to illustrate the verbal statement. These gestures and the speech express the same meanings as well as perform the same pragmatic functions. Unlike the unconscious use of spontaneous gestures in everyday speaking, the spontaneous gestures were implemented consciously by the researcher to explain the grammar rules, by choosing a suitable gesture that can parallel the speech (the concept of the grammar rules or the example word or sentences.) These gestures play a complementary role of the speech, and serve as the main teaching aid.

- Emblems, or symbolic gestures, which can "replace a word, phrase, or expression, or repeat or qualify the verbal message" (Allen, 1999, p. 476), were used carefully by the researcher in the grammar classes, usually to provide a direct feedback. Allen (1999, p. 476) pointed out that "Since the use and meaning of specific emblems can vary among different cultures, misunderstanding or failure to communicate may occur when nonmembers of a culture try to use or interpret emblems according to the meaning assigned to the emblems in their own culture." Accordingly, emblems like thumb up were carefully used and selected because they are very depending on the culture and they may have many different meanings. Emblems used in grammar classes are well known and highly conventionalized; in other words, they are not difficult to be interpreted from their forms regardless of the students' cultural background. Moreover, some information about the meanings and other usage of the selected emblems were clarified within the classroom experiment discussed later in chapter three.

- While gestures are used as a main teaching aid in grammar classes, teaching the gestures of English as a foreign language, or gestures that are used by English native speakers as a part of their culture is out of the scope of this study.

- Gestures that were used by the researcher in the grammar classes were classified into: Iconics, Deictics, Metaphorics, and Beats, according to McNeill's classification of gestures (1992) mentioned in chapter two. All the gestures that the English language teacher may plan to use in the class situation full into the categories that are classified and defined by McNeill (1992). However, as long as beats are spontaneous hand or finger movements associated with rhythm of speech, it can't be plan to use them consciously to explain grammar rules. So, they were excluded from the grammar lesson plan, yet they were used spontaneously by the researcher when needed during the explanation.

- There were some conditions that the researcher took into consideration regarding the implementation of gestures in the classroom:

    1. All gestures were only used with the experimental group.
    2. The gesticulation accompanies the articulation or the production of the word, phrase, or sentence, during the explanation and before writing down the word, the phrase, or the sentence on the board, in order to insure the idea of visualizing the structure of the language.
    3. The same gesture was repeated with same utterance whenever it occurs.
    4. Slowing the rate of the speech to fit with the gesticulation.
    5. Some gestures were used without the verbal articulation to give the students feedback or assessment.

- The different functions of researcher's gestures used in the grammar classes were presented in this research from the learners' perspective.

3.4.2. Narrative Tenses as a Teaching Material

English grammar is recognized basically in its use of eight parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. Verbs and nouns are considered the controlling parts of speech in English grammar. According to

Biber, Conrad, and Leech (2002), there are in general six major kinds of variation in the structure of English verb phrases: tense, aspect, voice, negation, mood and modality, and finite clause. We need to touch upon each kind to narrow down the grammar focus of this study. The kinds of English verb phrases structure are illustrated below with an example verb (go):

- Tense: "stands for a verb form used to express a time relation" (Valeika & Buitkienė, 2003, p. 74). Verb phrases can be marked for only two tenses:
  - Present (e.g. go)
  - Past (e.g. went)
- Aspect: "adds time meanings to those expressed by tense. Aspect answers the question: 'Is the event/state described by the verb completed, or is it still continuing?" (Biber, & others, 2002, p. 156). Verb phrases can be:
  - Unmarked, also called simple aspect (e.g. go)
  - Perfect (e.g. has gone)
  - Progressive, also called continuous (e.g. is going)
  - Perfect progressive (e.g. has been going)
- Voice: "is the grammatical category of the verb that shows the direction of the process in regard to the subject" (Valeika & Buitkienė, 2003, p. 91). Verb phrase can be marked as either:
  - Active (e.g. goes): the process issues from the subject and affects the objective complement, or
  - Passive (e.g. is gone): the process issues from the agentive adjunct and affects the subject.
- Negation: is largely a feature of clauses, and clauses can be either:
  - Positive (e.g. goes), or
  - Negative (e.g. doesn't go)
- Mood and Modality: "is a grammatical category which expresses the speaker's attitude toward the process, indicating whether it is regarded as a fact, or as a non-fact, i.e. as a matter of supposition, desire, possibility" (Valeika & Buitkienė, 2003, p. 88). Accordingly, verbs can be considered:

- With unmarked mood (e.g. goes)
- With modal verbs (e.g. will/can/might go)

- Finite clause type, also considered as unmarked mood according to Valeika and Buitkienė (2003):
  - Declarative (e.g. you went)
  - Interrogative (e.g. did you go?)
  - Imperative/subjunctive (e.g. go)

These different variations of verbs and verb phrases combine with each other in a particular grammatical way, and combine with other parts of speech to make different English sentences. The focus of this study is to teach the type of sentence structures that are often used when telling stories or for narrative situations. In order to express events and verbs that happened in the past, we need logically to use the past tense which, with the combination of different aspects and by considering chronological sequence, would have different forms or different structures. Narrative tenses, as defined in chapter one, refer to English past tenses that are usually used in narrative or telling a story in a defined past time, and they are mainly the following four past tenses:

- Past simple: expresses a completed action at a definite time in the past, it also expresses separate actions which occur in sequence in narrative.
- Past continuous, also called progressive: describes the situation in which events of the narrative occurred, and expresses an action in progress at a time in the past.
- Past perfect: describes an action or situation which took place before another event in the narrative described in the past simple.
- Past perfect continuous: describes longer actions in progress that were happening before a specified time in the past.

It may be argued that present perfect tense, which expresses an action that happened at an unspecified time in the past, and present simple can be used in narrative or telling a story, especially to make the story sound like an oral narrative. In this case, we may argue, according to Cummins (1998) that even though some storytellers are using present tenses, there is a consensus that stories are naturally told in the past tense, and linguists are only

trying to describe the conditions and the motivations for the use of present tenses in narrative. For that reason, present perfect tense was excluded from the categories of narrative tenses, while its use in narrative is considered a special case. Moreover, and for EFL learners who start learning English grammar tenses, the use of this tense may confuse these learners, especially in their early stage of learning the language, as it may confuse any reader or listener when things really happened.

The four narrative tenses, mentioned above, are the focus of this study. However, because the study was conducted along one term (three months) on EFL students in their primary level of learning the language, the discussion of narrative tenses was limited to past simple tense, past continuous tense, and past perfect tense, leaving out the past perfect continuous tense taking into consideration the students' primary level in English and the period of the experiment. The grammar rules regarding narrative tenses were divided into eight grammar rules:

1. Past simple: regular and irregular verbs
2. Did in Yes/No questions with past tense verbs
3. WH- questions with past tense verbs
4. Past tense of "Be" verb: (Was/Were) affirmative and negative
5. Yes/No questions with "Be" verb in simple past
6. WH -questions with "Be" verb in simple past
7. Past continuous tense
8. Past perfect tense

This division of grammar rules regarding narrative tenses serves the purpose of the study and takes into account the ethical issues. The division indicates that the study concentrates on the past simple tense in the first six grammar rules to explain the statement, the negative as well as the interrogative variation of the tense. This would help the students in their primary level of learning English comprehend the concept of the past simple tense which in turn shows how gestures can be used to explain the rules, and how far the use of gestures along the explanation of all these rules affects the students' grammatical proficiency. The students then would be introduced to two grammar rules: the statement of

the past continuous tense and the statement of past perfect tense to investigate the rule of using gestures in the students' grammatical comprehension.

3.5. The Data Collection Techniques

In order to investigate the research hypotheses and to obtain reliable results, this research adopted two techniques of data collection. The fist technique is lesson-related grammar tests which investigated the first hypothesis of the research based on the following measurable criterion:

> **Criterion 1**: the level of change whether positive or negative in the students' grammar test grades in the experimental group and the control group.

The second technique used in the data collection is a questionnaire which investigated the second hypothesis based on the following criterion:

> **Criterion 2:** the experimental group's attitudes (i.e. level of agreement) towards the researcher's use of gestures in grammar classes and the researcher's gestures functions.

The two data collection techniques in this research were designed and adopted in a way which helped in extracting objective and unbiased results from the research experiment. These two techniques were also measured to determine their reliability and validity. The following two sections explain each technique of data collection: the lesson-related grammar tests and the questionnaire.

3.5.1. Lesson-related Grammar Tests

The subjects of this research, the control group (CG) who was taught eight grammar rules regarding narrative tenses without the use of gestures, and the experimental group (EG) who was taught the same grammar rules using gestures as the main teaching aid, were both tested on each grammar rule before leaving the classroom to measure the immediate

effect of the independent variable, which is the use of gestures. Lesson-related grammar tests as a technique of data collection used to investigate the first hypothesis serves the study purpose. Students in the second intermediate level, as mentioned earlier, are learning narrative tenses for the first time under the research conditions. Henceforth, their background knowledge about these tenses is nonexistent, and there was no need to pretest them. Moreover, having the lesson-related grammar tests conducted immediately after the explanation of each grammar rule measure directly the effect of using gestures on the students' comprehension of a new grammar rule, and eliminate unrelated factors such as: knowledge dissipation, practicing and third-party assistance. By the end of the term, the two groups completed eight tests as they are shown below:

- Test 1: Past simple tense: regular and irregular verbs, (see appendix A).
- Test 2: Did in Yes/No questions with past tense verbs, (see appendix B).
- Test 3: WH- questions with past tense verbs, (see appendix C).
- Test 4: Past tense of "Be" verb: (Was/Were) affirmative and negative, (see appendix D).
- Test 5: Yes/No questions with "Be" verb in the simple past, (see appendix E).
- Test 6: WH -questions with "Be" verb in the simple past, (see appendix F).
- Test 7: Past continues tense, (see appendix G).
- Test 8: Past perfect tense, (see appendix H).

The length of each grammar test was 6 to 10 questions, so the completion of each test took usually 15 minutes out of the class period (45 minutes) which is in fact the period assigned for practicing the grammar rule. Accordingly, the lesson-related grammar tests had two purposes: testing the research hypothesis, and giving practice to the students. The questions of the tests varied from gap-fill questions (e.g. test 1, question 1), transformation questions (e.g. test 1, question 2), short-answer questions (e.g. test 2), multiple choice questions (test 4, question 1), and tense identifying questions (e.g. test 7). Each grammar test was marked carefully on a zero-to-ten scale. For both groups, post class evaluation and unstructured observation were written by the researcher as a part of the teaching process to document the students' development, contributions, and overall classroom performance.

3.5.2. Test Reliability and Validity

Test reliability is the consistency of a measure, thus the test is said to be reliable if it produces consistent results when it is repeated on the consistent conditions. In order to measure the tests' reliability a Guttman split-half reliability technique was used. In this technique, the given eight tests are divided into two halves, and then the scores of one half of the tests are compared to the scores of the remaining half, (see table 3.2).

Table (3.2): The Reliability Coefficient of the Lesson-related Grammar Tests

Cronbach's Alpha	Part 1	Value	.847
		N of Items	4[a]
	Part 2	Value	.800
		N of Items	4[b]
	Total N of Items		8
Correlation Between Forms			.784
Spearman-Brown	Equal Length		.879
Coefficient	Unequal Length		.879
Guttman Split-Half Coefficient			.871

a. The items are: Test 1, Test 2, Test 3, and Test 4.
b. The items are: Test 5, Test 6, Test 7, and Test 8.

Table (3.2) above shows that the Guttman split-half coefficient = 0.87 which indicates that the eight lesson-related grammar tests given to the students in the control group and the experimental group have a high degree of reliability.

Test validity means the degree to which a test measures what it is designed to measure, that is the eight tests are measuring the students' comprehension of the grammar rules (the dependent variable.) All the tests were designed by a panel of teachers at the 15th intermediate school (four teachers including the researcher), and they were presented to the experts, three associate professors in the department of English language and literature at University of Bahrain, who revised them and approved them. Moreover, test validity was achieved by:

- Extracting the content of the tests from the grammar rule of each lesson. Moreover, the other linguistic features such as: sentence structure and vocabulary of the test material were simplified to make the measured grammatical rule the core of the test.
- Isolating the tests from the effect of other external variables, such as third-party assistance and the use of self-learning aids which can highly affect the validity of the tests' results. That was achieved by conducting the tests directly after explaining each grammar lesson.

3.5.3. Questionnaire

In order to investigate the second hypothesis, a closed-ended questionnaire was designed. A close-ended questionnaire consists of questions that have limited respondents of a list of answers from which the students must choose the answer. The questionnaire measures the students' attitudes towards the researcher's gestures used as the main teaching aid in English grammar classes. The questionnaire was given to the experimental group after finishing the eight grammar lessons regarding narrative tenses using gestures. The reason behind given the questionnaire only to the experimental group was that this group was taught using gestures, so their attitude towards the use of gestures could be examined. On the other hand, the control group was not exposed to any type of gestures during the explanation of grammar rules.

The questionnaire consisted of 22 items: 16 positive and 6 negative. It was claimed by Sime (2008) that EFL learners attributed cognitive functions (deal with intellectual capacity), effective functions (deal with feelings), and organizational functions (deals with classroom organization and instructions) towards teachers' gestures. This study, however, added additional function to the use of gestures by English teacher which is the behavioral functions which deal with actions and reactions, and it excluded the measurement of organizational function because it was out of the scope of the study. Thus, the questionnaire was designed to measure: cognitive, affective, and behavioral attitudes attributed by the experimental group students. The questionnaire is included in Appendix (I). The measuring value of the questionnaire items is distributed as follows:

- Items 1, 2, 4, 6, 7, 8, 9, 11, 12, 18 and 22 measure cognitive attitudes, for example item 4: "Each gesture has a specific meaning."
- Items 3, 5, 10, 13, 14, 15, 16, 20 and 21 measure affective attitudes, for example item 3: "I prefer the teacher to use gestures in explanation."
- Items 17 and 19 measure behavioral attitudes, for example item 17: "Some gestures encouraged me to react with the teacher."

The items were quantified by using the following one-to-five scale:

- Strongly Agree (SA) = 5 points for the positive item, and = 1 for the negative item,
- Agree (A) = 4 points for the positive item, and = 2 for the negative item,
- I don't know (DK) = 3 points,
- Disagree (D) = 2 points for the positive item, and = 4 for the negative item,
- Strongly Disagree (SD) = 1 for the positive item, and = 5 for the negative item.

3.5.4. Questionnaire Reliability and Validity

In order to measure the questionnaire reliability, Equation of Cronbach's Alpha was used which is the measure of internal consistency of the questionnaire, (see table 3.3).

Table (3.3): The Reliability Coefficient of the Questionnaire

Cronbach's Alpha	No. of Items
.735	22

Table (3.3) shows that the reliability coefficient of the questionnaire = 0.735 which indicates that the questionnaire is highly reliable.

To obtain the validity of the questionnaire, it was designed based on the overall observation of the experiment by the researcher, and it was presented to the experts, three associate professors in the department of English language and literature in the University

of Bahrain, who revised it and approved it. The number of items that measured the cognitive attitude were 11 items, and that measured the affective attitudes were 9 items, while behavioral attitude was kept with limited number of items (2 items) because the behavioral function of using gestures was also measured by the researcher unstructured observation. Moreover, the questionnaire was written in Arabic to make it easy to understand because the students were considered beginners in English language; as they still did not have a full command of the language to answer the questionnaire in English. The students were not required to write their names on the questionnaire forms to make them comfortable in giving the answers. At the bottom of the questionnaire form, a two-line space was left to give the students a chance to add any comment.

3.5.5. Classroom Observation

Besides the two data collection techniques used in this research, classroom observation served the purpose of documenting the classroom experiment, observing the effect of using gestures with the experimental group and compare the performance of this group with the control group, and clarifying and discussing the outcomes of the lesson-related grammar tests and the questionnaire. Classroom observation was unstructured observation which is made by an observer who takes notes on the behaviors of the participants involved in the experiment. Accordingly, the researcher herself, and during the experiment, was observing the students in the control group and the experimental groups, and after each grammar class, she took notes about the students' interaction, participation, and how they dealt with the test. The researcher's observation of each grammar lesson is provided in Appendix (for both groups as they were exactly written after each grammar class.

3.6. The Classroom Experiment and Lesson Plan

The researcher taught English for three months during the first term of 2011/2012 for second intermediate students for the research purposes. The researcher had an experience of teaching English language for one term in an intermediate public school in Saudi Arabia.

The teaching experiment was divided into three periods. The first week was dedicated to observe the class's home English teacher explaining grammar rules. This was necessary to be able to teach the control group using the same traditional teaching strategies. The second week was dedicated to prepare the experimental group to the use of gestures in the classroom, that is familiarizing them with gesturing by introducing some gestures in the class. After that, and through ten weeks duration, the experimental group was taught the grammar lessons regarding narrative tenses with gestures, and the control group was taught the same grammar lessons without gestures. The three periods of the teaching experiment are discussed below.

3.6.1. First Week: Observation Period of the Home Teacher

This week was assigned for observing the class's home English language teacher, who has a 10-year experience of teaching English language at the intermediate level. The researcher attended about five English language classes during this week as an observer. The researcher took notes about the method used in teaching English language grammar used by the home teacher. This period was necessary for the researcher to adopt the same strategies used in explaining the English grammar rules to the control group, and attain a level of consistency in the teaching method with both groups, with only one controlled variable which is the use of gestures with the experimental group.

It was observed that the home English language teacher used inductive approach of teaching grammar rules; she presented students with specific examples to show how the grammar rule is used, then reached to a conclusion or generalization of that rule. The teacher also used PowerPoint presentation, pictures, drawings on the board, and sometimes translation to the native language (Arabic) in presenting the examples and in explaining the concept of the grammar rule. The teacher also used some speech-related gestures such as pointing and mimicking, but her use of gestures was not systematic or it was unconscious. These teaching aids were used equally during the experiment by the researcher with the control group and the experimental group except translation to Arabic which was avoided by the researcher with both groups, and gesturing which was avoided with the control

group. The home English language teacher divided the class period into two parts; 30 minutes were assigned for explanation, and 15 minutes for practicing by answering questions or worksheets.

3.6.2. Second Week: Preparation Period for the Experimental Group

During this week, the researcher started to teach English language classes to the students in the experimental group. She focused on familiarizing herself to use particular gestures with particular utterances in the classroom whenever they occur in the way clarified earlier. In this pre-experiment period, the researcher, as English language teacher, introduced different gestures to the experimental group while explaining some English sentences and vocabulary. The aim of exposing the experimental group to some gestures before the experiment was to make the students familiar with those gestures, and help them recognize the relation between the researcher's talk and her body movements.

A focus was put on the use of gestures with subject pronouns, possessive pronouns, as well as mimicking or performing some verbs. Deictic gestures in particular were used with the pronouns. Haviland (2000, p. 18) pointed out that deictic gestures or pointing gestures are usually combining with speech through "pronouns, tenses, demonstratives, and so on." Moreover, McNeill (1992) claimed that deictic gestures can convey an abstract meaning, such as pointing to someone or something that is not presenting in the immediate environment and that is most often used in dialogues which contain narrative of events.

By using a number of deictic gestures, the researcher developed a system in which these gestures accompanied the articulation of subject pronouns (I, you, we, he, she, it), and possessive pronouns (my, your, our, his, her, its). This system suggests the use of one gesture every time the researcher or the English language teacher articulates a pronoun during the grammar rule explanation. These deictic gestures give indications to the referent or referents in the sentences, and help the students differentiate between them. These

gestures are explained below by using pictures of to the researcher herself gesturing every pronoun.

With the first-person singular pronoun "I", the researcher uses her index finger to point to herself to indicate that she (the speaker) is talking about herself, (see figure 3.1), while with the first-person possessive pronoun "My" for singular, she uses a palm of a flat hand to point to herself to indicate that the possession is referring to herself (the speaker), (see figure 3.2).



Figure (3.1): "I" Gesture



Figure (3.2): "My" Gesture

The researcher uses two different deictic gestures with the articulation of "You" for singular and for plural. With the second-person singular pronoun "You", she points with her index finger to the front as if she points to a person exists in the environment to indicate that she is referring to one addressee, (see figure 3.3). While with the second-person plural pronoun "You", she points with her index finger to the front and moves it from right to left as if she points to a group of people exists in the environment to indicate that she is referring to more than one addressee, (see figure 3.4).

