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TOPIC

NONVERBAL COMMUNICATION ACTIVITIES TO ENHANCE ENGLISH VOCABULARY SKILL IN SECOND GRADE STUDENTS AT CENTRO EDUCATIVO SOLER DURING SCHOOL YEAR

2018 - 2019

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RESUMEN:

One of the most important skills in the process of learning a second language is vocabulary. This article proposes activities using nonverbal communication as a teaching technique to improve vocabulary acquisition. The aim is to analyze the use of different

non-verbal activities to improve and increase the vocabulary which is learnt in class. This strategy can be applied in the English area to improve vocabulary skill in second grade students at Centro Educativo Soler school. For its investigation, field research has been carried out in second grade students and the surveys were applied to 50 students and 13 teachers, the surveys to diagnose the problems that students have and check teacher' methodology. Its results have shown the interest of the researcher to develop a didactic guide with activities for the acquisition of vocabulary. The purpose of this proposal is to provide the educational community with didactic resources for the academic improvement of students and improve vocabulary acquisition in them.

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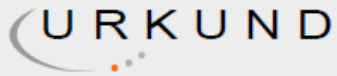
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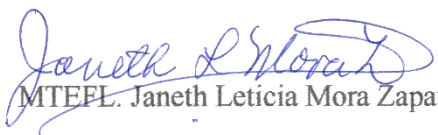
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En mi calidad de Tutor del Proyecto de Investigación **NONVERBAL COMMUNICATION ACTIVITIES TO ENHANCE ENGLISH VOCABULARY SKILL IN SECOND GRADE STUDENTS AT CENTRO EDUCATIVO SOLER DURING SCHOOL YEAR 2018 - 2019** designada por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **NONVERBAL COMMUNICATION ACTIVITIES TO ENHANCE ENGLISH VOCABULARY SKILL IN SECOND GRADE STUDENTS AT CENTRO EDUCATIVO SOLER DURING SCHOOL YEAR 2018 - 2019**, presentado por la estudiante **FANNY LISSETTE ABAD VILLAFUERTE** como requisito previo, para optar al Título de **LICENCIADA EN LENGUA INGLESA ESPECIALIZACION LITERATURA Y LINGÜÍSTICA**, encontrándose apto para su sustentación.

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DEDICATION

I dedicate this project to the most important people in my life. My father Richard Abad and my mother Diana Villafuerte for their sacrifice and effort. For being there when I felt I couldn't achieve this goal.

To my lovely children, Tiffani Navas, José Navas and Brithany Navas, for being my inspiration and motivation during this hard process, with the main objective of living better days.

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INTRODUCTION

Students at this level associate their vocabulary from their mother tongue showing off a big and complicated deal to understand a sort of English words learnt in English class. On the other hand, teachers are not currently up-to date to transmit their knowledge in a meaningful way; that means they use old methods and spend most of the time speaking Spanish instead of English.

The teaching career is based on communication. In classrooms, teachers have the responsibility to transmit information to students through communication.
Therefore, the communication model of teachers, verbal or non-verbal, affects students (Simpson and Erickson, 1983). The body language teacher makes during a lesson, can help or not the student to acquire English vocabulary.

Non-verbal communication as a teaching technique to improve English language acquisition has the aim as to analyze the use of different non-verbal activities to improve and increase the vocabulary which is learnt in class. It contributes to infer the vocabulary meaning without using verbal forms of communication.

Its usage should help learners understand the meaning of the words using gestures, body language, eye contact and others. Applying nonverbal communication technique might eradicate the traditional method of translating vocabulary words into Spanish to understand their meaning and apply them to structure sentences according their levels. This technique will be helpful for teachers and students on the teaching – learning process on their lessons.

CHAPTER I

STUDY APPROACH

1.1. Theme

Nonverbal communication activities to enhance English vocabulary skill in second grade students at Centro Educativo SOLER during school year 2018 – 2019.

1.2. Statement of the problem

Language is considered as the first communication resource. It is used to share ideas, feelings and thoughts with others. There are many factors that make English an essential language for communication in the 21st century. First of all, it is the most popular foreign language spoken in almost all the countries; on the other hand, day is a compulsory training professionally to access the labor market. This is because of an unstoppable progress of globalization; large amount of companies operates internationally and English is the "common language" used to communicate.