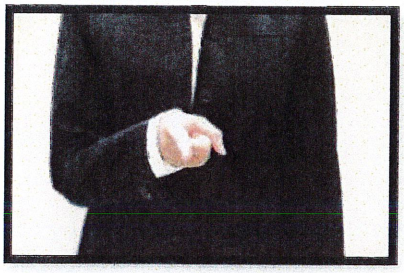


Figure (3.3): "You" singular Gesture

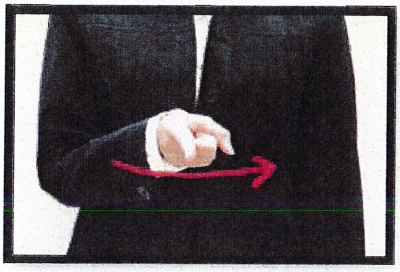


Figure (3.4): "You" plural Gesture

However, with the second-person possessive pronoun "Your", the researcher uses a palm of a flat hand to point to the front to indicate that the possession is referring to someone exists in the environment or to the addressee, (see figure 3.5).



Figure (3.5): "Your" Gesture

With the articulation of the first-person plural pronoun "We", the research uses her both index fingers to point to herself, then draw a horizontal circle as if she includes the people who exist in the environment in that pointing which indicates that she (the speaker) is referring to herself and to the addressees, (see figure 3.6). On the other hand, with the first-person possessive pronoun "Our" for plural, she uses palms of flat hands to point to herself, then draw a horizontal circle as if she includes the addressees in that possession, (see figure 3.7).



Figure (3.6): "We" Gesture

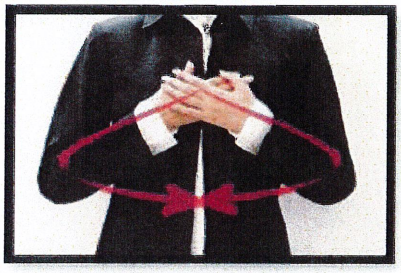


Figure (3.7): "Our" Gesture

With the third-person singular pronouns: "He", "She", and "It", the researcher uses one deictic gesture, pointing with her index finger to the right side, to indicate that she is referring to a person or a thing other than herself (the speaker) and other than the addressee, (see figure 3.8). This gesture is also used with the articulation of proper nouns as subjects

such as "Ahmad", and with the articulation of common nouns as subjects such as "The student" because these nouns have the same indication with the third-personal singular pronouns. With the third-person singular possessive pronouns: "His", "Her", and "Its", the researcher uses a palm of a flat hand to point to the right side which indicates that the possession is referring to someone other than herself (the speaker) and other than the addressee, (see figure 3.9)



Figure (3.8): "He/She/It" Gesture



Figure (3.9): "His/Her/Its" Gesture

Finally, with the third-person plural pronoun "They", the researcher points with her index finger to the front, then moves it to the right side to indicate that she is referring to a group of people other than the addressees, (see figure 3.10). This gesture is also used with plural common nouns such as "The girls" because these nouns have the same indications with the third-person plural pronoun "They". While with the third-person possessive pronoun "Their" for the plural, the researcher uses a palm of a flat hand to point to the front, then moves it to the right side to indicate that the possession is referring to other than the addressees, (see figure 3.11).

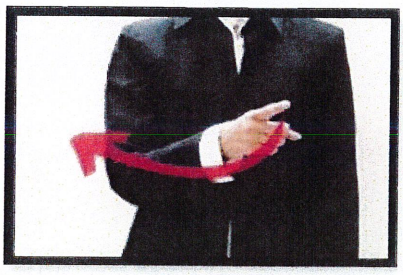


Figure (3.10): "They" Gesture

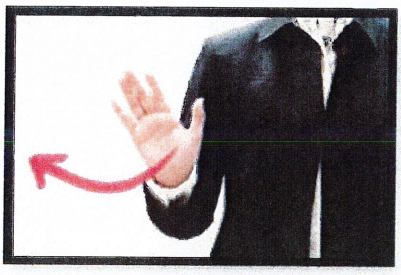


Figure (3.11): "Their" Gesture

These different deictic gestures accompanied the articulation of the subject pronouns and possessive pronouns were used by the researcher in the classroom during the pre-experiment period and were used during the experiment to explain the grammar rules to the experimental group. Table (3.4) summarizes all the deictic gestures used with subject and possessive pronouns and their gesticulation.

Table (3.4): Gestures Used with Subject and Possessive Pronouns

Word/Expression	Gesture type	Gesticulation
"I" Figure (3.1)	Deictic gesture	Index finger points to one self.
"My" Figure (3.2)	Deictic gesture	Palm of a flat hand points to one self.
"You" singular. Figure (3.3)	Deictic gesture	Index finger points to the front or to a person.
"You" plural. Figure (3.4)	Deictic gesture	Index finger points to front, then moves the hand from left to right.
"Your" Figure (3.5)	Deictic gesture	Palm of a flat hand points to the front or to a person.
"We" Figure (3.6)	Deictic gesture	Both index fingers draw a horizontal circle.
"Our" Figure (3.7)	Deictic gesture	Both Palms of flat hands draw a horizontal circle then point to one self.
"He / She / It" Figure (3.8)	Deictic gesture	Index finger points to right side.
"His/ Her/ Its" Figure (3.9)	Deictic gesture	Palm of a flat hand points to the right side.
"They" Figure (3.10)	Deictic gesture	Index finger points to the front, then moves to the right side.
"Their" Figure (3.11)	Deictic gesture	Palm of a flat hand points to the front, then moves to the right side.

3.6.3. Ten-week Experiment

The experiment started by the implementation of gestures in each grammar lesson mentioned previously, in teaching the experimental group by the researcher, while the control group was taught the same lessons in a traditional way observed in the first week. Lesson plans were designed for each grammar rule as follows:

- The lesson content: a conversation or a story.
- Objectives of the grammar lesson.
- Procedures and expected learning outcomes.
- Teaching aid (gestures in the case of teaching the experimental group).
- Lesson-related grammar test.
- Classroom observations (for the experimental group and control group).
- Evaluation of the test.

This lesson plan structure was in the same way for both the control group and the experimental group. The only difference in teaching the two groups is that the main teaching aid for the experimental group was the systematic use of gestures in explaining the concept of each narrative tense, and in giving example sentence, while traditional teaching aids (e.g. using pictures, drawings, and writing on the board) were used with the control group. Moreover, and during the grammar classes, some gestures were used in providing a direct feedback to the students in the experimental group. The class notes were written by the researcher after the end of each class to document her observations about the classroom discussion and the students' interactions and participation in both groups. Also, the researcher made an evaluation about the lesson-related grammar test after correcting the tests' papers of the students in both groups. This evaluation was used in the discussion of the results in chapter four. The system of using gestures in each grammar lesson, and gestures used in providing feedback are explained below by using pictures of the researcher herself gesturing. Finally, the classroom observation about each grammar lesson for both groups is provided. More details about the content of each grammar lesson are included in Appendix (J),

3.6.3.1. Past Simple Tense: Regular and Irregular Verbs

In order to explain the past simple tense by using gestures, the researcher needs to illustrate the concept of past time by comparing it with present time. The researcher first introduces some sentences in the present simple tense each of which can be gestured before it is written on the board, (R=researcher, S= student):

R: What do you do every day? Every morning? Every night? Every week?

S: - I watch T.V every day.
- I walk to school every day.
- I study English every day.
- I do my homework every night.

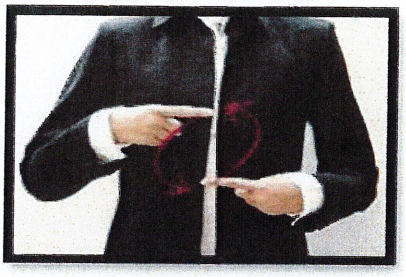


Figure (3.12): "Every" Gesture

The researcher can use deictic gestures with pronouns explained earlier, (see table 3.4). Then, she gestures over "every day", (see figure 3.12), and performs the verb to make a complete gesture unit with the articulation of the sentences that students may give as an answer to the question. Table (3.5) summarizes the gestures the researcher uses in explaining the concept of the present simple tense and the performance of some verbs.

Table (3.5): Gestures Used in Explaining the Present Simple Tense

Word/Expression	Gesture type	Gesticulation
Every day/ every morning/ every night. Figure (3.12)	Metaphoric gesture	Both Index fingers move in circles around each others.
Watch	Iconic gesture	Index finger and middle finger point to eyes.
Walk	Iconic gesture	Perform walking.
Study	Iconic gesture	Hands form a book shape.
Do homework	Iconic gesture	Perform writing.

As summarized in Table (3.5), the concept of the past simple tense can be introduced to the students by using metaphoric and deictic gestures. The researcher asks the students about their activities in the past; then she gives some answers using the past simple tense:

R: What did you do yesterday? Last morning? Last night? Last week?

- I watched T.V. yesterday.
- I walked to school yesterday.
- I studied English yesterday.
- I did my homework last night.

The researcher stands in the middle of the gestural space and draws an imaginary line that represents English tenses time line by spreading her arms horizontally in the both sides. Then, she locates the present time in the middle by pointing with her index finger to the place where she stands, saying: "you are here, now, today, right a moment", (see figure 3.13). She locates the past time in her right side after moving her body slightly to the left side and waving with the right hand behind her shoulder while saying: "you are talking about something happened in the past, yesterday, last night, a week ago", (see figure 3.14).



Figure (3.13): "Present" Gesture



Figure (3.14): "Past" Gesture

After that, with the sentences in the past simple tense, the researcher uses one gesture for all verbs in the past simple, and stresses on the suffix (–ed) in each regular verb as well as the past form of irregular verbs. The researcher should not perform any verb in the past simple, she should only use the deictic gesture that represents the past time (waving hand

behind the shoulder) in order to indicate that the action is already completed in the past time. Table (3.6) summarizes the gestures used in explaining the past simple tense.

Table (3.6): Gestures Used in Explaining the Past Simple Tense

Word/Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Drawing a line by spreading both arms.
Present, now, today, right a moment. Figure (3.13)	Deictic gesture	Index finger points to the location. In the middle of the time line where the teacher stands.
Past, yesterday, last morning, last week. Figure (3.14)	Deictic gesture	The hand waves behind the shoulder after moving the body slightly to the left.
Watched/ walked/ studied/ did	Deictic gesture	Hand waves behind the shoulder.

Gesturing a complete sentence by the researcher can be shown in the examples below. The use of dots [...] in the gesticulation indicates a short period of time that the researcher takes between two gestures, which also shows that there are some parts of the sentences articulated without any gesture. The words in each sentence that are gestured over are underlined.

Example 1:

- Articulation of the statement: I watch T.V. every day.
  Gesticulation of the statement: Index finger points to one self. Index finger and middle finger point to eyes... Both index fingers move in circles.

Example 2:

- Articulation of the statement: I watched T.V. yesterday.
  Gesticulation of the statement: Index finger points to one self. Right hand waves behind the shoulder... Right hand waves behind the shoulder.

The negative form of the past simple can be explained by making a comparison between affirmative and negative sentences. First, the researcher uses a gesture that indicates the meaning of "negative" by forming X shape with her both arms and say: "we want to negate the sentence", (see figure 3.15).



Figure (3.15): "Negative" Gesture

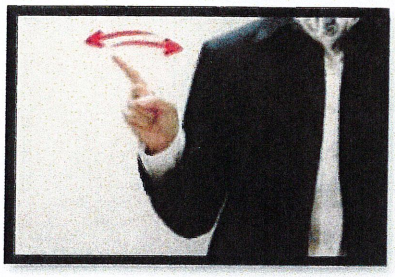


Figure (3.16): "Not" Gesture

Then, the researcher gestures each sentence in the negative form before writing it on the board. In each negative sentence the researcher gestures over "did not" and make no gesture over the verbs. Table (3.7) summarizes the gestures used in explaining the negative of past simple tense.

Table (3.7): Gestures Used in Explaining Negative of Past Simple Tense

Word/Expression	Gesture type	Gesticulation
Negative. Figure (3.15)	Iconic gesture	Arms form X shape.
Did not/ didn't. Figure (3.14) and (3.16)	Deictic gesture	Right hand waves behind the shoulder
	Deictic gesture	Index finger wiggles from side to side

Example 3:

- Articulation of the negative statement: She did not walk to school yesterday.

Gesticulation of the negative statement: Index finger points to right side. Right hand waves behind the shoulder. Index finger wiggles from side to side... Right hand waves behind the shoulder.

3.6.3.2. "Did" in Yes/No Questions with Past Tense Verbs

The main point of asking Yes/No questions with the past simple tense is using "did" as a helping verb in the question, and using "did" as a main verb in the negative or positive answer. Accordingly, there is a basic gestural behavior that the researcher can use with all Yes/No questions and answers in the past simple tense. The researcher starts the question by waving her right hand behind the shoulder over "did" in the question, (see figure 3.14). Then she uses a nodding head to indicate the positive answer "yes", and moving her head from side to side to indicate the negative answer "no". The researcher can use the gestures that express the negative answer "didn't", by waving her hand behind the shoulder, then wiggling the index finger from side to side. Table (3.8) summarizes the gestures used in explaining the grammar rule about "did" in Yes/No question with past tense verbs.

Table (3.8): Gestures Used in Explaining "Did" in Yes/No Questions with Past Tense Verbs

Word/Expression	Type of gesture	Gesticulation
Did	Deictic gesture	Right hand waves behind the shoulder
Yes	Iconic gesture	Nodding head.
No	Iconic gesture	The head moves from side to side.
Did not/ didn't	Deictic gesture	Right hand waves behind the shoulder.
	Iconic gesture	Index finger wiggles from side to side.

The researcher needs to notice that the gesture used with verbs in the past simple tense (i.e. the hand waves behind the shoulder) should be used over "did" in Yes/No questions, while keeping the main verbs in the questions without a gesture. In other words, the gesture that indicates the past time accompanies the past time marker in the tense.

Example: 4

- Articulation of the question: Did they have a party last night?
  Gesticulation of the question: Right hand waves behind the shoulder. Index finger points to the front, then moves to the right side... Right hand waves behind the shoulder.

- Articulation of the positive answer: Yes, they did.
  Gesticulation of the positive answer: Nodding head. Index finger points to the front, then moves to the right side. Right hand waves behind the shoulder.

- Articulation of the negative answer: No, they didn't
  Gesticulation of the negative answer: The head moves from side to side. Index finger points to the front, then moves to the right side. Right hand waves behind the shoulder. Index finger wiggles from side to side.

3.6.3.3. WH-questions with Past Tense Verbs

Gestures that were mentioned in the previous lessons can be used in explaining WH-questions with the past tense verbs. There is one extra gesture that can be used to indicate all WH-words. The researcher starts the questions with WH-words and uses the gesture of the question that is raising the right hand with extended index finger and thump, and holding the other three fingers, (see figure 3.17). Then the researcher completes gesturing the rest of the question by waving the right hand behind the shoulder over "did", and using an appropriate deictic gesture over the subject pronoun.



Figure (3.17): "WH-words" Gesture

This gestural behavior can accompany the verbal expression of all WH-questions in the past simple tense. Moreover, the researcher can use some gestures that indicate the meaning of some WH-word (when, where, and who), and use the same gestures mentioned previously to gesture the answers. Table (3.9) summarizes the gestures used in explaining grammar rule about asking WH-question with past tense verbs.

Table (3.9): Gestures Used in Explaining Asking WH-questions

Word/Expression	Gesture type	Gesticulation
WH words. Figure (3.17)	Iconic gesture	The right hand rises with extended index finger and thump, and the other three fingers are held.
When	Deictic gesture	Right index finger points to the left risk or to the watch.
Where	Deictic gesture	Hand points to the place.
Who	Deictic gesture	Hand points to people.

Example 5:

- Articulation of the question: What did she do yesterday?
  Gesticulation of the question: The right hand rises with extended index finger and thump, and the other three fingers are held. Right hand waves behind the shoulder. Index finger points to the right side... Right hand waves behind the shoulder.

- Articulation of the answer: She studied with her friend.

Gesticulation of the answer: Index finger points to the right side. Right hand waves behind the shoulder... Palm of flat hand points to the right side.

3.6.3.4. Past Tense of "Be" Verb: (Was/Were) Affirmative and Negative

To explain the past of "Be" verbs, the researcher needs to remind the students of the time line of English tenses. She can repeat the metaphoric gesture of drawing an imaginary time line used in the first lesson, and locate the present time where she stands and points to past time by waving hand behind her shoulder. From the beginning of the lesson, the researcher tries to use the gesture of waving hand behind her shoulder over "was" and "were" in the discussion, in asking, and in answering the questions about the conversation.

The researcher starts by gesturing some sentences with "Be" verb in the present tense. With each sentence in the present, the researcher uses the gesture of pointing with her index finger to the location with "Be" verbs (am, is, are) to indicate the present time before she writes the sentences on the board, (see figure 3.13). While she changes the sentences with "Be" verb from the present tense into the past tense, she uses the gesture of waving hand behind her shoulder over "was" and "were", (see figure 3.14). To negate the sentences, the researcher can introduce the negation by using the iconic gesture, arms form X shape, with the word "negative", (see figure 3.15). Then, she changes affirmative sentence to negative and uses the gesture over "not", wiggling her index finger from side to side, (see figure 3.16). Table (3.10) summarizes the gestures used in explaining the grammar rule of past tense of "Be" verbs.

Table (3.10): Gestures Used in Explaining Past Tense of "Be" Verbs: (Was/ Were) Affirmative and Negative

Word/Expression	Gesture type	Gesticulation
Present of "Be": is, are, am. Figure (3.13)	Deictic gesture	Index finger points to the location where the teacher stands.
Past of "Be": was, were. Figure (3.14)	Deictic gesture	Right hand waves behind the shoulder.
Negative. Figure (3.15)	Iconic gesture	Arms form X shape.
Wasn't, weren't. Figure (3.14) and (3.16)	Deictic gesture	Right hand waves behind the shoulder.
	Iconic gesture	Index finger wiggles from side to side.

The researcher uses a complete gesture unit to indicate the difference between the present tense, the past tense, and the negative of the past with "Be" verbs.

Example 6:

- Articulation of the statement: You are at school today.
  Gesticulation of the statement: Index finger points to the front or to a person. Index finger points to the location where the teacher stands... Index finger points to the location where the teacher stands.

- Articulation of the statement: You were at school yesterday.
  Gesticulation of the statement: Index finger points to the front or to a person. Right hand waves behind the shoulder.... Right hand waves behind the shoulder.

- Articulation of the negative statement: You weren't at school yesterday.
  Gesticulation of the negative statement: Index finger points to the front or to a person. Right hand waves behind the shoulder. Index finger wiggles from side to side... Right hand waves behind the shoulder.

3.6.3.5. Yes/No Questions with "Be" Verb in Simple Past

In explaining this rule, the researcher uses the same gestures that were mentioned earlier in explaining the past tense of "Be" verb, asking Yes/No questions in the past simple with action verbs, and forming short answers. The example below clarifies the use of gestures in asking Yes/No questions with "Be" verbs and gesturing the positive as well as the negative answers.

Example 7:

- Articulation of the question: Was Ahmed a teacher?
  Gesticulation of the question: Right hand waves behind the shoulder. Index finger points to the right side.

- Articulation of the positive answer: Yes, he was.
  Gesticulation of the positive answer: Nodding head. Index finger points to the right side. Right hand waves behind the shoulder.

- Articulation of the negative answer: No, he wasn't.
  Gesticulation of the negative answer: The head moves from side to side. Index finger points to the right side. Right hand waves behind the shoulder. Index finger wiggles from side to side.

3.6.3.6. WH-questions with "Be" Verb in Simple Past

This rule is almost a revision of past simple and asking WH-questions. The researcher can use gestures that were used in previous lessons to explain the rule and the sentences. She starts by gesturing each sentence before it is written on the board. The researcher starts gesturing each question by using a gesture over the WH-words, raising her right hand with extended index finger and thump, and holding the other three fingers, (see figure 3.17). Then, she uses the gesture of waving hand behind her shoulder over "was" and "were", (see

figure 3.14). A sample of gestural behavior that the researcher uses in this lesson is explained by the example below:

Example 8:

- Articulation of the question: When was she born?
  Gesticulation the question: The right hand rises with extended index finger and thump, and the other three fingers are held. Right hand waves behind the shoulder. Index finger points to the right side.

3.6.3.7. Past Continuous Tense

The concept of past continuous time in English can be explained by using a metaphoric gesture. The researcher stands in the middle of the gestural space, pointing to the location where she stands to indicate the present time, (see figure 3.13). Then, she moves her body slightly to the left side, and points to the back by waving her hand behind the shoulder to indicate past time, as it was mentioned in the first lesson, (see figure 3.14). After that, the researcher uses her both hands to make a line in the right side (past area) to indicate the progress of an action in the past. She also can move one hand in circles within the imaginary line to indicate the progression of the action. The sentence may contain two verbs or actions, the first in the past continuous tense, and the second in the past simple tense happened during the first action in the past. If the second action occurred (past simple) in the sentence, the researcher can indicate this by cutting off the past area of the imaginary time line with her hand pointing to the second short action that happened meanwhile. Table (3.11) summarizes the gestures used in explaining the grammar rule about the past continuous tense.