Applying the English language is important to improve the labor market possibilities, it opens doors to new forms of leisure and entertainment, tourism and business communication by applying this Anglo-Saxon language, However, there is currently the big problem in acquiring this language such as the few obsolete methods used for the teaching and learning process. On the other hand, teachers do not pay attention to each skill and especially the students' oral production. These problems have allowed the students' disinterest and demotivation to learn it.

Centro Educativo "SOLER" is located in "Km $9^{1/2}$ via Samborondón", a popular area which is near form Guayaquil city. Nowadays, it has an amount of 50 students from second grade. Furthermore, this private institution has an adequate infrastructure to develop educational work. One of the main problems seen at this school is the method teachers have applied in order to teach vocabulary in second grade students. There are

some teachers who do not have expertise in teaching children form age 4 to 6, as a result, they find difficult to reach students when teaching the English language.

Another factor is teachers do not plan their classes according their student's needs, they use to improvise and use translation instead of avoiding the use of the mother tongue. The response of the students doesn't change, they don't have an active participation in their classes, and there is lack of comprehension, interaction with the teacher and peers. The over-use of drilling with their Spanish translation as a technique in the classroom may cause a mechanic learning. There are many activities which can develop vocabulary skills in a constructive way which let students build their knowledge through their own prior knowledge and do not need to be teacher center.

The years of accumulated delay, the scarce or null base that has the majority of the students, the dubbing of the films, the low level of languages taught in the school. The reasons why in the schools of our Ecuadorian society remains anchored to the tail of Europe in the domain of English have diverse origins. The problem is that, far from improving and despite the multiple plans that the educational authorities have put in place, the deficit in knowledge of foreign languages does not diminish. Not because nothing is being done, but because the rest of the countries are improving much faster than here.

Another important fact is the scarce parents' participation in teaching a foreign language, this is due to the lack of knowledge or orientation they need to be able to guide their kids. It is important teachers provide necessary didactic strategies as to help students 'tasks from their homes. The role of parents in the students' needs to learn a second language is vital and of great importance, as it will cause families to be involved in the English learning acquisition. The education of our students is our responsibility but it is also that of their parents.

The effective management of non-verbal communication in the classroom generates a favorable learning environment, reduces the physical and psychological distance between teachers and students, creates a climate of mutual trust and respect, and facilitates the

assimilation of content, among many other advantages. The ability of the teacher to captivate and lead their class is a variable closely linked to motivation, affective learning, and the achievement of good academic results, as demonstrated by all research in this field.

In other words, students learn more quickly and easily when teachers apply fun activities and innovative methods, because our brain tends to concentrate its attention, model and copy the behaviors that are most attractive and emotionally stimulating. Hence the imperative need to apply non-verbal communication activities as pedagogical tools, in an educational system that has so far prevailed the reason against emotion, and words against body expression and in learning the English language in second grade children at Centro Educativo SOLER.

1.3. Problem Formulation

How do nonverbal communication activities enhance English vocabulary skills in second grade at Centro Educativo SOLER during the school year 2018-2019?

1.4. Systematization of the problem

How do nonverbal communication activities improve student's cognitive development in vocabulary acquisition?

What is the level of acceptance and agreement in using nonverbal communication activities to improve vocabulary skills in second grade students?

How does the use of nonverbal communication didactic strategy enhance vocabulary skills in the English language teaching and learning process?

How important could be the teachers' role in order to increase vocabulary acquisition in students' role?

1.5. Objective of the investigation

1.5.1. Broad Objective

To determine the effects of nonverbal communication activities to enhance vocabulary skill in children from 6 to 8 years old at a private school.

1.5.2. Specific objectives

To analyze the current utility of the body language for understanding and memorization during the acquisition and development of the foreign language.

To evaluate the effectiveness of collaborative teaching techniques as to develop English vocabulary production in children using pre and posttest.

To develop a proposal, based on conclusions obtained from the analysis of data extracted in an environmental education, to motivate teachers to increase use of body language during English classes.

1.6. Research Justification

In today's world, the perception of the human being not only focuses on what is heard from other people but also on the attitude which a content or message is transmitted, it is of great importance to establish adequate communication channels that allow people to interpret what they say or what they are told. This is where nonverbal communication lies ideal for the different situations in which the human being develops daily.

This research is important considering that it aims to improve the quality of school performance through methodological strategies to strengthen school performance, maximize their intellectual potential and develop their abilities, skills and abilities in the English Language. This research is **relevant** due to it is addressed to teachers, parents

and children from second grade because it seeks a comprehensive education, enhancing at the same time their linguistic, cognitive and social skills, with an appropriate stimulations and strategies students will improve their vocabulary by using nonverbal communication.

Communication provides the development of essential skills in students such as: speaking, listening, reading and writing, which allow the development of outstanding oral and nonverbal language. This research work will favor students in terms of their English language learning through nonverbal language with the purpose of helping students strengthen their previous knowledge in the acquisition of new vocabularies and the ability to communicate in this language through different uses of didactic strategies.

The beneficiaries of this project are the students, parents and teachers due to the great impact nonverbal communication activities have. This proposal will enhance students with the capacity to foster their cognitive approach and previous knowledge as to learn new vocabulary and find their own meaning.

These activities will be useful to improve the vocabulary skill in the English learning process. This guide will allow teachers have an updated material for their different daily activities in this area. This investigation will result in benefit of the students with low development of basic vocabulary of second graders at CENTRO EDUCATIVO SOLER, as well as its educational community who will have real motivating and dynamic classes.

In addition, it is important and necessary to teach English as a foreign language; because it is the most spoken language throughout the world. It is also considerate as a universal language. This language has allowed the communication between people of different countries. Therefore, it is necessary to have basic knowledge about it. It will help them during their academic life or in their social and professional development.

1.7. Delimitation

The investigation was conducted, in the period between November 2018 to March 2019.

Chart 1.

Responsible Institution:	Universidad Laica Vicente Rocafuerte De Guayaquil.
Responsible:	School principal
Field:	Education
Subject:	English
Population:	450 students
Execution Period:	2018 – 2019
Research content	Nonverbal communication activities

Elaborated by: Abad (2019)

1.8 Ideas to defend

Nonverbal communication activities enhance English vocabulary skill in second grade students at Centro Educativo SOLER during school year

1.9. Line of research

 The line of this research is Teacher performance and professionalization and the sub line is centered in Communicative skills in teachers and students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Literature review

Searching information about nonverbal communication and its influence on vocabulary skills could be found a variety of information related to the topic. Several authors have done related research topics due to the importance of the language in child's cognitive development and English language learning. Some authors mentioned in this work have been of great contribution to the development of this present project as to assess its feasibility and relevance for theoretical, practical and legal foundations.

(Fujii & Hirotani, 2015), in their article titled as "Implementing verbal and non-verbal activities in an intercultural collaboration project for English education." state nonverbal language as the body language and interpersonal contact. They are considered as important aspects in the intercommunication of every human being. The use of gestures and mimics are also known as an adequate non-verbal communication. This research work will be a great support for all students form different educative establishments and develop positively the human language as to activate their previous knowledge to learn new vocabulary and take part of the society which must be valued and inserted in the study plan and programs from basic to intermediate level.

According to (Wahyuni, 2018), in his research paper titled "The power of verbal and Nonverbal Communication in Learning" states that interpersonal communication contains the skills for verbal and nonverbal communication. The first are related to the content addressed, its informative nature and the effective use of the mother tongue. And the nonverbal ones are those that serve as complement and support the verbal.

(Cárdenas , 2013), with the theme "nonverbal communication, badges and heraldry", from Universidad Del Azuay. This work explains the use of nonverbal language as an

Interesting sample of communication in the society. All descriptions and symbols presented in this paper seek to clarify the message of each signs applied in non-verbal language with the aim to clarify the gaps they have about their origins and meanings.

(Astudillo, 2006), proposes in her thesis named, "Propuesta de comunicación no verbal para superar el maltrato mi burbuja". The use of nonverbal communication to build stories and develop their English vocabulary, not only with body positions, but also with expressions such as gestures and mimics; through this study, it can be observed different situations with children who go through in society. This proposal helped the researcher to find the causes about the children's problem when acquiring the English language.

Effective teaching requires adequate "communicative competence" in teachers and pursues, as a basic objective, the development of communication skills in students. This competition would be based on having adequate knowledge about the theory of communication and the process of didactic interaction and possession of attitudes, skills and practical skills which are necessary to carry out effective communication. The fundamental part of that communicative competition is knowing how to handle nonverbal communication properly.

Another aspect to consider is the increase in vocabulary used for the child, in order to meet their basic needs, maintain their desires, thoughts, and emotions to move from egocentric language to social language. The manifestation of nonverbal language is very beneficial for the child's communication, and their social and emotional development that allows teachers and parents to understand feelings, intentions and moods, contributing to the development of empathy and favoring conflict resolution.