Table (3.11): Gestures Used in Explaining the Past Continuous Tense

Word/Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Drawing a line.
Past	Deictic gesture	Right hand waves behind the shoulder.
Present	Deictic gesture	Index finger pointing to the location where the teacher stands.
Past continues	Metaphoric gesture	Both hands make a line in the right side. One hand moves in circles.

Sentences in the past continuous tense can be explained by using the two gestural behaviors below:

1. Metaphoric gesture:

The researcher says the whole sentence and uses her both hands to form a phase in the right side to indicate the past time of the action, then one hand moves in circles to indicate the progression of the action in the past (the action in the past continuous tense). After that, she uses the index finger of one hand to interrupt the phase which indicates the second action (the action in the past simple tense).

2. Gesturing each part of the sentence:

The researcher uses the gesture of waving hand behind shoulder over "was" and "were" in the sentence, and then she performs the action in progression. She can also gesture over the verb in the past simple tense by only waving her hand behind her should. The researcher can make a complete gestural behavior similar to the gestural behavior in the example below:

Example 9:

- Articulation of the statement: He was drinking a cup of coffee when a sailor came in.

Gesticulation of the statement: Index finger points to the right side. Right hand waves behind the shoulder. Performing drinking... Right hand waves behind the shoulder.

The researcher can use both ways with all sentences. The first way is used to illustrate the tense of the sentence in general and to indicate its time, while the second way is used to explain the structure or the form of the sentence.

3.6.3.8. Past Perfect Tense

The researcher can introduce the past perfect tense by using a metaphoric gesture that represents the concept "past of the past". She stands in the middle of the gestural space, draws an imaginary time line in the same way she did in previous lessons, locates the present in the middle, the past in the right by waving hand behind shoulder, and says: "we can talk about the past of the past", and she makes a double waving of her hand behind the shoulder and steps to the back. Then, she explains the concept of the past perfect that it is an action which happened in the past before another action happened in the past. Table (3.12) summarizes the gesture used in explaining the grammar rule about past perfect tense.

Table (3.12): Gestures Used in Explaining the Past Perfect Tense

Word/Expression	Gesture type	Gesticulation
Past perfect	Metaphoric gesture	Step to the back with double waving of the hand behind the shoulder.

The researcher can gesture each sentence by waving the hand behind her shoulder for the verb in the past simple tense, then making a double waving and stepping back for the verb in the past perfect tense. She gestures each sentence before she writes the sentences on

the board. The example sentence below explains the complete gestural behavior that the researcher can use with all sentences:

Example 10:

- Articulation of the statement: Mary lost her mobile. The dog had eaten it.
  Gesticulation of the statement: Index finger points to the right side. Right hand waves behind the shoulder. Palm of a flat hand points to the right side... Index finger points to right side. Step to the back with double waving of the hand behind the shoulder.

3.6.4. Gestures in Providing Classroom Feedback

Classroom communication depends on verbal and nonverbal exchange of messages between the teacher and the students. Emblems, which are the gestures that can replace the speech because they have direct verbal meanings mostly determined by the culture, can be used by EFL teacher in the grammar classes as a part of classroom communication. According to Schachter (1981), negative verbal feedback, for instance modeling the grammatical correct sentence, used by the teachers in EFL classroom may confuse the students more than helping them. Based on this fact, he advocated the use of a nonverbal negative feedback by developing "The Hand Signal System" (1981) which consists of gestures a language teacher can use to provide an indication to the type of a grammatical error a student may make, and to give that student a chance to recognize his/her error and correct it. In this study, however, some gestures - emblems in particular, which are common, widespread, and have at least a cultural agreed-upon meaning - were used by the researcher during the grammar lessons to provide positive and negative feedback, and to encourage the students to give answers or to correct the wrong ones. These gestures facilitated the classroom interaction, but their use may be considered unconscious more than prepared or planed as other types of gestures used in explaining grammar rules. It should be noted that the gestures listed here to provide feedback are not the only gestures used in the classroom for this purpose, but they are the most frequent ones. This section

explains these gestures and presents an indication to their meanings to consider their importance as a part of overall teaching process of the grammar rules.

1. The Ring or O.K. Sign

This gesture is formed by raising the hand with the thump and the forefinger connecting to form a circle, and keeping other fingers straight, (see figure 3.18). When the ring gesture or O.K. gesture as it is dominated meaning is formed "it can signify that something is correct; or exactly right; or that is highly appropriate or acceptable; or that it is very good or perfect" (Morris, Collett, Marsh, & O'Shaughnessy, 1979, p. 100).



Figure (3.18): "Ok." Sign

This gesture was used by the researcher in grammar classes when a student gives a correct or perfect answer during the discussion. The gesture sometimes replaced the expression "that's right" or "exactly" as a positive feedback, and sometimes accompanied these positive expressions.

2. Shake One Hand from Side to Side with Lip Compression

Raising one hand in the front of the body and shaking it rapidly from side to side while pressing the lips together into a thin line are gestures that are used together to express uncertainty towards the speaker's talk, (see figure 3.19). One hand shake in particular, is used to give unsure opinion towards something or mostly disagreements regard something. It indicates the meaning of "perhaps" or "I don't totally agree." Lip compression may indicate "unvoiced opposition or disagreement" (Givens, 2002).



Figure (3.19): "Shake hand from side to side" Gesture

In the grammar classes, the researcher used these gestures as a response to a student who gives mostly incorrect answer. Sometimes the students chorally give answers to questions, and these gestures express that they gave wrong answer, or they need to reconsider that answer. For instance, the researcher asked a student to give a short answer to this question:

"Were you at home yesterday?"

And the students gave a grammatical wrong answer to the question:

"Yes, I did"

The researcher responded then: "Yes …", and formed the gesture of shake one hand with lip compression to indicate that the form of the answer is not quite right trying to give the student another opportunity to answer.

3. Head Nod and Head Shake

Head nod is a vertical up-and-down movement of the head, and head shake is a horizontal rotating of the head from side to side. These two gestures were used by the researcher in explaining the grammar rules, the head nod over "yes" to indicate positive short answers to Yes/No questions, and head shake over "no" to indicate negative short answers. However, these gestures can be used repeatedly alone while listening to the speaker, the head nod to show agreement or comprehension, and the head shake to show disagreement or misunderstanding of a speaker's words. Head nod and head shake are universal signs that stand alone to indicate agreement and disagreement, approval and

disapproval, believe and disbelieve (Givens, 2002). The researcher in the grammar classes, and while listening to the students talk or answer using grammatical correct sentences, used a nodding head when the students gave grammatical correct sentences to show agreement, acceptance, understanding, and to encourage the student to complete the speech. On the other hand, the researcher used a head shake when the students made grammatical mistake or gave wrong answers to indicate that the answer is unaccepted and to help them recognize their mistakes in order to correct them.

4. The Hand Purse

In the hand purse gesture, all fingers of one hand are brought together in a point facing upwards, and the hand may be kept still or moved slightly, (see figure 3.20).

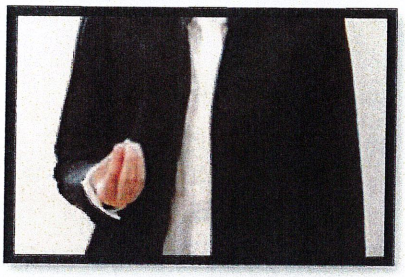


Figure (3.20): "Hand purse" Gesture

As McNeill (1992) explained, this gesture is an example of how emblems meanings vary from place to place. Because it is culturally dependent, the meaning of this gesture can be "query", "good", "fear", "emphasis", or "slowly" in different regions around the world. In Saudi Arabia, this gesture is a sign of "take it slowly", "wait", and "be patient" as it was investigated by Morris, Collett, Marsh, & O'Shaughnessy (1979) about the meaning of the pursed hand in the Arab location. In the classroom setting, the hand purse was used by the researcher when she wanted students to slow down before they give answers. It was used as an indication of asking the students to rethink the researcher's speech or question in order to give a correct response.

The researcher as an English language teacher used a complex compensation of gestures to provide an immediate feedback to the learners who usually expected to get an

evaluation to their contributions during the class discussion. The researcher, for instance, used a pointing index finger with a nodding head, and kept a direct eye contact while a student was talking or answering which gave that student a positive feeling regarding what she was trying to say. On the contrary, when the researcher used a head shake with wigged index finger while a student was talking, the students revealed the message that her answer was unaccepted which gave her a chance for immediate self-correction.

In conclusion, the system of using gestures in explaining the eight grammar rules regarding narrative tenses, and the gesturers used to provide a direct feedback to the students in the experimental group was a suggested system developed by the researcher based on the theoretical framework and literature review of this study. It should be noted that there is no right or wrong implementation of gestures in EFL classroom; each EFL teacher can develop his/her own gestural system. However, there are some considerations, as explained previously, that the EFL teacher needs to take into account regarding the use of these gestures in the classroom in order to make this use effective.

3.7. Summary

The research methodology chapter covered the two research hypotheses. The first hypothesis was: The implementation of gestures significantly increases the level of achievement in English grammar learning in second intermediate female Saudi EFL classrooms. The second hypothesis was: The second intermediate female Saudi EFL learners attribute positive (i.e. cognitive, affective, and behavioral) attitudes towards the gestures implemented by the instructor in English grammar classrooms. A detail description of the research subjects, Saudi female students in the second intermediate level, was provided. The chapter also provided brief information and guidelines for using gestures as a teaching aid and for narrative tenses as a teaching material in this study and the division of the narrative tenses into eight grammar rules. The gesture system was used in teaching the experimental group, while the control group was taught the same grammar rules without these gestures. The chapter explained how the two hypotheses were tested by using two data collection techniques: the lesson-related grammar tests and the questionnaire. The

classroom experiment and the lesson plans for the eight grammar rules regarding narrative tenses were coved including the explanation of the system of using different types of gestures in the grammar explanation. After each grammar lesson, both groups had a lesson-related grammar test in order to measure the immediate effect of using gestures on the learners' understanding and comprehension of the grammar rules which investigates the first hypothesis. At the end of the experiment, a questionnaire was addressed to the experimental group to measure their attitudes towards the use of gestures by the researcher in the grammar classes which investigates the second hypothesis. The chapter shed light on the gestures which were used to provide positive and negative feedback in the grammar classes. The classroom observation made by the researcher on the students' behavior in each grammar class for both groups is provided at the end of this chapter in order to document the classroom experiment.

CHAPTER FOUR

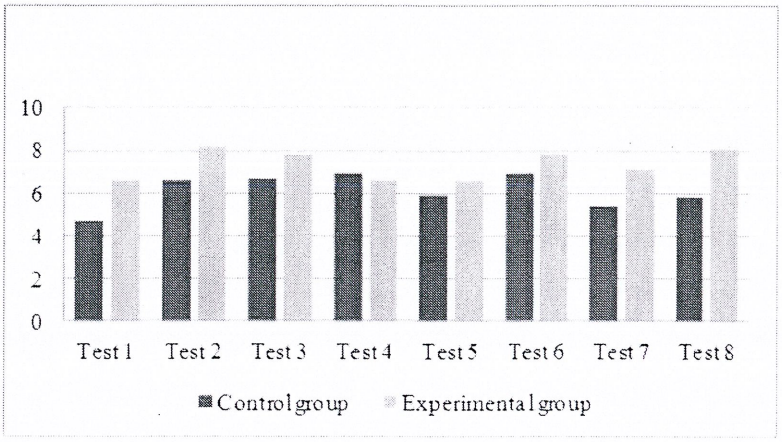
Data Analysis and Results

4.1. Introduction

In this quantitative study, two techniques of data collection were used to test the research hypotheses. The first hypothesis was tested by using the lesson-related grammar tests, and the second hypothesis was tested by using the questionnaire. This chapter consists of two sections. The first section presents the statistical results of the eight lesson-related grammar tests and discusses these results by comparing the performance of the two groups, the experimental group and the control group. The second section presents the statistical results of the questionnaire given to the experimental group, and discusses the students' answers and overall attitudes towards the use of gestures in the grammar classes.

4.2. Results and Discussion of the Tests

The lesson-related grammar tests were achievement tests designed to measure the learners' knowledge gained in the grammar classes. The target of using these tests was to measure the immediate effect of using gestures by the researcher on the students' performance in eight grammar classes regarding narrative tenses. After marking the eight tests, the tests' marks were analyzed using SPSS, and independent-samples t-Test was conducted to compare between the experimental group and the control group (see appendix M). The independent-samples t-Test aimed to find if there was a significant difference between the two groups by comparing the mean (M) and the standard deviation (SD) in each test. The significance criterion used for all statistical tests is: $p < .05$. It should be noted that the number of the students is changing in every test. The missing students from both groups in each test are due to the students' absence while the tests were giving to both groups during English classes.



Graph (4.1): The Mean Scores of the Eight Lesson-related Grammar Tests for the Control Group and the Experimental Group

Graph (4.1) presents the mean scores of the eight lesson-related grammar tests for the experimental group and the control group. It gives a general comparison of the students' performance in the eight grammar classes for both groups. The graph shows that the experimental group scored higher than the control group in the all tests except in test four in which the two groups had almost equal mean scores. A detail discussion and the results' analysis of each test for both groups presented below.

4.2.1. Test One

Test one was about "Past Simple Tense: Regular and Irregular Verbs", (see appendix A). This test consisted of three questions. The first question was about completing a story by writing the correct form of some regular and irregular verbs in the parentheses. In the second question, the students were asked to change two present simple sentences to the past simple tense. In the third question, the students were asked to negate two past simple sentences by using "did not." There were 64 students had taken the test, 32 students in the control group and 32 students in the experimental group. Table (4.1) below displays the independent samples t-Test results of the students' results on test one for both groups: the control and the experimental.

Table (4.1): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test One "Past Simple Tense: Regular and Irregular Verbs"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	32	4.746094	2.7305921	2.702	62	.009
Experimental Group	32	6.591797	2.7339609			

The Table (4.1) indicates that there was a significant difference between students' results in both groups on this test. It reveals that the scores were significantly higher for the students in the experimental group ($M = 6.59$, $SD = 2.73$) on test one than for the students in the control group ($M = 4.75$, $SD = 2.73$), $t(62) = 2.7$, $p < .05$. The results shows that the use of gestures in introducing past simple tense for the experimental group helped them comprehend the past time concept more than the students in the control group.

Table (4.2): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Three Questions of Test One

Test one	Control group	Experimental group
Q 1: Complete the story. Use the verb in the parentheses	15.6%	25%
Q 2: Make the two sentences in the past simple	18.75%	43.75%
Q 3: Change the two sentences into negative	18.75%	34.37%

Table (4.2) above shows the percentages of correct and complete answers of the students in both groups on the three questions of tests one. The first question in test one aimed to find out if the students were able to differentiate between the present simple tense and the past simple tense, and if they were able to write the correct form of some regular

and irregular verbs in the past. The results indicate that 25% of the students in the experimental group, and regardless of spelling mistakes, were able to recognize the time difference by using the infinitive verb in the parentheses (go) in the present simple in the first sentence of the story: "My friend and I go out every week", and using other verbs in the story in the past simple, for example: "Yesterday, he called me to have dinner together." On the other hand, only 15.6% of the students in the control group were able to recognize the time difference. Most of the students in the control group who answered this question used "went" instead of "go" in the first sentence of the story.

The second question in test one aimed to find out if the students were able to correctly change the present simple sentences to the past simple. As reveled in Table (4.2), 43.75% of the students in the experimental group were able to correctly change the two present simple sentences to the past simple, while only 18.75% of the students in the control group could manage to do that. The third and last question in test one aimed to find out if the students were able to use "did not" to negate sentences in the past simple tense. The results show that 34.75% of the students in the experimental group gave correct answers, while only 18.75% of the students in the control group could give correct answers. The percentages of correct and complete answers of the three questions of test one for both groups demonstrate that the experimental group achieved better scores than the control group did in recognizing the time difference between the present simple tense and the past simple tense, in making sentences in the past simple tense, and in negating sentences in the past simple tense.

In EFL grammar class, the language is usually seen from structural perspective, and the focus is mostly laid on the language forms. However, the students' results of test one suggest that the use of dynamic body movements and gestures by the language teacher in this situation makes the access into the language structure easier by "linking meaning to physical actions," as Haddon (2011, p. 59) described it. Test one overall results, and the difference in the percentages of the correct and complete answers in both groups are a proof that gestures were a type of input that worked with the verbal expressions in teaching the past simple tense to the experimental group which helped in the students' improvement and in their overall grammar rule understanding.

4.2.2. Test Two

Test two was about "Did in Yes/No Questions with Past Tense Verbs", (see appendix B). This test consisted of one question in which the students were asked to form Yes/No questions from four sentences (two affirmative sentences and two negative sentences) in the past simple tense, and to give short answers accordingly. There were 66 students had taken the test, 35 students in the control group and 31 students in the experimental group. Table (4.3) below displays the independent samples t-Test results of the students' results on test two for both groups: the control and the experimental.

Table (4.3): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Two "Did in Yes/No questions with past tense verbs"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Control Group	35	6.58929	2.948481	2.427	64	.018
Experimental Group	31	8.18548	2.306890			

Table (4.3) above indicates that there was a significant difference between students' results in both groups on this test. Just like test one, the table reveals that the scores were significantly higher for the students in the experimental group ($M = 8.19$, $SD = 2.31$) on test two than for the students in the control group ($M = 6.59$, $SD = 2.95$), $t(64) = 2.4$, $p < .05$. The results show the role that gestures played in helping the experimental group be able to form Yes/No questions and to give short answers from past simple sentences.

The answers of the two groups in this test show the difference in their understanding level of the past simple concept in general, and of asking Yes/No questions out of past simple sentences in particular. As mentioned earlier, the four past simple sentences in the test were divided into two affirmative sentences and two negative sentences. Table (4.4) shows the percentages of complete and correct answers of the students in both groups on forming questions and giving short answers for both types of the sentences.

Table (4.4): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on Test Two about Forming Questions and Giving Short Answers from Past Simple Sentences

Test 2		Control group	Experimental group
Two affirmative past simple sentences	Forming Yes/No questions	17.14 %	39.39 %
	Giving Short answers	65.71%	72.72%
Two negative past simple sentences	Forming Yes/No questions	45.71%	57.57%
	Giving short answers	31.42%	57.57%

The percentages in Table (4.4) shows that in the two types of past simple sentences given in the test (affirmative and negative), the students in the experimental group were better in forming correct Yes/No questions than the students in the control group, 39.39% vs. 17.14% for the affirmative past simple sentences, and 57.57% vs. 45.71% for the negative past simple sentences. Additionally, the percentages show that the students in the experimental group were better in giving short answers for both sentences types than the students in the control group, 72.72% vs. 65.71% for the affirmative past simple sentences, and 57.57% vs. 31.42% for the negative past simple sentences.

It was noticeable that the students in the experimental group, and during class discussion, were able to correct their grammatical mistakes once the researcher gave a negative feedback more than the students in the control group who had problems in forming correct grammatical sentences in past simple tense even in the second week of explaining the rule. Moreover, the experimental group students' grammatical development was easily to be observed during the classroom interaction and even before finding out about the test rests. The result of test two came to confirm the research first hypothesis, that using gestures in grammar classes enhances the students' grammatical proficiency.

4.2.3. Test Three

Test three was about "WH-questions with Past Tense Verbs", (see appendix C). This test consisted of two questions. In the first question, the students were asked to form five WH-questions from a provided subject, verb, and WH-word. In the second question, the students were asked to make WH-questions from three sentences in past simple tense. There were 53 students had taken the test, 29 students in the control group and 24 students in the experimental group. Table (4.5) below displays the independent samples t-Test results of the students' results on test three for both groups: the control and the experimental.

Table (4.5): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Three "WH- questions with past tense verbs"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	29	6.72414	2.245128	1.266	51	.211
Experimental Group	24	7.68229	3.247486			

The results in Table (4.5) indicate that there was no significant difference between the students' results in both groups. It reveals that the scores were not significantly higher for the students in the experimental group (M = 7.68, SD = 3.25) on test three than for the students in the control group (M= 6.72, SD= 2.25), t(51) = 1.5, p > .05. The not significant difference between both groups can be explained by the fact that this rule, WH-questions with past tense verbs, has little new grammatical basics that the students need to learn for the first time. Other than the meaning of WH-words (what, where, when, who, how, and why), the students have learned in the previous lessons the concept of past time, how to form sentences in past simple tense, and how to use "did" in asking questions. This rule can be considered a review and a buildup of what the students had learned. Since the students in both groups have practiced more on using the past simple tense, their results in this test were convergent.

However, the use of gestures made a slight difference in the students' tests results, when the mean scores of both groups are compared, and it made a great difference in the students' classroom performance. We need to analyze the students' answers on the two questions of test three in order to explain the role of gestures in making differences between both groups. Table (4.6) shows the percentages of complete and correct answers of the students in both groups on the two questions of test three.

Table (4.6): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Two Questions of Test Three

Test 3	Control group	Experimental group
Q 1: Use the words to make WH-questions in the past simple	50%	53.84%
Q 2: Make WH questions for the sentences	7.14%	53.84%

As reveals in Table (4.6), the percentages of correct and complete answers of the first question in which the students were asked to use words to make WH-questions shows that the experimental group scored higher than the control group (53.84% for the experimental group vs. 50% for the control group). It was assumed that the type of the first question was easy to answer after spending three weeks practicing past simple tense, starting from the first rule in the experiment, which made no significance difference between the two groups. However, the percentages of correct answers of the second question indicate that the students in the experimental group with 53.84% were much better in forming complete and correct WH-questions from sentences than the students in the control group with only 7.14%, which gave the use of gestures an added value.

The role of using gestures to explain this grammar rule to the experimental group was observed by the researcher during the class explanation. The experimental group students were found to act/react in the following manner:

1. Listening to the researcher forming questions.

2. Watching the researcher gesturing questions.

3. Producing or repeating questions before writing them on the board.

The audio stage and the visual stage (i.e. gesticulation) helped the students in the experimental group produce, practice and get involved in the explanation process. On the other hand, the students in the control group, and because of the omission of the gesturing part, were only listening to the researcher forming questions, and then they were trying to read the questions after writing them on the board. It was observed that the use of gestures positively affected students' involvement in classroom discussions. These reasons may lead to conclude that the use of gestures in explaining WH-question had a positive effect on students' grammar comprehension and in attracting experimental group attention in the experimental group as well as provoking students to participate in classroom discussions.

4.2.4. Test Four

Test four was about "Past Tense of 'Be' Verb", (see appendix D). This test consisted of two questions. In the first question, the students were asked to choose between (was/were) to fill gabs in a paragraph. In the second question, the students were asked to change three sentences with present to "Be" tense into past tense, then to negate these sentences. There were 64 students had taken the test, 34 students in the control group and 30 students in the experimental group. Table (4.7) below displays the independent samples t-Test results of the students' results on test four for both groups: the control and the experimental.

Table (4.7): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Four "Past Tense of 'Be' Verb"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	34	6.9412	2.43324	.428	62	.670
Experimental Group	30	6.6583	2.85080			

Table (4.7) indicates that there was no significant difference between students' results in both groups on this test. The results in the table reveal that the scores were insignificant between the students in the experimental group ($M = 6.66$, $SD = 2.85$) and the students in the control group ($M = 6.94$, $SD = 2.43$), $t(62) = .428$, $p > .05$. More surprisingly though, the mean score of the experimental group was approximately equal to the mean score of the control group. In order to explain this finding, an analysis of the test questions, students' answers and the test conditions are discussed below.

Table (4.8): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Two Questions of Test Four

Test 4	Control group	Experimental group
Q 1: Choose the correct answer (was/were)	58.82%	66.66%
Q 2: a. Change the sentences to past	26.47%	30%
Q 2: b. Change the sentences to negative	23.52%	23.33%

Table (4.8) shows the percentages of correct and complete answers of the students in both groups on the two questions of test four. As mentioned earlier, the students were asked in the first question to choose between (was/were) to fill gabs in a paragraph. In the experimental group, 66.66% of the students were able to choose correct answers in all items, while only 58.82% of the students in the control group managed to do that. Despite the high chance of guessing the correct answer (i.e. there were two choices accounting for 50% of guessing the right answer), we can conclude that the experimental group did better than the control group in answering this question.

The second question was divided into two parts. In the first part, the students were asked to change three sentences with present to "Be" tense into past tense. In the experimental group, 30% of the students were able to give complete and correct sentences, while only 26.47% of the students in the control group could do that. It should be noted that the complete and correct answer is not only to change the present "Be" verb to past tense either by using "was" or "were", but also to change the adverb of time "today, this morning,

etc" to the equivalent past form "yesterday, last morning, etc". For example, the students were supposed to convert the following present tense sentence:

"The teachers are busy this week"

to the following past tense sentence:

"The teachers were busy last week"

In the second part of question two, the students were asked to negate the three past sentences with "Be" verb. Both groups performed similarly on this question (23%). This similar performance of both groups could be explained as follows. The past tense of "Be" verb rule goes under the umbrella of past simple tense rule. The students in the control group had already understood, practiced, and studied the basic rule, as well as the students in the experimental group. So, there was almost no new grammatical concept other than dealing with "Be" verbs in the past tense.

Practicing the same grammatical rules with no new grammatical concepts in the grammar class probably affected the students' final results of test four in both groups. However the use of gestures to explain this rule was not in vain. Regardless of the students' results in the test, the students' reaction and participation in the experimental group, as the researcher observed, were better than the students in the control group because of using gestures during the explanation.

4.2.5. Test Five

Test five was about "Yes/No Questions of 'Be' Verbs", (see appendix E). The test consisted of one question in which the students were asked to form five Yes/No questions in the past simple with 'Be' verb, then to give short answers to these questions. There were 62 students had taken the test, 35 students in the control group and 27 students in the experimental group Table (4.9) below displays the independent samples t-Test results of the students' results on test five for both groups: the control and the experimental.

Table (4.9): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Five "Yes/No Questions of 'Be' Verbs"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	35	5.914	2.6637	- .861	46.035	.393
Experimental Group	27	6.630	3.6257			

The results in Table (4.9) indicate that there was no significant different between the students' results in both groups. It reveals that the scores were not significantly higher for the students in the experimental group (M = 6.63, SD = 3.63) on test five than for the students in the control group (M= 5.91, SD= 2.66), t(46.035) = -.861, p > .05. Due to the repetition of the basic grammar rule (past simple tense) for a month, the students in both groups became familiar with it. This grammar lesson added little new information to the students' acquired knowledge, but it helped them practice more on asking questions by using "Be" verbs. For this reason, there is no significant difference in the test's results between the two groups.

Table (4.10): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Question of Test Five

Test 5	Control group	Experimental group
Q 1: a. Make Yes/No questions	17.14%	48.48%
Q 1: b. Give short answers	8.57%	27.27%

Table (4.10) shows the percentages of correct and complete answers of the students in both groups on the test question. The question of the test was divided into two parts. The first part dealt with forming five Yes/No questions with "Be" verbs in past simple tense. The second part dealt with giving short answers to these questions.

The percentages of the students' correct and complete answers indicate that 48.48% of students in the experimental group were able to form correct Yes/No questions with "Be" verb in past simple, while only 17.14% of the students in the control group could do that. Moreover, 27.27% of the students in the experimental group gave correct and complete short answers to the questions, while only 8.57% of the students in the control group could do that. This difference, even if it is not big in this stage of explaining the grammar rules, may due to one variable, which was the use of gestures in the classroom. The use of gestures helped the researcher make the classroom practice, and the students' participation better. With the experimental group, the gesticulation of the sentences took a form of playing a game, the researcher gestured the sentences without articulation, and the students were articulating complete and correct sentences. The use of gestures played the role of giving the students a clear idea about the structure of the sentences. On the other hand, practicing the same sentences with the control group needed extra explanation to make sure that the students understood and grasped the rule.

4.2.6. Test Six

Test six was about "WH-question with 'Be' in the Simple Past", (see appendix F). The test consisted of one question in which the students were asked to form WH-questions with "Be" in the past simple tense for five items by using a given: WH word, "Be" to choose between "was" and "were", subject, and past adverbial of time, in each item. There were 65 students had taken the test, 34 students in the control group and 31 students in the experimental group. Table (4.11) below displays the independent samples t-Test results of the students' results on test six for both groups: the control and the experimental.

Table (4.11): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Six "WH-question with 'Be' in the Simple Past"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	34	6.97	2.680	1.310	63	.195
Experimental Group	31	7.81	2.442			

The Table (4.11) above indicates that the results of test six is almost similar to the results of test five for the same mentioned reasons, and that there was no significant difference between the students' results in both groups on test six. The results reveal that the scores were not significantly higher for the students in the experimental group (M = 7.81, SD = 2.44) on test six than for the students in the control group (M = 6.97, SD = 2.68), t(63) = 1.310, $p > .05$. Because there were no new grammatical basics added to the students' knowledge, the use of gestures in explaining "WH-question with 'Be' in the simple past" grammar rule to the experimental group made insignificant difference between the experimental group and the control group test's results.

However, there were some differences between the experimental group and the control group in the percentages of correct and complete answers of all items of the test. Table (4.12) shows these parentages for both groups.

Table (4.12): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Question of Test Six

Test 6	Control group	Experimental group
Q 1: Make WH-questions in the past simple with "Be" verbs (was/were)	14.70%	36.60%

Table (4.12) shows that 36.60% of the students in the experimental group were able to form grammatically correct and complete WH-questions from the five items in the question, while only 14.70% of the students in the control group could do so. The difference between

the percentages indicates that the students in the experimental group did better than those in the control group. Even though there was no statistically significant difference between both groups in the overall results of the test, the students in the experimental group were able to cope with some problems regarding forming sentences and questions in the past simple tense, while the students in the control group still needed extra practice to do so.

4.2.7. Test Seven

Test seven was about "Past Continuous Tense", (see appendix G). The test is consisted of one question. A short story was provided and the students were asked to identify 24 underlined sentences to: (1) sentences in the past simple tense, (2) sentences in the past continuous tense, and (3) sentences that include both tenses. There were 63 students had taken the test, 34 students in the control group and 29 students in the experimental group. Table (4.13) below displays the independent samples t-Test results of the students' results on test seven for both groups: the control and the experimental.

Table (4.13): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Seven "Past Continuous Tense"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	34	5.412	2.9232	2.916	55.700	.005
Experimental Group	29	7.166	1.7897			

The Table (4.13) above indicates that there was a significant difference between students' results in both groups on test seven. It reveals that the scores were significantly higher for the students in the experimental group ($M = 7.17$, $SD = 1.79$) on test seven than for the students in the control group ($M = 5.41$, $SD = 2.92$), $t(55.7) = 2.916$, $p < .05$. A new English verb phrase structure (was/were + verb–ing) and a new time concept (past continuous) were introduced to the students for the first time. Accordingly and due to the

use of gestures in explaining this rule, the students in the experimental group were able to understand the rule and they did better on the test than the students in the control group.

Table (4.14): The Percentages of Correctly Identifying 20 Sentences out of 24 Sentences of the Students in the Control Group and the Experimental Group on Test Seven

Test 7	Control group	Experimental group
Q 1: Read the story. Identify (1) past simple sentences, (2) past continuous sentences, (3) past continuous + past simple sentences by numbering the underlined sentences	20.58%	42.85%

Table (4.14) above shows the analysis of the students' answers in both groups. It reveals that 42.85% of the students in the experimental group were able to correctly identify 20 sentences out of the 24 sentences in the story, while only 20.58% of the students in the control group could correctly identify 20 sentences, which indicates the experimental group outperformed the control group

It is not easy for the beginner students to learn new English verb phrase structure and new time concept from one session. Usually EFL teacher would not expect their students to perfectly answer a test regarding any English tense directly after explaining that tense. Even if the students were able to grasp the concept of that tense, they may get confused regarding the form of that tense with other tense forms before having enough practice. However, the use of gestures with the experimental group made the students learn the past continuous tense more effectively. Each example sentence was gestured, and then the explanation of abstract concepts like the time of the tense was also supported by the use of metaphoric gestures. The test results and the classroom observation indicated that gestures as the main teaching aid of this grammar rule cannot be replaced by any other aid. During the class period, and while the experimental group students were practicing the grammar rule, the control group students were struggling in understanding the tense time concept, and they were asking the researcher for Arabic translation. In this situation, gestures were used as a helpful tool for the researcher to explain and for the students to understand, as Roth (2001,

p. 377) pointed out, "because [gestures] are encoded in the form of images and therefore do not require a translation." We can conclude accordingly that using gestures as a teaching aid positively affected the students' grammar comprehension of the past continuous tense.

4.2.8. Test Eight

Test eight was about "Past Perfect Tense", (see appendix H). The test consisted of two questions, the first question provided two sentences with a verb in the infinitive form between parentheses and the students were asked to change them according to the time sequence clarified in the pictures to form past perfect and past simple sentences. The second question provided a short paragraph and the students were asked to identify the sentences in the past perfect tense. There were 40 students had taken the test, 20 students in the control group and 20 students in the experimental group. Table (4.15) below displays the independent samples t-Test results of the students' results on test eight for both groups: the control and the experimental.

Table (4.15): Independent Samples t-Test Results for the Control Group and the Experimental Group on Test Eight "Past perfect tense"

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-taild)
Control Group	20	5.875	1.1224	4.298	38	.000
Experimental Group	20	8.075	1.9952			

The results in Table (4.15) indicate that there was a significant difference between students' results in both groups on test eight. It reveals that the scores were significantly much higher for the students in the experimental group ($M = 8.08$, $SD = 1.99$) on test eight than for the students in the control group ($M = 5.88$, $SD = 1.12$), $t(38) = 4.298$, $p < .05$. Again, a new English verb phrase (had + verb in past participle) and a new time concept were introduced for the first time which made gestures as a teaching aid played an affective role in the students' grammar understanding.

The past perfect tense, or the past of past as it is usually described, makes a challenge for EFL teachers to explain because it should be taken into account the time sequence of two events, and learners usually confuse it with past simple tense. However, some gestures that accompanied the articulation of example sentences helped attain a positive difference in explaining this rule to the experimental group.

Table (4.16): The Percentages of Correct and Complete Answers of the Students in the Control Group and the Experimental Group on the Two Questions of Test Eight

Test 8	Control group	Experimental group
Q 1: Use past perfect and past simple to form sentences in the following	0%	45%
Q 2: Read the story and underline the sentences in the past perfect tense	5%	30%

Table (4.16) shows the percentages of the students' complete and correct answers of the students in both groups on the two questions of test eight. It reveals that the experimental group outperformed the control group in recognizing the time sequence and in forming sentences in past perfect tense in the first question (45% for the experimental group vs. 0% for the control group.) In the second question, the sentence: "I had a dinner date" mentioned in the story confused the students as to whether the tense is past perfect or past simple. However, this confusion was less in the experimental group where 35% of the students could recognize that the sentence is in past simple tense, while only 15% of the students in the control group could do so. The experimental group students excelled in comprehending the past perfect tense because gestures were used in a number of grammar classes which made these students able to visualize the structure of each sentence. This ability helped them better understand the meaning of the sentence components and made them faster in recalling these components.

Even though the researcher used the drawing of English time line on the board to explain the past perfect tense to the control group, and she used extra examples to clarify the idea of time sequence, the students in the control group had problems in understanding the grammar rule and found it difficult to answer the test. The findings of this test agree with Goldin-Meadow claim (2004) that unlike a map or a diagram a teacher may use to explain abstract concept, gestures that accompany speech serve as representational formats that has a strong visual components that timed appropriately with spoken information and may present a more naturally unified picture to the students.

4.3. Results and Discussion of the Questionnaire

A questionnaire was used to measure the students' attitudes towards the researcher's gesture based approach to support English grammar teaching. The questionnaire was given only to the experimental group (34 students) because it was the group which was taught with the use of gestures as the main teaching aid. The questionnaire was composed of 22 items divided into three categories: cognitive attitude, affective attitude, and behavioral attitude. (see appendix I). Table (4.17) below displays the English form of the questionnaire, the mean (*M*), and the standard deviation (*SD*) of each item. Because the questionnaire was given to the students who were taught for a term by the researcher, the word "teacher" was used in the questionnaire form instead of the word "researcher."

Table (4.17): Questionnaire about the Attitudes of the Experimental Group Students towards the Use of Gestures in Grammar Classes

Questionnaire items	Mean	SD
1. The teacher explained the grammar rules in a way different than the traditional way.	3.8	1.2
2. All the examples were explained by gestures.	4.4	0.9
3. I prefer the teacher to use gestures in explanation.	4.5	0.9
4. Each gesture has a specific meaning.	3.7	1.2
5. I didn't cope with the gestures quickly.	3.7	1.3
6. The teacher utilized the class front space.	4.4	1.2
7. The teacher reused the same gestures with particular words and sentences.	4.5	0.8
8. The teacher replaced some words/phrases with gestures.	4	1.2
9. Gestures helped me better understand the grammar lesson.	4.9	0.3
10. Gestures confused me.	3.4	1.6
11. Gestures made the lesson easier.	4.5	0.7
12. The gesture use was not consistent.	3.4	1.3
13. The use of gestures eliminated the need for Arabic translation.	3.8	1.4
14. Some gestures could be replaced by pictures.	1.9	1.2
15. Gestures made the lesson exciting.	4.7	0.6
16. The use of gestures prolonged the lesson period.	3.3	1.4
17. Some gestures encouraged me to react with the teacher.	4.8	0.6
18. Some gestures were not understood.	3.9	1.2
19. Some gestures encouraged me to answer questions.	4.7	0.4
20. Facial gestures attracted my attention.	4.3	0.9
21. The tone change of the teacher's voice with different sentences attracted my attention.	4.5	0.9
22. While studying, I remember some of the teacher's gestures.	4.3	0.9
Overall Questionnaire	4.05/5	0.68

Table (4.17) reveals that the overall items of the questionnaire score ($M = 4.05$, $SD = .68$). While the questionnaire was designed on one-to-five scale, the mean score indicates that the students' generally agreed with questionnaire items, which indicates a positive attitude of the students towards the use of gestures in the grammar classes. An analysis of

the questionnaire results of each category, cognitive attitude, affective attitude, and behavior attitude are discussed below.

4.3.1. Cognitive Attitude

The students' cognitive attitude towards the researcher's gestures in the grammar classes refers to the students general awareness of the researcher's gestures, whether the use of gestures were meaningful or not, whether gestures were repeated with particular words/phrases or not, and whether they made the lesson easier and served as a mnemonic aid or not. Table (4.18) displays the cognitive-related items of the questionnaire, the mean score (*M*), the standard deviation of each item (*SD*), and the mean score of overall cognitive-related item.

Table (4.18): The Experimental Group Cognitive Attitude towards the Use of Gestures

Items of cognitive attitude	Mean	SD
1. The teacher explained the grammar rules in a way different than the traditional way.	3.8	1.2
2. All the examples were explained by gestures.	4.4	0.9
4. Each gesture has a specific meaning.	3.7	1.2
6. The teacher utilized the class front space.	4.4	1.2
7. The teacher reused the same gestures with particular words and sentences.	4.5	0.8
8. The teacher replaced some words/phrases with gestures.	4	1.2
9. Gestures helped me better understand the grammar lesson.	4.9	0.3
11. Gestures made the lesson easier.	4.5	0.7
12. The gesture use was not consistent.	3.4	1.3
18. Some gestures were not understood.	3.9	1.2
22. While studying, I remember some of the teacher's gestures.	4.3	0.9
Overall items mean	4.16/5	

With reference to Table (4.18), the overall cognitive attitude of the students were in favor of the implementation of gestures (M = 4.16). The students had a highly positive attitude towards that gestures made them better understand the grammar rules (M = 4.9, SD = .3), and a highly positive attitude towards gestures which made the grammar lesson easier (M = 4.5, SD = .7). This is a very important attitude of beginner English learners who usually find English language a difficult subject, particularly regarding the grammar rules and especially if these students didn't learn the language from the early stages as it is the case with Saudi students. Accordingly, we can agree with Sime claim (2008) that FL learners develop certain learning strategies in using the teacher's gestures in the process of learning, and that they focus on these gestures when they are, due to their linguistic level, uncertain about the speech.

Moreover, the students strongly agreed on that the researcher reused or repeated the same gesture with particular words or phrases (M = 4, SD = 1.2), and that she utilized the class front space (M = 4.4, SD = .7). This indicates that the students were able to recognize the function of using gestures and space which was teaching English grammatical structure, and they were aware that the researcher's gestures were not arbitrary meaningless movements. Accordingly, there were generally agreement on that the students remember some gestures while they are studying (M = 4.3, SD = .9). The students were able to create a meaningful relationship between the word or the sentence and the gestures used with it, and this visual memory of sequence gestures used with the sentences helped them retrieved the structure of these sentences. This attitude is supported by the fact that "spontaneous use of gestures plays as significant role in natural learning process, assisting the learner to grasp concepts, develop skills, and store new knowledge- including new language" (Orton, 2007).