Some fun activities are necessary to motivate students to learn the language. With the application of this project, second grade students will be benefited, because they will learn the English language through non-verbal language and are able to understand the meaning of some vocabulary imparted by English teachers.

2.1.1. Nonverbal Communication

Nonverbal language are body gestures, facial expressions, head movements, signs, grins, orientations with the eyes. Nonverbal language has more relevance than verbal language. When talking to someone, only a small part of the information obtained from that person comes from their words and the rest of the information that they want to transmit is done through nonverbal language. This type of language is perceived through the senses of smell, touch and sight. These nonverbal messages express emotions, feelings, personal and cultural values.

Nonverbal language is commonly used in the society when expressing a message which can be done in different ways, that is, the interpretation of this nonverbal language is given according to the cultural environment in which it is involved. According to (Pérez, 2010), he states "The language should be considered as a way to express feelings and emotions through which establishes a better understanding of the message and also what it wants to transmit. (p.28)." With the use of non-verbal communication, English teachers influence over the perception students have about them and degree of satisfaction about the English subject. Hence the importance of transmitting attitudes such as: the interest in learning the English language, the concern about the situation, students' needs, respect, affection, understanding, etc.

According to (Gray & Smithers, 2019), "Linguistics is related as a science, the natural relationship between the meaning and the significant phonic, it also determines both the reduction of written signs to tangible forms of acoustic images and secondary representations (p.33)." This process requires several elements and enough time for it to be done effectively. Therefore, every element that is used to communicate and transmit a clear message is important, if one of them is missing, the process would be incomplete and the communication would not take place.

(Neill, 2017), states "children use several methods to transmit the message because they are curious about knowing the meaning of each word that they emit" (p.54). The authors mentioned above state that non-verbal language consists on gestures without sound but

they manifest a message it wants to be transmitted through actions that speak more than a thousand words; that means, although the words have a good intention they need to be supported for a better understanding such as the body or hands movements, or just with a single look, that is, to provide signs or gestures where a verbal syntactic structure is involved, and cannot be analyzed in hierarchical sequences, because it is a language expressed in signs, in spite of verbal communication focuses mainly on words.

2.1.2. Nonverbal language during early childhood

Nonverbal language is the communication process that takes place by sending and receiving messages without issuing words. The language development in a child has two very important aspects; first, the non-verbal language which is acquired interactively and then the verbal language that is acquired gradually through interaction with their parents. Babies during the first months of life can distinguish different linguistic tones, expressing their basic needs also their emotions and feelings.

According to (Brumariu & Kerns, 2015), "The gestures that accompany in the issuance of a message by means of signs to create visual information are supportive to describe or reinforce a message, that is, body movements, gestures and signals replace words" (p.83). Communication or nonverbal language is a type of body language that humans use to transmit messages and, in most cases, unconsciously. It has been known for a long time that information is not only transmitted with words, but also through body movements such as postures, eye contacts, the distance between one another, the way of sitting or even walking.

(Badri & Nazari, 2015), states "children express their feeling and words using their creativity, which develops non-formal language and allows them to keep a communication useful to mature their intelligence" (p.27). All people are immersed in the practice of development of nonverbal language, which also involves attitudes, respect for others and learning.

Nonverbal communication does not follow the same basic rules as verbal, so it does not have a syntax (a specific order of appearance of the signs) but is articulated based on

context and circumstances. There is a certain margin of conventionality in some cases, such as in the movements of the head to indicate a "yes" or a "no", but even those gestures are not universal and, in some cultures, they are interpreted backwards.

On the other hand, it is a non-discretionary form of communication, which depends on the capacity of the sender and the receiver to capture and interpret the message in an appropriate manner, since there is no common or universal code that intermediates. In this type of communication, non-logical aspects of our mind, such as emotionality and empathy, have a greater predominance.

The origin of nonverbal communication starts from the birth of the child, when they express their feelings and needs through crying or smiling, until they begin to babble, where they do it in an innocent way, which is why it is considered the sincerest language in its expression. On the other hand, it is difficult to interpret the Nonverbal language in adults because they are not sincere and pretend under any circumstances express their moods, so there are psychological rebukes, and there are traces that hurt their self-esteem.

2.2.3. Nonverbal communication and its influence in children's cognitive development

Children use nonverbal communication as a way to get their parents' attention expressing their basic emotions and needs. It is important to carefully observe the sounds and gestures as they reveal their state of mind, warn disorders or mismatches; through them they attract attention and maintain interpersonal contact. This innate capacity is developed thanks to personal experience. Learning and maturity allow children the association of certain expressions and words; as well as concrete actions and emotions.

The baby or the child begins to communicate through facial expression. This type of nonverbal communication in children develops through eye movements, some facial movements and lip movements each of these important aspects goes through a process of

maturity that is organized until they reach a specific unit. There are numerous facial signs that parents should visualize well to see what the child wants to communicate.

To observe face expression is vital to be able to know what the child wants to transmit. If the children want to express surprise, they will do so by opening their eyes; raising the eyebrows and leaving their mouths open and the upper eyelid raised. If he expresses joy it is easy to observe their cheeks raised; the eyes are narrowed and the corner of the lips moves. Some examples like these help very well to look at the type of nonverbal communication in children.

2.2.4. Factors of nonverbal communication

Nonverbal communication complies with circuit of any kind of communication: it has a sender, a receiver, a message, a channel and a certain code (since there is no conventional language to turn to). That means that the messages are made through other senses and using other parts of the body, such as: **Sender** where students use the eyebrows, smile, mouth (to make faces), the eyes and direction in which they look, body posture, and distance from someone to another and hand gestures.

The r**eceiver** is someone who receives the message and mainly uses sight and ears, this person does not receive any words, but tones and sequences. In that sense, nonverbal communication is much more versatile than verbal communication, since it has a variety set of meanings and signs to elaborate and can even incorporate contextual elements such as pointing to an object or direction, taking an object, or performing an imitation of an action students want to transmit.

The teachers' role as receivers must be aware of the importance of students' nonverbal communication and have constant attention and awareness towards the messages they send; in this way, to know their moods, level of attention, feelings, grade of involvement in tasks, thoughts, needs and interests. When interpreting their nonverbal messages, a series of criteria must be taken into account:

1. The existence of cultural differences in their management and meaning. Hence the possibility of misinterpreting them, when valuing them only from teachers' perspective and assuming they mean exactly the same. In multicultural classes this is a variable to take into account and,

2. The need to always interpret the messages in a context and in connection with all the others transmitted by the students. Teachers must avoid making interpretations based on some isolated gesture. Non-verbal communication has interrelation with all the communicative package.

3. In case of doubt, the student can be asked directly to contrast our impression by capturing and interpreting their nonverbal messages: "Are you worried? Have you got angry? It seems to me that you have not understood what I just explained: is that so?"

4. If we have students with physical or psychological impairments, we must bear in mind that they can limit the possibility of making certain gestures or may cause other movements over which they have no control and that, if we interpret them as volunteers, we can confuse its meaning.

2.2.5. Nonverbal communication Elements: para-linguistics and kinesics and proxemics

Within Nonverbal Communication there are 3 main elements, when it comes to relating and communicating with other people through nonverbal gestures and verbal language.

First of all, **Kinesics** is the body movements, by which, it can determine the human behavior, through his body posture, gestures, facial expression, a look and smile. The body posture is the position the body adopts at the moment of communicating with a person or group of people and reflects emotional state. A good body posture is being upright and with a straight back, both standing and sitting and this shows being relaxed without tension.

On the other hand, a rigid posture denotes a state of anxiety; stooping denotes sadness. Crossing arms indicates to have little disposition to do something or being on the defensive, although sometimes it may be simply because of getting cold. All this depends on the context in which people are. Depending on how people position the body, they can also transmit emotions, sensations or inspire another feeling.

Gestures are the body movements of the joints: hands, arms, and head. They give information about different verbal cues and can show interest or boredom, as well as expressing emotions such as happiness, sadness, surprise, fear, disgust or anger.

"A look says more than a thousand words." Facial expression and look are means useful to express emotions, feelings, and moods; It is the best way to understand what others want to transmit through face movements. Thus, dilated eye pupils show interest; blinking indicates nervousness or tranquility, so if someone blinks the eyes for many times, it means restless, nervous or stressed. Eyes can express a multitude of emotions and moods and show whether or not we pay interest to the other person, if people are angry or happy.

Through the face, a person can regulate the interaction with the other one and check whether they are in harmony or not. This technique is called Rapport when two people who are talking to each other, perform the same gestures and body movements, as if it were a mirror, and therefore it implies active listening and mutual understanding between both people. We must take into account all these factors when communicating, because as it is said colloquially, "The face is the soul mirror."