4.3.2. Affective Attitude

The students' affective attitude about the use of gestures in the grammar classes refers to how they felt towards the researcher's gestures used in the grammar classes, her facial expressions and tone of voice. Table (4.19) displays the affective-related items of the

questionnaire, the mean score (*M*), the standard deviation of each item (*SD*), and the overall affective-related items mean score.

Table (4.19): The Experimental Group Affective Attitude towards the Use of Gestures

Items of affective attitude	Mean	SD
3. I prefer the teacher to use gestures in explanation.	4.5	0.9
5. I didn't cope with the gestures quickly.	3.7	1.3
10. Gestures confused me.	3.4	1.6
13. The use of gestures eliminated the need for Arabic translation.	3.8	1.4
14. Some gestures could be replaced by pictures.	1.9	1.2
15. Gestures made the lesson exciting.	4.7	0.6
16. The use of gestures prolonged the lesson period.	3.3	1.4
20. Facial gestures attracted my attention.	4.3	0.9
21. The tone change of the teacher's voice with different sentences attracted my attention.	4.5	0.9
Overall items mean	3.75/5	

Referring to Table (4.19) the overall effective attitude of the students was in favor of using gestures in the classroom ($M = 3.75$). The students' classroom participation and their tests' performance discussed earlier reflected perfectly this positive attitude. Teacher's gestures, and other types of nonverbal behavior such as facial expressions and tone of voice, can be considered as a form of "input" that play a supplementary rule with the teacher's speech and made the students understand the meaning and comprehend the structure of the language. It was observed during the experiment that the control group students kept asking for Arabic translation because they were struggling in understanding the grammar rules. Unlike the control group, the experimental group found gestures helping in understanding the grammar rules which eliminated the need for using Arabic ($M = 3.8$, $SD = 1.4$). This finding came to complement the previous studies which indicated that gestures used to illustrate concrete and abstract words and new structure help language teacher avoid the use of students' L1 (Carels, as cited in Kusanagi, 2005).

Moreover, the students found the use of gestures exciting and make the lesson full of life (M= 4.7, SD= .6) which justifies their preference of using gestures by English teacher in every class (M = 4.5, SD = .9). One of the comments stated by a student from the experimental group in the questionnaire was: "I like the way you explain because you are acting!" The students had a positive attitude towards that the use of gestures doesn't confuse them (M= 3.4, SD= 1.6), and towards that the use of gestures doesn't prolong the lesson period (M= 3.3, SD= 1.4). Students, surprisingly though, strongly agreed on that the use of gesture can be replaced by using pictures (M = 1.9, SD = 1.2). It was observed, however, that pictures, drawings, and flash cards used with both groups as a teaching aid didn't play the effective role the gestures played in activating the classroom participation, regardless of the tests' results that proved the positive effect of gestures in enhancing the students' grammatical comprehension in the experimental group.

4.3.3. Behavioral Attitude

The students' behavioral attitude about the use of gestures in the grammar classes refers to the act/react behavior of the students regarding these gestures. Table (4.20) displays the behavioral-related items of the questionnaire, the mean score (M), the standard deviation of each item (SD), and the overall behavioral-related items mean score. The behavioral attitude of the students was also observed by the researcher during the experiment. However, the students' agreement on this attitude supported the classroom observation. The results of the two behavioral–related items of the questionnaire highly encouraged the use of gestures as a main teaching aid (M= 4.75).

Table (4.20): The Experimental Group Behavioral Attitude towards the Use of Gestures

Items of behavioral attitude	Mean	SD
17. Some gestures encouraged me to react with the teacher.	4.8	0.6
19. Some gestures encouraged me to answer questions.	4.7	0.4
Overall items mean	4.75/5	

The students strongly agreed that gestures encouraged them to react in the classroom (M = 4.8, SD = .6) and to answer the questions (M = 4.7, SD = .4). The researcher's gestures were employed to help the students understand and comprehend the structure of the language. These gestures, however, were observed to be adopted by these students as a compensatory devise while they were forming sentences, or giving answers. The students, in this sense, were not only able to perceive the relationship between gesture and words, and interpret the researcher's positive/negative gestures of giving immediate feedback, but they also learnt these gestures and made use of them as a helping tool to provide grammatical correct sentences. It was noticeable that some students were pointing over some pronouns like "I" and "we" and they were waving with their hands behind the shoulder over verbs in past tense. Moreover, they created some gestures by their own and used them while they were giving answers, such as gesturing over some propositions like "on" and "in". We can accordingly agree with Gullberg finding (2008, p. 195) that "the speech-gesture composite [is] an achievement strategy for grammar," and that the teacher use of gestures not only encouraged students to interact but also to adopt this strategy which helped them improve their grammatical proficiency.

In conclusion, based on the fact that gestures are co-expressive with speech pragmatically and semantically (McNiell, 1992), the findings of the eight lesson-related grammar tests and the questionnaire showed the divers learning and communicative functions of the systematic use of different types of gestures, metaphoric, deictic and iconic by EFL teacher in the grammar classes. The researcher's use of gestures as a pedagogical tool for teaching English grammar not only facilitate grammar learning but also help the researcher as a language teacher create a communicative learning environment. The research findings revealed that EFL students in the beginning stages of learning the language and especially in the first learning of the language grammatical concepts and words depend on the teachers' gestures and other nonverbal behaviors. The next section summarizes the research findings.

CHAPTER FIVE

Conclusion and Implications

5.1. Conclusion

Kinesic expressions, gestures in particular, are neglected aspects of communication in EFL classroom. English teachers usually focus on the verbal aspects of language while they are explaining the language concepts and words to the students. They may make use of different teaching aids like PowerPoint presentations, pictures and drawings but they may neglect the use of their body movements. English teachers may not be aware enough of the importance and the functions of the nonverbal behaviors in teaching a language.

This quantitative study focused on the immediate effect of teacher's gestures on the EFL learners' grammatical proficiency. The study was conducted on the second intermediate female Saudi students to investigate two research hypothesis: (1) the implementation of gestures increases the level of English grammar learning in second intermediate female Saudi EFL classrooms, and (2) the second intermediate female Saudi EFL learners attribute positive (i.e. cognitive, affective, and behavioral) attitudes towards the researcher's gestures implemented in English grammar classrooms. Accordingly, two sample groups were selected randomly to be the subjects of the research, the experimental group (EG) and the control group (CG). These two groups were taught eight grammar rules regarding narrative tenses: six grammar rules about past simple tense, the statement of the past continuous tense, and the statement of past perfect tense. The experimental group was taught the grammar rules by the researcher utilizing different types of gestures as the main teaching aid, while the control group was taught the same grammar rules by the researcher in a traditional way; by using some teaching aids and avoiding the implementation of gestures. The researcher implemented in the grammar classes different types of gestures: deictic gestures, iconic gestures, and metaphoric gestures. These gestures accompanied the articulation of example sentences, and they were used to explain the time concept and form of each rule. Also, some gestures, especially emblems, were used to provide the students with immediate positive/negative feedback.

The research data was collected by using two techniques: lesson-related grammar tests, and questionnaire. Moreover, unstructured observation of the students in both groups was made by the researcher to document the classroom experiment. After each grammar lesson,

the students in the two groups, the control group and the experimental group, had a lesson-related grammar test that measured the immediate effect of using gestures in the grammar class on the students' comprehension of the grammar rule. The results of each test were calculated and analyzed using SPSS. The results of both groups were compared in each test, and the findings revealed that the experimental group generally scored better than the control group in almost all the tests. The positive effects of using gestures in explaining the grammar rules were not limited to the higher grammatical proficiency of the experimental group students, but also the classroom participation and interaction in the experimental group were observed to be better than it were in the control group. There was a statistically significant difference between the results of both groups in test one, when the statement of the past simple tense was first introduced to the students. The difference between the results of both groups, however, started to decrease in tests four, five, and six when the grammar rules were describing detailed information about the same tense: Yes/No questions with past simple, asking WH-questions with past simple, and past tense of "Be" verb. The difference between the results of both groups in test seven and eight returned to be highly significant, when the statement of the past continuous tense and the past perfect tense were first introduced to the students. The findings indicated that the use of gestures in explaining English grammar rules enhanced the students' grammar comprehension. thus, they positively affected the students' grammatical proficiency.

At the end of the experiment, a questionnaire was given to the experimental group to measure the students' attitudes towards the use of gestures in the grammar classes. The questionnaire items were analyzed using SPSS, and the findings revealed that the students were generally in favor of using gestures by the English language teacher in grammar classes. The questionnaire showed the students' cognitive attitudes towards the use of gestures. They found that gestures helped them understand the grammar lessons, and their awareness of teachers' gestures and their ability in finding meanings to these gestures were enhanced. The students also attributed affective attitude towards the use of gestures by the teacher in the grammar classes. They preferred the use of gestures by the teacher in the explanation and found gestures made the lessons more interesting. The questionnaire and the classroom observation showed the students' behavioral attitude towards the teachers'

gestures, and how these gestures encouraged classroom participation and provided the students with an immediate feedback which enhanced their learning of the grammar rules.

In conclusion, the findings of this research confirmed the two hypotheses of the research, and shed lights on the importance of the teacher's gestures in EFL classroom. The research findings suggested that introducing English language structure and concepts to the students who are in the early stages of learning the language need to be supported by an effective teaching aid which helps students understand and comprehend the grammar rules. Teacher's gestures, if they are systematically implemented in the grammar classes, may serve as an effective teaching aid that would enhance English grammar learning.

5.2. Study Limitations and Implications for Further Studies

This study was an attempt to contribute to the existing knowledge regarding the emergence of kinesic expressions in SL and FL teaching and learning. The focus was on how gestures can be implemented by EFL teacher in grammar classes to explain English language structure, and whether gestures can help EFL learners better understand the grammar rules and comprehend the language structure. Accordingly, there were three limitations in this research.

The first limitation was regarding the case of the study (narrative tenses) and the subjects of the study. In order to narrow down the focused area of the study, the study concentrated on the effect of using gestures systematically in only EFL grammar classes, and particularly in teaching eight grammar rules regarding narrative tenses: past simple tense, past continuous tense, and past perfect tense. Using gestures in teaching other English language rules and other English language skills such as: writing and listening, and using gestures in teaching English vocabulary were out of the scope of the study. Moreover, and by taking into consideration the suitable level of learning narrative tenses in Saudi Arabia public schools, the subjects of this study were selected to be female Saudi second intermediate EFL students, who are considered in their primary level of learning the

language. Thus, the effect of using gestures in teaching English grammar rules to EFL advanced students or to kids was out of the scope of the study. Therefore, the research procedure can be adopted with different scope, different English language skills and different EFL educational level to conduct further researches that investigate additional roles and functions of the implementation of gestures in teaching EFL.

The second limitation in this study was regarding the research methodology. The researcher measured, by using the lesson-related grammar tests, the immediate effect of gestures on the students' grammar comprehension of the eight grammar rules regarding narrative tenses. The findings showed that gestures enhanced the students' grammar comprehension during the grammar classes, and that they facilitated classroom interaction. It is still questioned, however, whether the gestures used in grammar classes can reduce the dissipation of the grammar knowledge gained or not. The long-term effect of teachers' gestures on the students' grammatical proficiency was out of the scope of this study recommending further research to be conducted to investigate it.

The third limitation of this study was regarding the techniques of data collection. The research depended mainly on the two techniques of data collection, the lesson-related grammar tests, and the questionnaire which both perfectly served the study purposes. Even though, the classroom observation was made by the researcher after each grammar class to document the students' behaviors and interactions, data collection would have been richer if the grammar sessions were videotaped by using a video camera. The prohibition of using video camera in female schools in Saudi Arabia, even for the research purposes, can be considered the third limitation in this research. If videotaping were used as an extra data collection technique, more information regarding the teacher's tone of voice and facial expressions would be included, and more detail description of the students' classroom participation and interaction would be touched upon. However, this can open a door for further researchers to be conducted with larger scale to investigate the role of the unsystematic use of gestures and the use of other types of kinesic expressions by the teacher in EFL classroom.

Finally, it is recommended that further researches be undertaken regarding kinesic expressions of EFL teachers in Arab EFL classrooms, since this area of study may still

neglected, and the knowledge of kinesics may need to be put into practice in EFL classroom. Further researches may investigate the role of teachers' kinesic expressions on one hand and the EFL students' attitudes about the teacher's kinesic expressions on another. These researches may develop systems and strategies of making use of kinesics in EFL classrooms and encourage EFL teachers to adopt them.

5.3. Recommendations

In spite of the research limitations, which are hoped to be taken into consideration in future studies, the research gave insight into the importance of kinesic expressions in EFL classroom and to the positive role gestures play in teaching and learning English grammar rules. Based on the findings of this study, the research recommendations can be drawn considering English language teacher training and English language lesson plan and classroom discussion.

People who are concerned with teacher training can benefit from the research findings. First, they can encourage English language teachers to use their body movements in teaching by making them well aware of the importance of the nonverbal aspect of classroom communication and that language is better taught by making use of two channels of meaning making: words and gestures. Second, they can develop practical courses and activities that prepare English language teachers for their future career by helping them improve their nonverbal communication abilities and gesticulation to be better used in language classroom. These training courses may consider all the nonverbal aspects of communication in the classroom from eye contact, posture, tone of voice, and the use of classroom space to the use of gestures more instructively in classroom management, explaining language concepts, and giving the students a direct feedback.

English language teachers can make use of this research in training themselves to increase the rate of kinesic expressions in the classroom, and to systematically adopt gestures in teaching English language. Teachers should consider their use of gestures to teach different language skills and how that use affect the students' comprehension and

overall language learning. Language teachers need to take into account the students language level when using gestures, when to act out every word in a sentence, how to slow the rate of their speech while gesturing, when to repeat a particular gesture with a particular word or phrase, and when to stop gesturing to stimulate students to remember or to guess the meaning of a word.

Finally, this research provided a suggested system of implementing gestures in explaining narrative tenses which may inspire language teachers, especially who teach beginner learners, to develop their own gesture-speech lessons plan system either to explain other English grammar rules, or to explain other language skills and vocabulary. English language teachers can also make use of the gestures suggested in this research to develop different gesture based classroom activities which help the students practice and improve their English language proficiency.

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APPENDICSES

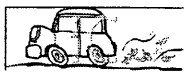
Appendix (A)

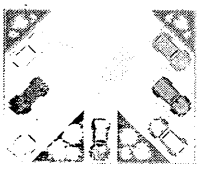
Test (1)

Name:..... **Class:** .....

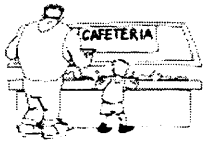
1. Complete the story. Use the verb in the parentheses:



My best friend and I ..... (*go*) out every week. Yesterday, he .....  (*call*) me to have dinner together. We ..... (*drive*)  to a restaurant but the parking  was full.



So, we ..... (*find/ not*) a parking space. Nearby, we..... (*see*) a cafeteria. Then, my friend ..... (*ask*) me "what about having a sandwich?"





2. Make the following sentences in the past simple:

The students study English every day.

Past simple: ..... yesterday.

- *Sara does her homework every night*

Past simple: ..... last night.

3. Change the sentence into negative:

- *Munal cooked lunch yesterday.*

Negative: ..... yesterday.

- *The boy had a good time in the park last week*

Negative: ..... last week.

Appendix (B)

Test (2)

Name:..... **Class:** .....

Make <u>Yes/No questions</u>, and give short answers:

1. *He walked downtown yesterday.*



A: .....?

B: .....

2. *It didn't rain last week.*



A: .....?

B: .....

3. *The girls went to a party last night.*



A: .....?

B: .....

4. *I didn't have a cup of tea in the morning.*



A: .....?

B: .....

Appendix (C)

Test (3)

Name:..... **Class:** .....

1. Use the words to make WH-questions in the past simple:

a. (they/ do)

What ..... yesterday?

b. (you /get)

How.....this money?

c. (I/ leave)

Where..... my glasses?

d. (you/ meet)

Who..... last week?

e. (he/ come/ not)

Why ..... to class?

*** *** *** ***

2. Make WH questions for the following sentences:

a. Maha stayed at home <u>because she was sick.</u>

.....?

b. The boy ate his breakfast <u>at 7:30am</u>.

.....?

c. The family went <u>to Jeddah</u>.

.....?

Appendix (D)

Test (4)

Name:..... **Class:** .....

1. Choose the correct answer:

Albert Einstein ..... ***(was, were)*** a great scientist in physics. When he ..... ***(was, were)*** young, his parents worried about him. They ..... ***(was, were)*** concerned that Albert was "slow." Albert ..... ***(was, were)*** a terrible student who didn't want to attend classes regularly and take exams. Then he became the father of modern physics.



Albert Einstein
1979-1955

*** *** *** *** ***

2. Change the sentences to the past then to the negative:

a. *Mohammad is in his office today.*

Past:.....

Negative:.....

b. *The teachers are this week.*

Past:.....

Negative:.....

c. *I am happy this morning.*

Past:.....

Negative:.....

Appendix (E)

Test (5)

Name:..... **Class:** .....

Make <u>Yes/No questions</u>, and give short answers:

E.g. *(you/ at home / last night)*

A: were you at home last night?

B: No, I wasn't.

1. *(she/ at the library/ last morning)*

   A: .....?

   B: No, ...

2. *(My brothers/ at home/ last evening)*

   A: .....?

   B: No,

3. *(you/ hungry/ yesterday)*

   A: .....?

   B: Yes, ...

4. *(the weather/ hot in Dammam/ last summer)*

   A: .....?

   B: Yes, ...

5. *(Mr. Ahmed/ in the city/ last weekend)*

   A: .....?

   B: No, ...

Appendix (F)

Test (6)

Name:..... **Class:** .....

Make WH questions in the past simple with '*Be*' verbs (was/were):

E.g. *(be/ the weather like/ yesterday)*

What was the weather like yesterday?

1. *(be/ you/ last week)*

   Where.....?

2. *(be/ the students/ absent/ yesterday)*

   Why.....?

3. *(be/ Mohmmad/ born)*

   When.....?

4. *(be/ the party/ last night)*

   How.....?

5. *(be/ your teachers/ last year)*

   Who.....?

Appendix (G)

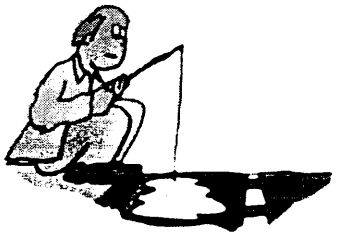
Test (7)

Name:..... **Class:** .....

Read the following story then identify (1) **past simple** sentences, (2) **past continuous** sentences, (3) **past continuous + past simple** sentences by numbering the underlined sentences:

Fishing in the rain

It was a cold dark evening in the city. It was raining heavily and the water covered the roads. George was leaving his office after work when he noticed a poor old man. The man was standing next to a puddle in the road. He was wearing long rubber fishing boots and he was holding a stick with a piece of string. The string was hanging in the puddle. George asked the old man what he was doing and the man replied that he was fishing.



'Poor guy!', George thought. The old man was obviously going crazy. George felt sorry for the old man, and he was getting very wet, standing outside in the rain, so he decided to invite the old man to have a drink with him in a nearby coffee shop.

George ordered a drink for himself and bought one for the old man. The old man was smiling happily as he was drinking. While they were finishing their drinks, George tried to start a conversation. He turned to the old man and asked,

'So is the fishing good today?'

'Not bad today, thanks.' replied the old man.

'And how many have you caught?'

'You're the eighth,' the old man answered.

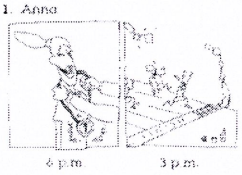
Appendix (H)

Test (8)

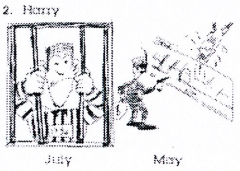
Name:..... **Class:** .....

- Use **past perfect** and **past simple** to form sentences in the following:

1. Ann ..... (receive) a gold medal because she ..... (win) the race.



2. Harry ..... (go) to prison after he ..... (rob) the bank.



*** *** *** *** *** ***

- Read the story below and underline the sentences in the **past perfect tense**.

Long Saturday



Last week I got back from vacation on a Saturday afternoon. It had been a long week. By the time I got back into the U.S, I had seen four major cities. I went to Rome, Vienna, Prague, and Istanbul. Later that Saturday I had a dinner date and I was exhausted. I also needed to get my mail from a neighbor, get my dog at my sister's house, and respond to so many messages on my cell phone. By 7p.m. I had used up all my energy. I saw my friend and told him how much I had done that day. He told me to relax and enjoy dinner. About three hours later I took a taxi home. After I got home I realized that I had left my keys at my friend's home in my sweater pocket. Wow! What a day that was!