Smile is another important element, because happiness and sympathy are transmitted through it; In addition to attracting many people it is contagious and helps relax tension. A good smile will be wide and light; if it is exaggerated, it shows tension, fear, disappointment. People usually smile above all to greet a person, or who just introducing themselves, and expresses joy, pleasure or happiness; but it can also show other negative emotions, and thus use a mock smile which can even be a sign of irony.

Some examples of Kinesics are: waving your hand to say Hello or Goodbye; a handshake, to greet or to indicate that a deal has been closed with a customer; move your hands while explaining something, to attract the attention with the interlocutor, or showing wince when somebody has have fallen off the ground or won a prize.

Secondly, it is about **Proxemics**, which consists of the physical distance or degree of proximity established between two or more people in an interaction situation. There is a number of implicit Norms, applicable to any culture, between two people who have a conversation. (Hans & Hans, 2015), indicates 4 Spaces or zones of action, in the interaction between two or more people; these are public, social, habitual and interaction space (p.231).

Public space are the social ones where the function of the interlocutors is not defined; for example, an airport. Habitual Space has a more public character with free access, there is no marked paper; for example, a bar or disco. Interaction Space is a marked paper such as a hospital, a class. Corporal space consists on activities with an intimate character between two people who have a lot of trust in them; getting too close may offend the other person or put him on the defensive. In addition, (Hans & Hans, 2015) also distinguishes between 4 types of Distance: Intimate Distance, Social Distance, personal distance and public distance (p.234).

Intimate Distance: (0-45 cm). It occurs among people who are very confident, and even who are emotionally united, as is the case of couples, and also with friends or family. In this distance you can smell the other, and speak in whispers, on the other hand, personal

Distance: (45-1.20 cm) occurs in close relationships, such as: meetings, in an office, assemblies, and parties, friendly or work conversations. It is possible to touch the person who is talking to.

Social Distance (1.20-3.65 cm) occurs in more impersonal relationships and a greater volume of voice is needed to communicate with a person or group of people. It is the distance that separates people from strangers, so it is used with people with whom don not have any relationship such as friendship. For example, the sales clerk, new employees, suppliers, etc. Finally, public Distance (3.65 cm) which consists on up to the limit of the visible. It is the ideal distance to address a group of people, at a conference, talk, conversation, speech, using a loud voice.

Finally, **Paralinguistic** is the ability to encode and decode messages, through nonverbal codes, produced by the voice. The paralinguistic elements are used to start a conversation, and it accompany the nonverbal language as to transmit additional information to the message a person wants to deliver. It refers to how it is said and what is said. These elements are the following:

Diction refers to a good vocalization; that is, to say the words correctly, morphologically and syntactically, so that they are understood by the receiver, without margin of error. It also consists on using the correct words in the language to which they belong when it is clear the message you want to transmit, so it is important to have a good diction to be able to inform in the right way.

Verbal fluency is the rhythm we have when speaking, clearly and concisely, using pauses and silences when necessary. If it is a slow, choppy, monotonous rhythm, it implies rejection of social contact, coldness in the interaction; on the other hand, a modulated rhythm, light, fluid, is the trigger for good communication and interpersonal contact.

Intonation consists on the modulation of the voice at the time of speaking that indicates the way of expressing a word or phrase by applying a question, intonation, affirmation, or if we have doubts, anger, fear. The intonation is the variation in the succession of heights or frequencies when pronouncing the syllables that make up the words that constitute the sentence, being linked to the content that is to be communicated. With the intonation variants the vocal cords vibrate differently in terms of their frequency. The

types of tone of voice, can be high or bass according to each person; For example, as a rule, men tend to have low pitched sounds voice and women have higher ones.

Voice volume: Transmits emotions and feelings, and emphasizes speech. It is important to have an adequate voice volume in order to speak; neither too high as to demonstrates authority, dominance, anger, nor too low in order to express shyness or insecurity. To determine the appropriate volume, it is necessary to take into account the size and characteristics of the auditorium, the noise that distracts attention, the subject which are dealing with and the objective.

2.2.6. The Use on Nonverbal Communication in the English Classroom

Communication is an essential pillar in social development, but it is especially important in teaching professionals. A good teacher must have the ability to communicate effectively with his students, otherwise, however competent the educator may be in his field, he will not be able to teach satisfactorily. Nonverbal communication is often subtler and effective than verbal communication, and can transmit the meaning better than the words themselves. For example, a genuine smile makes feelings better than any explanation about happiness. Therefore, this silent conversation is of great importance in everyday interactions and influences our social and professional meetings.