Appendix (I)

Questionnaire

المملكة العربية السعودية.
المنطقة الشرقية – الأحساء.
المدرسة: المتوسطة الخامسة عشر للبنات.
الفصل الأول للعام الدراسي 2012/2011
الصف: ثاني متوسط 2/2

استبيان

السلام عليكم و رحمة الله و بركاته.. ... و بعد،

عزيزتي الطالبة :

الرجاء منكِ مشكورة تعبئة الاستبيان التالي والذي يعكس رأيكِ في طريقة شرح قواعد اللغة الإنجليزية التي تلقيتها خلال دراستك لمنهج اللغة الإنجليزية للفصل الأول لعام 2012/2011.

يحتوي الاستبيان على 22 عبارة. المطلوب منكِ قراءة كل عبارة في الجدول أدناه، و الإشارة لرأيك بدقة أمامها باختيار : أوافق بشدة، أوافق، لا أوافق، أو لا أوافق بشدة. ليس هناك إجابة صحيحة أو إجابة خاطئة، كل إجابة تعكس رأيكِ فقط. مع تمنياتي لكِ بالتوفيق و النجاح.

شكراً لتعاونكِ.

أ/ نورة أحمد الحسن

*** *** *** *** ***

	أوافق بشدة	أوافق	لا أعلم	لا أوافق	لا أوافق بشدة
1. طريقة شرح قواعد اللغة الإنجليزية كانت مختلفة.					
2. كل الأمثلة تُشرح بالحركات و التمثيل.					
3. أفضل استخدام الحركات من قبل المعلمة أثناء الشرح.					
4. هناك معاني ثابتة للحركات المستخدمة في الشرح.					
5. لم أعتد بسرعة على طريقة الشرح بالحركات.					
6. تستخدم المعلمة المساحة أمام السبورة كاملة و تتحرك فيها بحرية أثناء الشرح.					
7. تكرر المعلمة الحركات مع تكرار الكلمات أو الجمل .					
8. تستبدل المعلمة أحيانا بعض الكلمات بالحركات.					
9. الحركات في الشرح ساعدتني على فهم القواعد الإنجليزية.					
10. الحركات في الشرح شتت انتباهي.					
11. الحركات في الشرح تُبسط المعلومة.					
12. الحركات في الشرح عشوائية.					
13. الحركات في الشرح تغني عن الترجمة للغة العربية.					
14. ممكن الاستغناء عن بعض الحركات في الشرح و استبدالها بالصور.					
15. الحركات في الشرح تجعل الدرس ممتعا.					
16. الحركات في الشرح تطيل من مدة الشرح.					
17. بعض الحركات تحفزني للتفاعل مع المعلمة.					
18. بعض الحركات غير مفهومة.					
19. بعض الحركات تشجعني للإجابة عن الأسئلة.					
20. تهمني تعبيرات وجه المعلمة أثناء الشرح.					
21. يشد انتباهي اختلاف نبرة صوت المعلمة باختلاف الجمل.					
22. أتذكر أحيانا بعض الحركات المستخدمة في الشرح أثناء مراجعة الدرس.					

ملاحظات إضافية :

.....

.....

Appendixes (J)

Lesson Plan

Introduction:

These reports are about teaching some English grammar rules for second intermediate students by the application of gestures as a main teaching aid for the sake of a master study about "The Role of Teachers' Gestures in Enhancing the Grammatical Proficiency of English Learners in the Intermediate Level. Case Study: Narrative Tenses".

Each report will cover a brief description of the grammar lesson that would be taught for a control group CG (without using gestures) and for an experimental group EG (with the use of gestures). Each report about all grammar classes will also cover the main behavioral objectives, the teaching procedures that summarize the main steps of what the teacher would do in the class, with the expected learner's outcomes, as well as the implication of gestures in overall teaching process - for only the experimental group. The report will also contains the feedback after teaching both groups as an evaluation of each lesson, the pupils, and the teacher herself whether positive and negative. At the end of each report, the grammar-related test would be attached to shed light on the teacher's observations and notes about the undergo lesson and test.

- Lesson plan.
    a. The content
    b. Objectives.
    c. Procedures and learners outcomes.
    d. Gestures as a main teaching aid.
- Lesson-related grammar test.
- Classroom observations (mentioned in chapter three)
- Evaluation of the test. (used in chapter four)

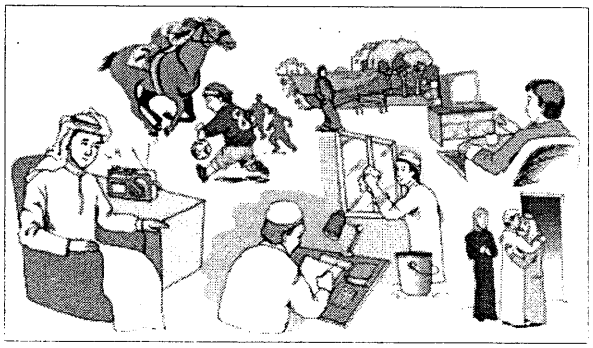
First report: week 1: 8-10-2011

Lesson 1: Page 22, 23

Past Simple: regular/irregular verbs

Content:

- Discussion: pictures of different activities; "What do you do on your weekend?"



- Listening and practicing: a conversation about a trip to a beach last weekend:

Noora: Guess what we did last week, Sara?
Sara: What?
Noora: We rented a beach house and stayed there for the weekend.
Sara: Great! What did you do?
Noora: Well, I walked on the beach, watched the sunset and went sailing. Oh, and I collected many nice shells, as well.
Sara: How nice!
Noora: Yes, and my brother took part in a jet ski race.
Sara: So, you really had fun?
Noora: Yes, I did. What about you? I'm sure you had a good time last weekend, as well.

- Grammar: past simple tense, regular and irregular verbs, the difference between past simple and present simple, the negative of past simple.

Objectives:

Upon the completion of the lesson, the students should be able to:

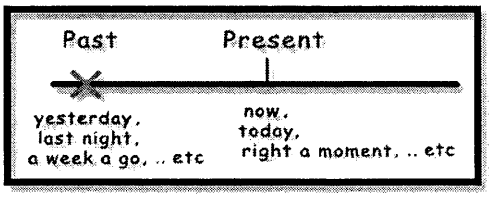
1. Recognize some weekend activities through pictures and by discussion.
2. Guess the meaning of the new words mentioned in the conversation.
3. Read the conversation correctly.
4. Identify past simple tense in the time line.
5. Give grammatically correct sentences in past simple by using pictures about different activities in the book.
6. Change correctly sentences in present simple (every day/ every night/every week...etc) to past simple (yesterday/ last night/ last week...etc).
7. Give the correct past form of some irregular verbs: *do/did, have/had, go/went, drive/drove, see/saw, and read/read.*
8. Give grammatical correct negative sentences in past simple.
9. Talk about some activities the students did and did not on their last weekend.

Procedures and learners outcomes:

Procedure	Learners outcomes
- Ask pupils: "what do you do every day? Every week?" Elicit some answers and list them on the board. Have pupils look at the pictures in the book and ask: "What do these people do on weekends? Read the conversation to them as a model reading, explain new words: *beach, last weekend, yesterday, take part, collect shells, go sailing.* Have pupils practice chorally on pronouncing the new words. Have pupils read the conversation again in pairs. - Ask pupils to answer these questions: 1. What did Noura do in the beach? 2. What did her brother do? 3. Did they have fun? - Go back to sentences on the board and ask "What did you do yesterday? Last week?" -	- I watch T.V every day. - I walk to school every day. - I study English every day. - I drive to work every morning - I do my homework every night. - I see my grandmother ever week. 1. She walked on the beach, watched the sunset, and went sailing. 2. He took part in a Jet Ski race. 3. Yes, they did.

- Write the pupils answers on the board.

- Use student's answers to explain past simple tense on the time line, and the difference between past simple and present simple.



- Attention them to the form of regular verb in past simple (-ed) or (ied), and give some examples: smile/ smiled, collect/collected, stop/stopped.

- Introduce past form of irregular verbs by changing the rest of sentences to past simple: drive/drove, do/did, see/ saw.

- Give a list of irregular verbs on flash cards: go/went, have/ had, take/took, read/read.

- Introduce the negative of past simple by giving examples:

  1. Nora did not watch the race.
  2. They did not go to desert.

- Ask students to change the sentences on the board to negative.

- Do the exercises in the book.

- Have the test.

1. I watched T.V yesterday.
2. I walked to school yesterday.
3. I studied English yesterday.

4. I drove to work last morning.
5. I did my homework last night.
6. I saw my grandmother last week.

1. I didn't watch T.V.
2. I didn't walk to school.
3. I didn't study English.
4. I didn't drive to work.
5. I didn't do my homework.
6. I didn't see my grandmother.

Gestures as a main teaching aid:

All the gestures and the gestural behaviors that will be listed and explained here are used as a teaching aid with only the EG. The teacher will avoid using any of these gestures with the CG.

In order to explain the past simple by using the gestures, the teacher needs first to illustrate the concept of past time by comparing it with the present time. The teacher will also introduce some sentences in the present, each of which can be gestured before they are written on the board:

- What do you do every day? Every morning? Every night? Every week?

1. I watch T.V. every day.
2. I walk to school every day.
3. I study English every day.
4. I drive to work every morning
5. I do my homework every night.
6. I see my grandmother every week.

The teacher can use these gestures to form a complete gestural behavior for each sentence, as shown in Table (1.1):

Table (1.1): Gestures Used to Explain Verbs

Word/Expression	Gesture type	Gesticulation
I	Deictic gesture	Index finger pointing to one self.
Every day	Metaphoric gesture	Index fingers revolving around each other.
Watch	Iconic gesture	Index finger and middle finger pointing to eyes.
Walk	Iconic gesture	Performing walking.
Study	Iconic gesture	Hands forming a book shape.
Drive	Iconic gesture	Performing hand holding a car wheel.
Do homework	Iconic gesture	Performing writing.
See	Iconic gesture	Index finger and middle finger pointing to eyes.

After that, the teacher will explain the concept of past simple using metaphoric and deictic gestures. The teacher can start by asking:

- What did you do yesterday? Last morning? Last night? Last week?

The teacher will stand in the middle of the gestural space and draw an imaginary line that represents the English tenses time line by spreading her hands. Then, she will locate the present time in the middle by pointing with her index finger to where she stands saying "you are here, now, today, right a moment," and also locate the past time in her right side by waving her hand behind the shoulder and saying "you are talking about something happened in the past, yesterday, last night, a week ago."

After that, the teacher will introduce the equivalent sentences in the past simple:

1. I watched T.V yesterday.
2. I walked to school yesterday.
3. I studied English yesterday.
4. I drove to work last morning.
5. I did my homework last night.
6. I saw my grandmother last week.

The teacher will use one gesture for all the verbs in the past simple, and stress on the –ed in each regular verb as well as the past form of the irregular verbs, without performing any verb to indicate that the action is already completed in the past time, as shown in Table (1.2):

Table (1.2): Gestures Used to Explain Past and Present Simple Tense

Word Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Spreading arms.
Present, now, today, right a moment.	Deictic gesture	Index finger pointing to location where T stands.
Past, yesterday, last morning, last week.	Iconic gesture	Waving hand behind the shoulder.
I	Deictic gesture	Index finger pointing to one self.
Watched T.V yesterday	Iconic gesture	Waving hand behind the shoulder.

The negative form of the past simple can be explained by making a comparison between the affirmative and negative sentences. First, the teacher can use a gesture that indicates the meaning of "negative" by crossing both arms. Then, the teacher gestures each sentence in the negative form before writing it on the board. In each negative

sentence the teacher gestures the "did not" and makes no gesture with the verbs, as shown in table (1.3):

1. I didn't watch T.V. yesterday.
2. I didn't walk to school yesterday.
3. I didn't study English yesterday.
4. I didn't drive to work last morning.
5. I didn't do my homework last night.
6. I didn't see my grandmother last week.

Table (1.3): Gestures Used to Explain the Negative of Past Simple Tense

Word/Expression	Gesture type	Gesticulation
Negative	Iconic gesture	Crossing both arms.
Did not/ didn't	Iconic gesture	Waving hand behind the shoulder
	Deictic gesture	Raising index finger and moving it rapidly in both sides.

Second report: week 2: 15-10-2011

Lesson 2, Page 24, 25

Did in Yes/No Questions with the Past Tense Verbs

Content:

- Listening and practicing: a conversation between two boys, Ali and Talal, talking about last month trip to Taif:

> Ali: Did you go to Taif last month?
> Talal: Yes, we spent a weekend there.
> Ali: Did you fly there?
> Talal: No, we didn't .
> Ali: Tell me about your trip ?
> Talal: Well, first we drove to Al-Shafa.
> The weather there was nice and cool.
> Ali: Great!
> Tala: Then, we met my uncle and his family at King Fahad Park.
> We had a barbecue. We were lucky to finish before it rained.
> Ali: It must've been fun!

- Grammar: using "Did" to ask Yes/No questions with past tense verbs. Using "Did" to answering Yes No questions. Introducing new irregular verbs.

Objectives:

Upon the completion of the lesson, the students should be able to:

1. Guess the meaning of new words mentioned in the conversation.
2. Read the conversation correctly.
3. Answer the questions about the conversation by using correct grammatical sentences in past simple.
4. Identify verbs in past tense mentioned in the conversation.
5. Use "did" correctly to form Yes/ No questions from positive and negative past simple sentences.
6. Use "did" to give correct grammatical Yes/No answers.
7. Give the correct past form of some irregular verbs: *spend/spent, fly/flew, meet/met, buy/bought, eat/ate, make/made,* and *bring/brought.*

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Ask pupils: "did you enjoy your weekend? Why?"	- Students give different answers in past simple.
- Read the conversation to the students as a model reading.	- Students listen and underline new words.
- Explain new words: *spend, met, barbecue.* Have pupils practice chorally on pronouncing the new words. Have pupils read the conversation again in pairs.	
- Ask pupils to answer: 1. What do these boys talking about? 2. How did Talal and his family go to Taif? 3. What was the weather like?	- Students will elicit different answers: 1. They are talking about weekend in Taif. 2. They went by car. 3. The weather was nice and cool.
- On the board, write these questions and ask pupils to answer: 1. Did Talal go to Taif? 2. Did he drive to Taif? 3. Did they have fun?	5. On the board, write students answers: 1. Yes, he did. 2. No, he didn't. 3. Yes, they did.
- Use the questions and students' answers to explain that "Did" is the past simple of "Do", and that it is used to ask Yes/No questions in past simple: **Did + S + V (infinitive)?** **- Yes, S + did.**	
- On the board, write extra sentences in past simple with regular and irregular verbs, and form Yes/No questions from them:	

1. I played football yesterday. 2. She didn't use the computer. 3. They have a party last night. 4. We didn't fly to Jeddah. - Draw students' attention to the form of the verb (infinitive) in the question - Use pictures of new irregular verbs to practice on forming Yes/No questions, and write these verbs down on the board: *spend/spent, fly/flew, meet/met, buy/bought, eat/ate, make/made,* and *bring/brought.* - Do exercises in the book. - Have the test.	- Did you play football? - Yes, I did. - Did she use the computer? - No, she didn't - Did they have a party last night? - Yes, they did. - Did we fly to Jeddah? - No, we didn't

Gestures as a main teaching aid:

The main point of asking Yes/No questions in the past simple is the use of "Did" as a helping verb in the question and as a main verb in the negative or positive answer. Accordingly, there is a basic gestural behavior that the teacher can use with all Yes/No questions and answers in the past simple. The teacher starts the question by waving the right hand behind the shoulder which indicates "did" in the question. Then the teacher uses nodding head to indicate the positive answer "yes", and moving head in both sides with the negative answer "no." The teacher can use the gestures that express the negative "didn't", by waving hand behind the shoulder, then raising index finger and moving it rapidly from side to side, as shown in Table (2.1):

Table (2.1): Gestures Used to Explain Yes/No Questions

Word/Expression	Gesture type	Gesticulation
Did	Iconic gesture	Waving hand behind the shoulder.
Yes	Iconic gesture	Nodding head.
No	Iconic gesture	Moving head to both sides.
Did not/didn't	Iconic gesture	Waving hand behind the shoulder
	Deictic gesture	Raising index finger and moving it rapidly from side to side.

All the gestures should accompany the verbal expressions before they are written down on the board. The teacher needs to use gestures mentioned in the previous lesson that indicate the subject (I, you, he, she...etc) and the verb in the past simple while saying the past simple sentences, then forming and gesturing Yes/No questions and answers or ask students to form questions and answer. Notice that the gesture that is used with verbs in past simple (i.e. waving hand behind the shoulder) is used with "did" in the Yes/No question, while keeping main verbs in the questions with no gesture, as shown in Table (2.2).

The example below illustrates the gestural behavior that can be used in the same way with all sentences:

- They had a party last night.
- Did they have a party last night?
- Yes, they did.

Table (2.2): Gestures Used to Explain Yes/No Questions (Example)

	Word/Expression	Gesture type	Gesticulation
Sentence	*They*	Deictic gesture	Thumbs pointing to the right side
	Had	Iconic gesture	Waving hand behind the shoulder.
Question	*Did*	Iconic gesture	Waving hand behind the shoulder.
	They	Deictic gesture	Thumbs pointing to the right side
	Have	No gesture.	.....
Answer	*Yes*	Iconic gesture	Nodding head.
	They	Deictic gesture	Thumbs pointing to the right side
	Did	Iconic gesture	Waving hand behind the shoulder.

Third report: week 3: 22-10-2011

Lesson 3: Page 26

WH- Questions with Past Tense Verbs

Content:

- Listening and practicing: a conversation between two boys, Rayan and Jameel, about last night activities:

> Rayan: Where did you go last night?
> Jameel: I went to the football match.
> Rayan: Why didn't you call me? I would've liked to go, too.
> Jameel: I called you, but no one answered.
> Rayan: What time did you call?
> Jameel: Around three in the afternoon.
> Rayan: I was asleep. Who did you go with?
> Jameel: I went with my new neighbour, Jihad.
> Rayan: I wish you'd called me earlier. I really wanted to go.

- Grammar: using WH words (what, when, where, who, and why) to ask questions in the past simple, and form answers in past simple.

Objective:

Upon the completion of the lesson, the students should be able to:

1. Read the conversation correctly.
2. Answer the questions about the conversation by using correct grammatical sentences in past simple.
3. Identify verbs in past tense mentioned in the conversation.
4. Give the indication of each WH word (what, where, when, who, and why.)
5. Form grammatical correct WH questions in past simple.
6. Give grammatical correct answers to WH questions in past simple.
7. Give the past form of some irregular verbs.

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Ask pupils: "what did you do last night?"	- Students give different answers in past simple.

- Read the conversation to the students as a model reading. - Have pupils read the conversation again in pairs. - On the board, write these questions and ask pupils to answer: 1. Where did Jameel last night? 2. When did Jameel call Rayan? - On the board, teacher revises WH words and their indications: 1. What: is for thing or action. 2. Where: is for place. 3. When: is for time. 4. Who: is for person. 5. Why: is for reason. - Use the questions and students' answers to explain asking WH questions with past tense verbs: **WH + did + S + V (infinitive)?** - On the board, write extra sentences in past simple with regular and irregular verbs underling the questioned parts, and form WH questions from them: 1. Jameel went to <u>a football match</u>. 2. I studied <u>English</u> last night. 3. Noor slept <u>at 11 o'clock</u>. 4. She didn't read the book <u>because she was busy.</u> - Draw the students' attention to use the correct WH word to ask, then use "did", then the subject, then the verb in the infinitive form, and that they have to drop the answer in question from the question form.	- Students listen and underline new words. - Students give answers: 1. He was at football match. 2. At 3 o'clock. 1. Where did Jameel go? 2. What did you study? 3. When did Noor sleep? 4. Why she didn't read the book?

- Use one sentence to ask different questions: 'Sara bought a dress last week' - Do exercises in the book. - Have the test.	1. Did Sara buy a dress last week? 2. Who bought a dress last week? 3. What did Sara buy? 4. When did Sara buy a dress?

Gestures as a main teaching aid:

The gestures and gestural behavior that the teacher used in the explaining asking Yes/No questions can be used in explaining how to ask WH-questions. There is only one extra gesture that can be used to indicate all WH-words. The teacher stars the questions with WH-word and use the question gesture that is raising her right hand with extended index finger and thump, and holding the other three fingers. Then, the teacher completes the gestural behavior by waving the right hand behind the shoulder which indicates "did" in the question. After that, the appropriate subject pronouns gesture can be used. This gestural behavior can accompany the verbal expression of all the WH-questions in the past simple but before they are written on the board.

There are some gestures that can accompany the indications of WH-words: with "when" the teacher uses her right index finger to point to her left risk to indicate time, with "where" the teacher point to the place with her hand to indicate place, and with "who" teacher point to people in the class or to herself to indicate person, as shown in Table (3.1):

Table (3.1): Gestures Used to Explain WH-Questions of Past Simple Verbs

Word/Expression	Gesture type	Gesticulation
WH-words.	Iconic gesture.	Raising her right hand with extended index finger and thump, and holding the other three fingers,
When.	Deictic gesture	Right index finger pointing to the left risk.
Where.	Deictic gesture	Hand pointing to the place.
Who.	Deictic gesture	Pointing to people.

Table (3.2) illustrates the gestural behavior that can be used to with all WH-questions in the past simple:

- *What did she study?*

Table (3.2): Gestures Used to Explain WH-Questions of Past Simple Verbs

Word/Expression	Gesture type	Gesticulation
What	Iconic gesture.	Raising her right hand with extended index finger and thump, and holding the other three fingers
Did	Iconic gesture.	Waving hand behind the shoulder.
She	Deictic gesture.	Thumb pointing to the right side.
Study	No gesture.	....

Fourth report: week 4: 29-10-2011

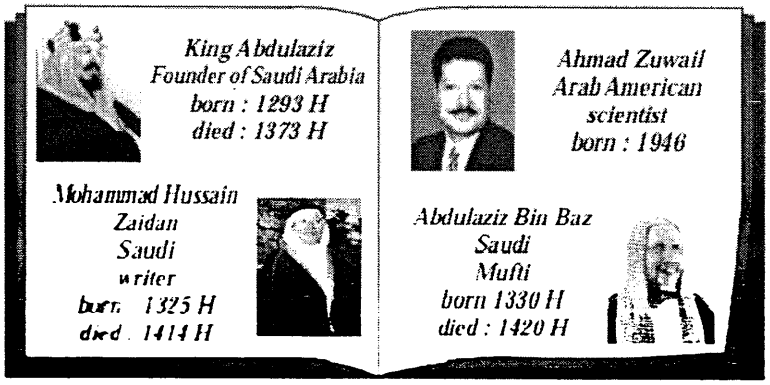
Lesson 4: Page 42

Past Tense of "Be"

(Was/Were) Affirmative and Negative

Content:

- Discussion: pictures of famous people: King Abdul Aziz Al- Saud, Mohammad Hussain Zaidan, Ahmad Zuwail, Abdul Aziz Bin Baz, "Do you know any of the people in the pictures? Which of these people would you like to know more about?"



- Listening and practicing: a conversation between two boys, Ali and Fayez, talking about the life of a famous person (Abdul Aziz Bin Baz):

Fayez: Did you choose a person to write about?
Ali: Yes, I chose Abdulaziz Bin Baz.
Fayez: Who was he?
Ali: He was a very famous Muslim scholar. Although he was blind, he wrote many books.
Fayez: That's amazing.
Ali: He was a teacher and a Mufti.
Fayez: When and where did he live?
Ali: He was born in 1330 H, and he lived in Saudi Arabia.
Fayez: I'd really like to read more about him.

- Grammar: past simple of "Be" verbs (was and were) affirmative and negative.

Objectives:

Upon the completion of the lesson, the students should be able to:

1. Talk about people in the pictures and give some information about them using the new vocabulary correct.
2. Guess the meaning of the new words mentioned in the conversation.
3. Read the conversation correctly.
4. Answer the questions about the conversation by using correct grammatical sentences in past simple.
5. Form correct grammatical sentences using past of "Be" (was and were) with different subjects and subject pronouns.
6. Change correctly sentences with "Be" verbs in present simple to past simple
7. Change the affirmative sentences with past of "Be" to negative (wasn't and weren't).

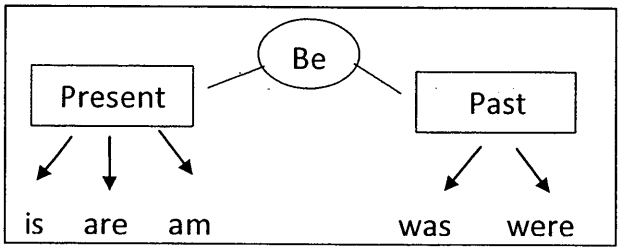
Procedures and Learners outcomes:

Procedures	Learners outcomes
- Have students look to the picture and ask them: "do you know any of the people in the pictures? - Ask pupils about the first famous person: 1. Who was king Abdul Aziz? 2. When was he born? 3. When did he die? - Explain the meaning of new words: *famous, founder, born, die.* - Discuss other pictures by asking the same questions above. - Read the conversation to the students as a model reading and ask students to underline new words. - Have pupils read the conversation again in pairs. - On the board, write these questions and ask pupils to answer: 1. What was Bin Baz ?	- Students give answers. - Write students answers on the board: 1. He was the founder of Saudi Arabia. 2. He was born in 1293 H 3. He died in 1373 H

- Introduce a sentence with action verb in present and ask students to change it past then identify the tense and the verb:

  1. I walk to school every day.

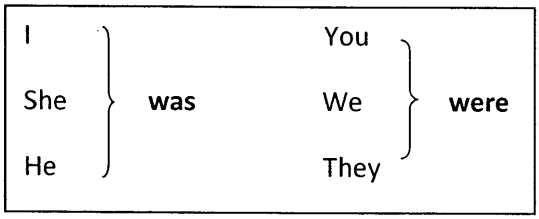
- Explain past of "Be" verbs. Asking them to identify the tense then the verb in the sentence.



- On the board, write these sentence with "Be" verb in present:

  1. I am a teacher.
  2. Sara is in class.
  3. The book is on the desk.
  4. You are at school today.
  5. Students are at the library.

- Use English time line to explain present and past of "Be" verb.



- Draw students attention to the different subject pronouns used with :"Was" and "Were"

- Introducing the negative "was not and were not" by using this sentence:

- He was a Muslim scholar.

- He was a teacher and a Mufti.

- I walked to school yesterday.

- Student change them to past:

  1. I was a teacher.
  2. Sara was in the class.
  3. The book was on the desk.
  4. You were at school yesterday.
  5. The students were at the library.

1. Bin Baz wasn't a writer. 2. They weren't at home. - Ask students to change sentences on the board to negative. - Do the exercises in the book. - Have the test.	1. I wasn't a teacher. 2. Sara wasn't in the class. 3. The book wasn't on the desk. 4. You weren't at school yesterday. 5. The students weren't at the library.

Gestures as a main teaching aid:

To explain the past of "Be" verbs, the teacher needs to remind the students of the English tenses time line. She can repeat the metaphoric gesture of drawing an imaginary time line; used in the first lesson, and locate the present where she stands and point to past by waving hand behind her shoulder.

From the beginning of the lesson, the teacher tries to use the gesture of waving hand behind her shoulder with "was" and "were" in discussion, asking and answering questions about the conversation. Then, the teacher gives and gestures some sentences with "Be" verb in the present, as shown in Table (4.1):

Table (4.1): Used Gesture to Explain Past / Present Tense of "Be" Verbs

Present "Be" verbs	Past "Be" verbs	Negative of past "Be" verbs
1. I am a teacher.	I was a teacher.	I wasn't a teacher.
2. Sara is in the class.	Sara was in the class.	Sara wasn't in the class.
3. The book is on the desk	The book was in the desk.	The book wasn't in the deck.
4. You are at school today.	You were at school yesterday.	You weren't at school yesterday.
5. The students are at the library.	The students were at the library.	The students weren't at the library.

With each sentence in the present, the teacher uses the gesture of pointing to location with "Be" verbs (i.e. am, is, are) to indicate the present time before she writes the sentences on the board. As the teacher changes the sentences with "Be" verb from the present to the past, she uses the gesture of waving hand behind her shoulder with "was" and "were" before she writes the sentences on the board.

To make the sentences negative, the teacher can introduce the negation concept by using the iconic gesture (crossing both arms) with the word (negative). Then, she changes the affirmative sentence to the negative form and uses the gesture that was used with the negative "not" in the previous lesson; raising index finger and moving it rapidly from side to side, as shown in Table (4.2):

Table (4.2): Gestures Used in Explaining Past Tense of "Be" Verbs Affirmative and Negative

Word/Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Spreading arms.
Present of "Be": *is, are, am.*	Deictic gesture	Index finger pointing to location where T stands.
Past of "Be": *was, were.*	Iconic gesture	Waving hand behind the shoulder.
Negative	Iconic gesture	Crossing both arms.
Wasn't, weren't	Iconic gesture	Waving hand behind the shoulder
	Deictic gesture	Raising index finger and moving it rapidly from side to side.

With each sentence above, the teacher uses a complete gestural behavior to indicate the difference between the present, past, and negative form. However, gestures in this lesson are similar to those in the first lesson. They show the difference in time, but they don't show or clarify the difference between action verbs and "Be" verbs. Moreover, there is no particular gesture to differentiate between "was" and "were".

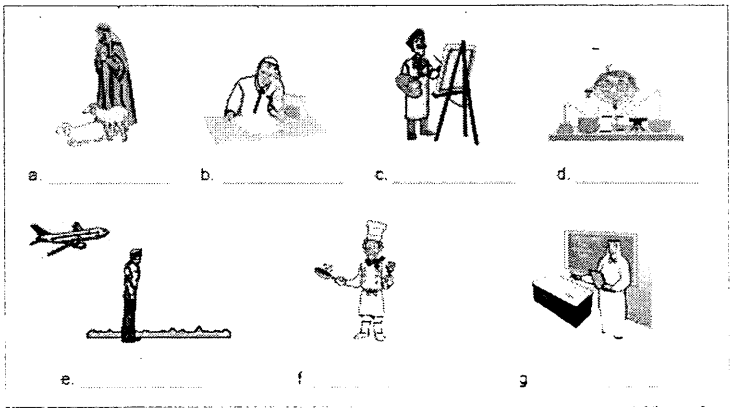
Fifth report: week 5: 19-11-2011

Lesson 5: Page42, 43

Yes/No Questions with "Be" in the simple past.

Content:

- Vocabulary: listen and practice by using pictures new vocabulary about jobs: shepherd, *writer, artist, scientist, pilot, cook, and teacher.*



- Listening: to a boy called Sami talking about a famous person, and answering an exercise.
- Grammar: forming Yes/No question from sentences with "Be" verbs in past, and giving short answers.

Objectives:

Upon the completion of the lesson, the students should be able to:

1. Recognize all the jobs from the pictures.
2. Pronounce correctly and guess the meaning of new vocabulary.
3. Give some information to identify the jobs.
4. Use the new vocabulary correctly in complete sentences.
5. Answer the exercise about a famous person correctly.
6. Use "was" and "were" to for grammatical correct Yes/No questions.
7. Give correct grammatical short answers by using "Be" verbs in past.

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Students will listen to the words and they will read chorally. - Ask students this question after showing them a picture: 1. What is he/she?	- He/she is a/an (shepherd, *writer, artist, scientist, pilot, cook, and teacher.)*
- Explain each job by asking some questions and giving simple definitions: 1. Where does a pilot work? 2. What does a writer do? 3. What does an artist do? 4. What does a shepherd do?	1. A pilot works in air port. 2. A writer writes a book or a story. 3. An artist draws pictures. 4. A shepherd looks after sheep.
- Explain the listening task and ask students if they know any of the famous people mentioned in the listening task: Nelson Mandela, Hadi Sawan, and Van Gogh.	
- Ask students Yes/No questions: 1. Was Nelson Mandela a peace activist? 2. Was Van Gogh a teacher?	1. Yes, he was. 2. No, he wasn't.
- Use students' answers to explain forming Yes/No questions. Was/Were + S....? Yes, S + was/were.	
- On the board, write sentences and ask students to form Yes/No questions and give short answers: 1. She was in Makkah. 2. You were friends. 3. It was a green book.	1. Was she in Makkah? - Yes, she was/ No, she wasn't. 2. Were you friends?

4. I was a writer. - Draw students attention to pronouns used with "was" and "were", and to forming Yes/No questions with "be" verbs in past simple to with the 2ed singular subject pronoun (you). - Do exercises in the book. - Have the test.	- Yes, we were/ No, we weren't. 3. Was it a green book? - Yes, It was/ No, it wasn't 4. Were you a writer? - Yes, I was? No, I wasn't.

Gestures as a main teaching aid:

The gestures that are used in explaining this rule; Yes/No questions with "be" in past simple are similar to those in the previous lessons; asking Yes/No questions from the past simple sentences with action verbs and forming short answers. The example in Table (5.1) would be used to show how the gestures would help to explain other examples:

- You were friends.
- Were you friends?
- Yes, we were/ No, we weren't.

Table (5.1): Gestures Used in Explaining Yes/No Questions of "Be" verbs

	Word/Expression	Gesture type	Gesticulation
Sentence	You	Deictic gesture	Index finger pointing to front.
	Were	Iconic gesture	Waving hand behind the shoulder.
	Friends	Iconic gesture	Index fingers come close.
Question	Were	Iconic gesture	Waving hand behind the shoulder.
	You	Deictic gesture	Index finger pointing to front.
	Friends	Iconic gesture	Index fingers come close.
Answers	Yes	Iconic gesture	Nodding head.
	We	Deictic gesture	Index fingers drawing a horizontal circle
	Were	Iconic gesture	Waving hand behind the shoulder.
	No	Iconic gesture	Moving head to both sides.
	We	Deictic gesture	Index fingers drawing a horizontal circle
	Weren't	Iconic gesture	Waving hand behind the shoulder
		Deictic gesture	Raising index finger and moving it rapidly from side to side.

The teacher uses this gestural behavior with all examples and sentences during the lesson. She gestures while saying the sentences or the questions and before she writes them on the board. Because the students became familiar with the gestures, she can use a complete gestural behavior without the verbal expression as a way to encourage the students to participate in asking the questions and giving answers.

Sixth report: week 6: 26-11-2011

Lesson 6: Page 42, 44

Past Tense of "Be": WH-Questions

Content:

- Reading passage: " The Last Prophet Mohammed (PBUH)"

The Last Prophet Mohammad (PBUH)

Prophet Mohammad (peace be upon him) was born in Makkah in 571 AD. He was an orphan. His father, Abdullah, died before he was born. His mother, Amena, died when he was a child of six. He lived with his grandfather, Abdul Muttaleb, and then with his loving uncle , Abu Taleb.

Mohammad (peace be upon him) was poor and he worked as a shepherd to help his uncle. Later, he looked after his uncle's trade. He was always honest and people called him The Truthful: "Al Sadiq Al Ameen". When he was twenty-five years old, he got married to a rich widow, Khadija bint Khuwailed.

When Prophet Mohammad (peace be upon him) was forty, he became the messenger of Allah. He started spreading the message of Islam in Makkah. The first few years were very difficult for the Prophet. In 622 AD, Allah ordered him to move to Al Madina. He lived in Al Madina for eleven years. The people of Al Madina supported him a lot. He died on the 12th of Rabei Al Awal, 11 Hijra (633 AD) in Madina.

- Grammar: using WH-words (what, when, where, who, why, and how) to ask questions in the past simple with "Be", and form answers in past simple.

Objectives:

Upon the completion of the lesson, the students should be able to:

1. Read the passage and answer some questions about it correctly.
2. Give the meaning of new vocabulary and pronounce them correctly.
3. Identify some of past simple sentences with action verbs and "be" verbs in the passage.
4. Give the indication of each WH-word (what, where, when, who, why, and how.)
5. Form grammatical correct WH-questions in past simple of "Be".
6. Give grammatical correct answers to WH questions in past simple of "Be".

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Ask students to read the passage silently and underline difficult words. - Read the passage to the students as a model reading. - On the board, write and explain new vocabulary: orphan, truthful, and poor. - Ask students to read the passage aloud individually. - Write some questions about the passage on the board and ask students to answer: 1. Where was Prophet Mohammed PBUH born? 2. What was he like? 3. How old was he when he became the messenger of Allah? - Use students answers to ask them to form Yes/ No question, then explain forming WH-question, and revise the indication of WH- words: WH word + was/ were + S + O? - On the board, write sentences with "be" in past, and ask students to form Yes/ No questions to practice, then WH questions: 1. She was born <u>in 1990</u>. 2. They were born <u>in Jeddah</u>. 3. I was <u>a student</u>. 4. Sara was <u>my friend</u>. - Draw students' attention to subject pronouns with which "was" and "were" are used. - Do exercises in the book. - Have the test.	- Students repeat and try to guess the meaning of each word: 1. Orphan: a child who doesn't have a father. 2. Truthful: s person who always says the truth. 3. Poor: don't have much money. 1. He was born in makkah. 2. He was honest. 3. He was forty. - What: is for thing or action. - Where: is for place. - When: is for time. - Who: is for person. - Why: is for reason. - How: is for manner. 1. When was she born? 2. Where were they born? 3. What were you? 4. Who was Sara?

Gestures as a main teaching aid:

This rule is almost a revision of the past simple and asking WH-questions. The teacher can use the gestures that were used in the previous lesson to explain the rule and the sentences. She can start by gesturing each sentence before writing it down on the board. Then she gestures each question also before writing it down on the board. She can use one gesture for all WH-words; i.e. raising the right palm and moving it as if the three fingers (the middle finger, ring finger and the little finger) holding a thing. Then she uses the gesture of waving hand behind her shoulder with "was" and "were". A sample of gestural behavior that the teacher uses in this lesson will be illustrated by the example in Table (6.1) below:

- She was born in 1990.
- When was she born?

Table (6.1): Gestures Used in Explaining WH-questions of "Be" Verbs

	Word/Expression	Gesture type	Gesticulation
sentence	She	Deictic gesture.	Thumb pointing to the right side.
	Was born in 1990	Iconic gesture	Waving hand behind the shoulder.
WH -question	When		Raising her right hand with extended index finger and thump, and holding the other three fingers.
	Was	Iconic gesture	Waving hand behind the shoulder.
	She born?	Deictic gesture.	Thumb pointing to the right side.

Seventh report: week 8: 10-12-2011

Lesson 7:

Past Continues Tense.

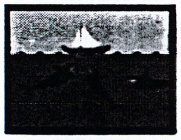
Content:

- Reading a short story: about a Pirate's adventures.
- Grammar: the use and form of past continues tense.

Pirate Story



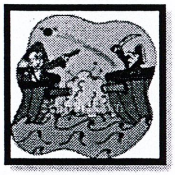
One day in the afternoon, an old pirate **was sitting** in a drink shop. He **was wearing** an eye patch and he had a parrot on his shoulder and a wooden leg. Instead of his right hand he had a metal hook. The pirate **was drinking** a cup of coffee when a young sailor **came in.** The sailor asked the pirate about his adventures at sea.



'So, how did you lose your leg?', the young man asked the pirate.

'Arrr! ,' said the pirate, 'You see, some sharks **were circling** the ship when I fell overboard. Luckily, my men pulled me back onto the ship before the sharks ate me completely, but one of the sharks got my leg.'

'And how about the hook on your hand? How did you lose your hand?'



'I **was boarding** a ship when another sailor cut off my hand with a sword.'



'That's amazing! What a life full of adventures!' said the young man.

'And how about your eye? How did you lose that?'

'I **was eating** a grapefruit when the juice went into my eye.'

'But I don't understand. How did you lose your eye from the grapefruit juice?'

'Arrr!' said the pirate, 'it was my first day with the new hook.'



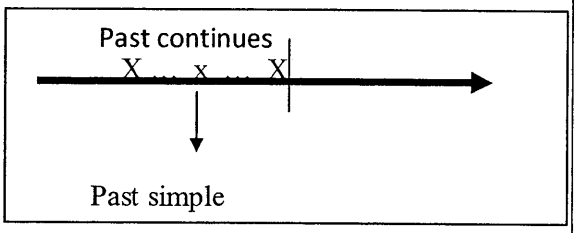
Objectives:

Upon the completion of the lesson, the students should be able to:

1. Read the story and answer some questions about it correctly.
2. Give the meaning of new vocabulary and pronounce them correctly.
3. Identify past continues tense in the time line.
4. Identify some past continues (long action) and past simple sentences in the story.
5. Recognize the difference in time and form between past simple tenses and past continues tense.
6. Give grammatically correct sentences in past continues and past continues plus past simple.

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Ask students to read the story silently and underline difficult words. - Read the story to the students as a model reading. - On the board, write and explain new vocabulary: *eye patch, hook, adventure, board.* - Ask students to read the story aloud individually. - Write some questions about the passage on the board and ask students to answer: 1. Where did the sailor meet the pirate? 2. What was he doing? 3. What was the pirate doing when he lost his hand? 4. How did he lose his eye? - Use student's answers to explain past	1. They met in a drink shop. 2. He was drinking a cup of coffee. 3. He was boarding a ship when a sailor cut off his hand.

continues tense on the time line, and the difference between past continues and past simple.  - Introducing the form of past continues. S + was/were + V-ing - Draw students' attention to subject-verb agreement (was/were), and to the use of "when" and "while" to connect both actions in past continues and past simple. - On the board, write new irregular verbs mentioned in the story: *fall/fell, come/came, and cut/cut.* - Ask students to identify some sentences in past continues in the story. - In each example, students are asked to identify past continues tense (long action) and past simple tense (short action.) - Ask students: "what were you doing last night when I called you?"	4. He touched his eye with the hook. - He was wearing an eye patch. - Some sharks were circling the ship when I fell. - I was eating grapefruit when the juice went into my eye. elicit some answers: 1. I was reading a book. 2. I was sleeping. 3. I was having my dinner.