Most of the information is transferred through the complex combination of posture, prosody, proxemics, gestures and facial expressions (Olszewski, Panorska, & Gillam, 2017, p. 216), the effect of most of the body language acts at the unconscious level of the recipients, that is, they receive deep effects of the broadcast but without being aware of it. Therefore, people who have the ability to use these skills have the potential to guide others in a particular direction to achieve their goals, and precisely for this reason most human interactions involve nonverbal communication. Body language has the power to transfer people's attitudes and feelings to others and in many cases, it can be even more effective than verbal messages.

In the field of teaching, undoubtedly one of the main characteristics of good teachers is good communication skills in the classroom, the administration of the classroom and the constructive conflict resolution, being non-verbal communication as essential the skills. Through the good use of nonverbal language, teachers can play an important role in the students' success, teachers draw students' attention to greater understanding and motivate at the same time through the English language acquisition.

The use nonverbal language in teachers can be effective if they are in front of the students instead of being hidden behind a table or showing their backs at the moment of writing on the board. The best place for teachers in class is standing near their table where all students can see him. They must not put their hands in their pockets, as this limits your movement and expressiveness. Leaving hands free indicates the willingness of teachers to communicate with their students.

It is not necessary to remain static in only one place, but if teachers always change their place constantly, the attention focused by the students will be reduced and the learning process will not proceed. Another important point is the teacher should look at the students individually. Otherwise, students will have the impression that teacher is ignoring them, so the effect of looking at the audience individually is undeniable.

As (Venter, 2017) states, "Communication is the act by which an individual establishes a contact with another It allows to transmit information. In communication they intervene some elements that can facilitate or hinder the process, the effective communication between two people occurs when the receiver interprets the message in the sense intended by the sender. Children's communication (p.76).

The correct way to approach the student is teacher must not point out the student with the index finger when asked a question because the student may feel anxiety in this case. Let's not forget that pointing, in nonverbal language, seems like an accusation. The best method is for the teacher to get a little closer to the student, look directly at them and point them out with an open hand as an invitation to answer.

After a review of different articles that evaluate academic success and motivation to learn in relation to teachers' non-verbal language in their students, an obvious positive relationship was found between both factors. Not even the most motivated of the students would last several hours listening to someone who does not look directly into the eyes, who speaks reluctantly and without passion or does not make students participate in class or makes them feel accused or intimidated every time they participate in class. An appropriate nonverbal language is essential for any communication and learning is one of the most important communicative processes.

(Al Ghamdi, Samarji, & Watt, 2016), "Nonverbal signs can replace verbal language and allow active and passive communication (p.17)." Nonverbal language is partly innate, imitative and learned. Generally, different areas of the body tend to work together to send the same message, although sometimes it is possible to send contradictory messages, when someone is telling a funny anecdote, but the expression on their face is sad. In this way, emotions are influenced by other people without the need to say a single word, because a certain posture, look and gesture can be enough to make you feel uncomfortable, nervous or angry, or cheerful and optimistic.

Students must apply image readings as a reference to interpret the desired message or the imitation of the sound emitted by animals as to practice non-verbal language; visual activities are also applied such as traffic lights which indicates warning message through each color as well as the road signs, the auditory communication such as the sounds of the campaigns, the bells and horn; the tactile communication which consists on expressing affection such as hugs, a handshake.

2.2.7. Plastic Arts (NVC) in the English Language Learning

According to (Mosek & Gilboa, 2016), state "Plastic language plays an important role during the learning process; Children experience their nonverbal expression through materials and various art techniques in order to get the images for later describe and transmit the potential cognitive development."(p.17). The child needs to learn the English language in a different way, with a more systematized methodology and providing a greater variety of pedagogical materials, giving more care and emphasis on the aspects of motivation and interest so the students will able to develop creative and imaginative skills as to communicate in English.

Plastic activity is a means for dynamic and unifying development. As the children discover and use the different arts and plastic materials, they adapt their concepts through their own discovery (Sharon-Zisser, 2018, p. 17). It is the most natural manifestation of the human being which has the purpose of harmoniously integrating the individual with the society, for this reason it must be clear, without expression there is no communication; people express their emotions and feelings through oral and written language; in this way, ideas and experiences are exchanged universally, since it is accepted throughout the world; however, there are other forms of expression and communication between them such as gestures, body postures and also, through plastic expression.

Plastic language comprises one of the means of communication which children are able to express everything they observe around them as it also manifests in their inner world. It describes experiences, thoughts and feelings. Those conceptual and visual elements allow students to define and represent diversity from different forms, as well as being able to configure images to develop sensitivity, creativity and intelligence.