Gestures as a main teaching aid:

The concept of the past continuous action can be explained by using a metaphoric gesture:

The teacher Stands in the middle of gestural space, pointing to standing location as present time. Then she moves her body slightly to the left side, and points to the right by waving her hand behind the shoulder to indicate past time, as it has been mentioned in the first lesson. After that, the teacher uses her both hands to make a line in the right side (past area) to indicate the progress of an action in the past. She also can move one hand in circles within the imaginary line to indicate the progression of the action. If another action occurred (past simple), one hand cut off the line of the first long action to point to the second short action that happened meanwhile, as shown in Table (7.1) below:

Table (7.1): Gestures Used in Explaining Past Continuous Tense

Word/Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Spreading arms.
Past.	Iconic gesture	Waving hand behind the shoulder.
Present.	Deictic gesture	Index finger pointing to location where T stands.
Past continues	Metaphoric gesture	Both hands making a line in the right side. One hand is moving in circles.

Sentences in the past continuous can be explained by using two gestural behaviors for each:

The first: metaphoric gesture:

The teacher says the whole sentence and using her both hands to form a phase in the right side, then one hand that moves in circles to indicate the progress of the action in the past (past continuous/ long action), after that she uses the index finger of one hand interrupting the phase to indicate the second action (past simple/ short action).

The second: gesturing each part of the sentence:

The teacher uses the gesture of waving hand behind the shoulder, and then she performs the action in progress. The teacher can make a complete gestural behavior similar to the gestural behavior in the example in Table (7.2) below:

- He was drinking a cup of coffee when a sailor came in.

Table (7.2): Gestures Used in Explaining Past Continuous Tense (Example)

Word/Expression	Gesture type	Gesticulation
He	Deictic gesture	Thumb pointing to left.
Was	Iconic gesture	Waving hand behind the shoulder.
Drinking	Iconic gesture	Performing drinking.
Came in	Iconic gesture	Waving hand behind the shoulder.

The teacher can use both ways with all sentences. The first way is used to illustrate the tense in general. And the second way is used to explain the sentence.

Eighth report: week 10: 17-12-2011

Lesson 8:

Past Perfect Tense

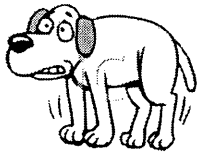
Content:

- Reading a short story: about a lost mobile.
- Grammar: the use and form of past perfect tense, and introducing the past participial of the verb.

Lost Mobile



Mary lost her mobile phone. She **had looked for** it one morning when she suddenly had an idea. She decided to call the number of the mobile in order to try and find it. When she dialed the number, she could hear it ringing somewhere in the apartment. The ringing sound was coming from inside her dog. The dog **had eaten** the mobile phone. She started to laugh. The dog **had helped** her look for the mobile by the time she discovered its place.



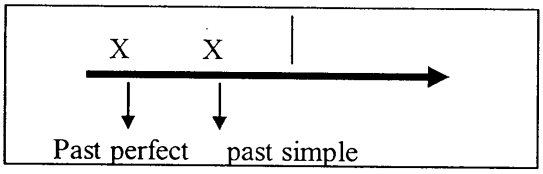
Objectives:

Upon the completion of the lesson, the students should be able to:

1. Read the story and answer some questions about it correctly.
2. Give the meaning of new vocabulary and pronounce them correctly.
3. Identify past perfect tense in the time line.
4. Recognize the difference in time and form between past simple tenses and past perfect tense.
5. Give the past participle of some irregular verbs.
6. Give grammatically correct sentences in past perfect and past perfect plus past simple.

Procedures and Learners outcomes:

Procedures	Learners outcomes
- Ask students to read the story silently and underline difficult words.	

- Read the story to the students as a model reading. - Ask students to read the story aloud individually. - Write some questions about the passage on the board and ask students to answer: 1. What happed when Mary dialed the number of her lost mobile? 2. Where did she find it? - Use student's answers to explain past perfect tense on the time line, and the relation between past perfect and past simple (i.e. past of the past):  17. Introducing the form of past continues. S + had + V (in past participle) 18. Explaining some sentences, and ask students to identify past perfect and past simple and recognize the time sequence: 1. Mary lost her mobile. The dog had eaten it. 2. She had looked for it when she had had an idea. 3. The dog had helped her by the time she discovered the mobile place. - Attention students to the form of regular verb in past participle (-ed) or (ied). - Introduce past participle form of irregular verbs by giving some verbs in sentences:	1. She heard it ringing. 2. The dog had eaten the mobile. - First, the dog had eaten the mobile (past perfect), then Mary lost her mobile (past simple) - First, she had looked for it, then she had an idea (past simple)

Verb 3	Verb 2	Verb 1
Been	Was/were	be
Done	did	do
Had	had	has/have
Eaten	ate	eat
Won	won	win
Gone	went	go
Seen	saw	see
Left	left	leave
gotten	got	get

- Ask students: "what had you done when you slept?

- First, the dog had helped her, then she discovered the mobile place (past simple).

- I had read a book when I slept.
- I had watched a move by the time I slept.
- I had done my homework before I slept.

Gestures as a main teaching aid:

The past perfect tense expresses action in the past before another action in the past. This is the past in the past. Example:

- Mary lost her mobile. The dog had eaten it.
- She had looked for it when she had an idea.
- The dog had helped her by the time she discovered the mobile place.

The teacher can introduce the past perfect tense by using a metaphoric gesture. She can stand in the middle of a gestural space, draw an imaginary time line in the same way she did in the previous lessons, locate present in the middle, past in the right by waving hand behind her shoulder, and say that we can talk about the past of the past, and she does a double waving of hand behind the shoulder and steps back, see Table (8.1). Then she goes explaining that the past perfect is an action that happened in past before another action happened in the past.

Table (8.1): Gestures Used in Explaining Past Perfect Tense

Word/Expression	Gesture type	Gesticulation
Time line	Metaphoric gesture	Using the gestural space. Spreading arms.
Past.	Iconic gesture	Waving hand behind the shoulder.
Present.	Deictic gesture	Index finger pointing to location where T stands.
Past perfect.	Iconic gesture	Double waving of hand behind the shoulder and stepping back.

The teacher can gesture each sentence by waving hand behind shoulder for the verb in the simple past then making a double waving and stepping back for the verb in the past perfect. She gesture each sentence before she writes the sentences on the board. The example sentences in Table (8.2) would explain the complete gestural behavior that the teacher can use with all sentences:

- Mary lost her mobile. The dog had eaten it.

Table (8.2): Gestures Used in Explaining Past Perfect Tense (Example)

Word Expression	Gesture type	Gesticulation
- Mary	Deictic gesture	Thumb pointing to right.
- Lost	Iconic gesture	Waving hand behind the shoulder.
- Her mobile	Iconic gesture	Hand forming a phone shape.
- Had eaten	Iconic gesture	Double waving of hand behind the shoulder and stepping back.

Appendix (K)

Classroom Observation

1. Observation of Lesson One: Past Simple Tense: Regular and Irregular Verbs

The concept of past time was explained for the control group by drawing the English tenses time line on the board, locating the present time on the middle, and locating the past time on the left end of the line. The researcher put (X) on the left end of the time line to indicate that the events happened in the past time. By showing the students a number of flash cards about some activities in the present and the past simple, some affirmative and negative sentences were written on the board without gesturing. However, some gestures accompanied some expressions unconsciously, which should have been avoided by the researcher during the explanation:

- "Actions that happened in the past": iconic gesture/ waving hand behind the shoulder.
- One student asked about the meaning of "cook": iconic gesture/ a hand moving as holding a spoon on a cooking container.
- "Did not": deictic gesture/ raising index finger and moving it rapidly in both sides.

On the other hand, with the experimental group, explaining the difference between the past and the present started by using the metaphoric gesture, after that the researcher drew English time line on the board. The students in the experimental group were able to locate adverbial of time (e.g. yesterday, now...etc) on the time line on the board before the researcher did so. The gestures and the gestural behavior that accompanied examples in the present and the past simple and the negative form of the past simple, mentioned previously, were used and implemented accurately by the researcher. The students were shown a picture with a written verb, the students used that verb to give a complete

sentence, and the sentence was gestured by the researcher before it was written on the board.

The reaction and participation of the students in the experimental group were better than those in the control group. The students in the experimental group were able to give correct grammatical sentences and they answered the exercises more quickly, while the students in the control group hesitated before forming sentences in the past simple tense, and they took longer time to answer the exercises. Even though, the students in both groups made some mistakes in negating the sentences in the past simple (i.e. they keep verbs in past form instead of changing them to infinitive).

It was observed during test one that the students in both groups found the first question in the test difficult to answer. They were confused because the question was in a form of a short story, and most of them asked "what should I do to answer?" so, the researcher read the question to help them understand. It was observed that even though the researcher spent more time in explaining the grammar rule with the use of gestures to the experimental group, students in this group spent less time in answering the questions of the test than the students in the control group.

2. Observation of Lesson Two: "Did" in Yes/No Questions with Past Tense Verbs

Explaining Yes/No questions helped the students practice more on the past simple sentences. This rule was considered easier to be learnt by the students since they reacted well especially in the experimental group. With the control group, the researcher explained forming Yes/No questions and answering by writing example sentences on the board. Students in the control group made some mistakes in forming questions and in giving short answers during the practice and the test. They keep the verb in the question in the past form, and they sometimes miss to use or incorrectly use subject pronoun in the answer. The students were participating individually or in pairs during the explanation and in answering the exercises.

With the experimental group, the researcher used the gestures mentioned previously to explain the grammar rule. It was noticeable from the early stages of the explanation, that the students in this group can form Yes/No questions and give short answers relying only on the researcher's gestures. They were active, and they were answering chorally which helped the researcher give a direct feedback once they give incorrect grammatical answer. However, the students in this group have also made some mistakes regarding the infinitive form of the verb in the question and the subject pronoun. Yet, the students were able to correct themselves immediately when the researcher gave a negative feedback by a gesture. The students in the experimental group found the test easy to answer, regardless of the mistakes they made.

One sentence would describe the overall activity of explaining Yes/No questions of past simple tense in both groups: "during the lesson, with the control group, the researcher and the students wrote more, with experimental group, the researcher and the students spoke more." This observation showed directly the effect of using gesture on the class discussion.

3. Observation of Lesson Three: WH-questions with Past Tense Verbs

Explaining how to form WH-questions with the past simple sentences was full of energy by using gestures as a main aid with the experimental group. In this lesson, the background information about past simple tense was repeated, while the students were familiar with forming sentences in the past simple, making the negative forms, and asking Yes/No questions. The only new information was using WH-word part to form questions. In was noticed that the students in the experimental group became more familiar with the gestures used by the researcher during the explanation of this rule.

During the lesson, the students in the experimental group were found to act and react in the following way: (1) listening to the researcher forming the questions, (2) watching the researcher gesturing the questions, (3) producing or repeating the questions before

writing them on the board. The gesture part helped them produce, practice, and get involved in the explanation. On the other hand, the students in the control group, because of the omission of the gesturing part, were only listening to the researcher forming the questions, and then they were trying to read the questions after writing them on the board.

It was observed during test three that the students in the control group had difficulties in answering. They asked many questions and they were confused about the correct grammatical order of the question. The students in the experimental group, asked some questions regarding the test, but they seemed less confused. It was noticed that the time assigned for the test (i.e. 15 minutes) was not enough for the students to answer the whole test. In both groups, some students left some items without answering them.

4. Observation of Lesson Four: Past Tense of "Be" Verbs (Was/Were) Affirmative and Negative

The past of "Be" verb rule can be considered a part of the overall past simple tense rule. Accordingly, as mentioned earlier, the gestures used to explain this rule were similar to those in the first lesson. With the control group, the students were able to recognize past/present sentences with action verbs, but they were struggling in understanding the meaning and sometimes the reason of using "Be" verbs. They were familiar with the "Be" verbs in present (is, are, and am) but they kept asking: why do we need to change sentences to "was/were"? And, when should we use "was/were" instead of (is, am, are)? In this situation, the researcher was repeating the same information with extra illustration and sometimes she translated some sentences into Arabic. However, the students were able to deal with the negative form. They were able to negate all the examples with "Be" verb in the past.

With the experimental group, and because the students were familiar with the gestures that indicate the past concept used in the previous lessons, they were able to recognize the past/present sentences with the action verbs and they were able to understand and participate actively with past sentences with "Be" verbs. Each gesture

used during the explanation had a particular meaning that the students seemed able to comprehend. They were also able to negate all the sentences after explaining one example. The students had one problem regarding the subject pronouns with which they must use "was" or "were."

It was observed during test four that the students in the control group were confused about inserting "was" or "were" without removing present "Be" verbs (redundant use of "Be" verb), even though they answered all the questions. On the other hand, the students in the experimental group asked fewer questions during the test, but they didn't answer all the questions.

5. Observation of Lesson Five: Yes/No Questions of "Be" Verbs

The students in both groups were familiar with the basic rule of past simple, and making Yes/No questions; accordingly, they were able to form the questions and give short answers with "Be" in the past simple. The students in both groups had some difficulties in choosing between "was" and "were" with different subjects and subject pronouns.

However, the students in the experimental group were more active because they were able to extract the question form and the short answer from the researcher's gestures. It was observed that while the gestures were used with the articulation of the sentences, the students became more familiar with English sentence structure. They were able to form grammatical correct sentences during the class. Moreover, the students used some gestures that the researcher used in the explanation while they were forming the sentence. With the control group, the students did well during the class, but the researcher needed to repeat and explain each sentence more than once to make sure that all the students understood.

It was observed during test five that both groups found the test confusing at the beginning because of the way of presenting the question. They were doubtful about

whether they should use "was" or "were" in asking Yes/No questions, but both groups found the test easy to answer once they understood how they should deal with each item.

6. Observation of Lesson Six: WH-questions with "Be" in the Simple Past

Introducing asking WH-questions with the verb "Be" in the past simple can be considered a revision of what the students already learnt in the previous lessons. The researcher with both groups revised the WH-words, and then asked the students, by using example sentences, to form different WH-questions.

With the control group, the researcher explained the rule in a traditional way by writing each sentence on the board. The students practiced this rule regularly by answering the researcher's questions and writing down the answers on the board. While with the experimental group, the use of gestures seemed encouraging the students to take a part; accordingly, they get involved in the discussion which took a form of practice from the right beginning. Test six seemed quite easy for both groups. Few questions were asked by the students, some of them about how to deal with items of the questions, or to make sure about subject-verb agreement.

7. Observation of Lesson Seven: Past Continuous Tense

Explaining past continuous tense through a short story was helpful. In addition, using gestures with the experimental group was much helpful for the researcher as well as for the students. The concept of the past continuous time was explained by using a metaphoric gesture which took time, but the researcher was somehow content because the students were participating and asking once they are confused. On the other hand, most of the students in the control group were lost during the explanation. The relation between long action and short action (past continuous tense and past simple tense) in one sentence were the big question for the students in both groups. With the experimental

group, gesturing seemed helping the students understand, but with the control group, even though the students understood the story, the researcher needed to use extra examples to help the students comprehend the rule and understand the time concept of the tense. At the end of the lesson, the students in the experimental group were able to give sentences using this tense, while the students in the control group could not do so.

It was observed during test seven that the students in both groups were confused regarding the identification of the sentences to sentences in past simple tense, sentences in past continuous tense, and sentences with both tenses. Both groups needed extra time to read the story. However, the students in the experimental group seemed more confident about their answers more than the students in the control group.

8. Observation of Lesson Eight: Past Perfect Tense

Teaching the past perfect tense was a great challenge for both the researcher and the students. The time sequence of the past perfect and the past simple as well as the past participle form of the verb made it difficult for the researcher to explain and for the students to grasp the idea and the tense form from the first class. With the control group, the students were able to understand the story, yet they were somehow lost during the explanation of the rule. They asked: why do we need to use the verb "had" in every sentence? When should we use it? In the same time, introducing the past participle form of the verb was confusing. The researcher had to explain each sentence by drawing the time line on the board in order to make sure that the students recognized the time sequence. Many questions were asked by the students in the control group during the test. It seemed that the students were not able to answer the questions because they didn't understand exactly when and in what form the tense is used.

On the other hand, during the explanation of the tense, the students in the experimental group were concentrating and observing the researcher's gestures. Despite that they asked the same questions that were asked by the control group, it seemed that they were able to understand and react. The researcher had to gesture

every sentence, while drawing the time line was used once on the board to make sure that the students got the metaphoric gesture regarding the time sequence. The students found the test difficult to answer, and they were doubtful about their answers. However, some students were pleasant because they were able to guess the correct answers.

Appendix (L)

SPSS Statistical Analysis for the Final 1st intermediate Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	.224	.637	-.050	62	.960	-.06085	1.22190	-2.50339	2.38169
	Equal variances not assumed			-.050	61.928	.960	-.06085	1.22076	-2.50116	2.37946

Appendix (M)

SPSS Statistical Analysis for the Lesson-related Grammar Tests

The Control Group and the Experimental Group Tests' Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Test 1: Past simple tense	Control Group	32	4.746094	2.7305921	.4827051
	Experimental Group	32	6.591797	2.7339609	.4833006
Test 2: Past simple (yes/no questions	Control Group	35	6.58929	2.948481	.498384
	Experimental Group	31	8.18548	2.306890	.414330
Test 3: Past simple (wh-questions	Control Group	29	6.72414	2.245128	.416910
	Experimental Group	24	7.68229	3.247486	.662890
Test 4: Past simple (the verb to be)	Control Group	34	6.9412	2.43324	.41730
	Experimental Group	30	6.6583	2.85080	.52048
Test 5: Yes/no questions with "be: in the past	Control Group	35	5.914	2.6637	.4503
	Experimental Group	27	6.630	3.6257	.6978
Test 6: Wh-questions with "be" in the past simple	Control Group	34	6.97	2.680	.460
	Experimental Group	31	7.81	2.442	.439
Test 7: Past continuous tense	Control Group	34	5.412	2.9232	.5013
	Experimental Group	29	7.166	1.7897	.3323
Test 8: Past perfect tense	Control Group	20	5.875	1.1224	.2510
	Experimental Group	20	8.075	1.9952	.4461

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Test 1: Past simple tense	Equal variances assumed	.036	.850	-2.702	62	.009	-1.8457031	.6830693	-3.2111391	-.4802671
	Equal variances not assumed			-2.702	62.000	.009	-1.8457031	.6830693	-3.2111392	-.4802671
Test 2: Past simple (yes/no questions	Equal variances assumed	3.544	.064	-2.427	64	.018	-1.596198	.657785	-2.910274	-.282122
	Equal variances not assumed			-2.463	63.086	.017	-1.596198	.648117	-2.891323	-.301074
Test 3: Past simple (wh-questions	Equal variances assumed	3.367	.072	-1.266	51	.211	-.958154	.756909	-2.477711	.561404
	Equal variances not assumed			-1.224	39.693	.228	-.958154	.783095	-2.541229	.624922
Test 4: Past simple (the verb to be)	Equal variances assumed	2.994	.089	.428	62	.670	.28284	.66049	-1.03746	1.60315
	Equal variances not assumed			.424	57.417	.673	.28284	.66711	-1.05282	1.61850
Test 5: Yes/no questions with "Be" in the past	Equal variances assumed	6.358	.014	-.896	60	.374	-.7153	.7985	-2.3125	.8818
	Equal variances not assumed			-.861	46.053	.393	-.7153	.8304	-2.3869	.9562
Test 6: Wh-questions with "Be" in the past simple	Equal variances assumed	.074	.786	-1.310	63	.195	-.836	.638	-2.111	.439
	Equal variances not assumed			-1.316	63.000	.193	-.836	.635	-2.105	.434
Test 7: Past continuous tense	Equal variances assumed	15.983	.000	-2.811	61	.007	-1.7538	.6240	-3.0014	-.5061
	Equal variances not assumed			-2.916	55.700	.005	-1.7538	.6015	-2.9588	-.5487
Test 8: Past perfect tense	Equal variances assumed	3.315	.077	-4.298	38	.000	-2.2000	.5119	-3.2363	-1.1637
	Equal variances not assumed			-4.298	29.931	.000	-2.2000	.5119	-3.2455	-1.1545