2.2.8. The rhythmic-musical as non-verbal language

Music comprises a universal language for its excellence, It helps in child development and transmits different sensations which are reflected in the behavior and mode of expression. (Kuśnierek, 2016) Affirms "Children's songs are didactic supports which are used as a resource for early childhood musical initiation." Music helps students to learn the English language in a fun way, connect motor and cognitive development, creativity and personality.

Music is in all stages of the life of the human being and can generate sensory experiences. It establishes coordination, balance and music. Children learn to develop musical concerns through feelings, because it provides rhythms, harmony and body movements and develops the emotional part. The child learns with logical development which is called by Vygotsky as "the area of proximal development", It includes the relationship where adults help the child to solve a problem or fulfill a task using verbal supports and structuring desirable behaviors.

The application of music is considered important; therefore, teachers and educators require the support and advice from trained personnel, in order to perform in the musical area properly. Traditional children's songs affirm both the identity of the peoples and the validity and relevance of the language. The importance which presents the musical education in initial education are those that serve to develop and promote skills, knowledge and attitudes in the child. Through sound, children can live creative experiences, provoke unique fascinations and create a musical culture.

Music helps foster interaction among students due to the relaxed atmosphere it generates. However, those same feelings can be transferred to an individual context, in which a student learns or works the language alone, since it also generates a greater predisposition and a greater interest in learning the foreign language. Listening to songs also activates the same area of the brain that is used to learn a language.

2.2.9. Acquisition of a second language

According to (De Houwer, 2017), "An appropriation process takes place when acquiring a second language, as in the mother tongue" (p.125). It makes possible by the existence of innate mechanisms of language processing and by mediators that help to acquire the necessary and appropriate knowledge in each of the stages of development. With all the resources the individuals have previously acquired their language, it is no longer necessary to re-acquire some skills such as social or necessary skills to process the decontextualized language or establish relationships with other people and hold a conversation. That means, this knowledge is valid for the rest of the languages they want to learn since they have similar relationship with its structures.

(Lantolf, Thorne, & Poehner., 2015) Said that "in order to teach a new language, teachers must take into account a series of characteristics each student has. Their mother tongue is one of the most important things because it influences the progressive acquisition of a second language" (p.224). On the other hand, the fact that all students have the same mother tongue, it facilitates the process of teaching of a foreign language, that is because the teacher can anticipate students to look for mechanisms when making similar mistakes and how to avoid them. The key to the simplest acquisition of the new language is "living and internalizing the new language" (Lantolf, Thorne, & Poehner., 2015, p. 219).

The acquisition of a second language is a complex process. There are two especially important aspects of learning a second language: the communicative need and the students' attitudes towards the English community. For many people, learning a second language is an expected consequence of their social environment and necessary for communication. When a person perceives the need to communicate with others, this will obviously increase their motivation to learn the second language.

The language a person uses is connected with the way he perceives his identity and his world. Not all students have preconceived notions that influence them in this way. For these students, their experiences in the classroom become very important.

2.2.10. The importance of vocabulary in the language learning

Today, vocabulary has become one of the fundamental pillars that supports English teaching and learning process. In the words of Harmer, cited by (Chakrabarti, 2018), "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." The vocabulary of a language does not only affect for its acquisition, but also ensures that words are more important than grammar and this is actually a way to activate them. Therefore, they argue that language teaching should be oriented towards vocabulary in a more specific way than has been done so far.

English vocabulary is essential for learning and teaching the English language, since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. (Melrose, 2015), cites Wilkins (1972) and affirms that "(...) while without grammar you can say little but without vocabulary you can say nothing". Foreign people are able to communicate in different languages, even if they do not apply grammar but only with some useful words and expressions. It is important to acquire productive vocabulary to further develop their communication skills while students are developing greater fluency and expression in English.

Students often instinctively recognize the importance of English vocabulary for language learning. As (Thornbury, 2016) pointed out, "students carry dictionaries and not grammar books to communicate". Vocabulary learning in English helps students understand and communicate with others. Learning vocabulary leads the individuals to communicate properly so, their learning is vital to master and reach fluency

Due to vocabulary is changing and always increasing in quantity, learning it is a challenge. A clear example of this situation are terms such as "Internet, email, bugs, router" among others. Nowadays everyone knows this vocabulary in English terms. Vocabulary expansion is exciting, but it also means that both teachers and students have to create the vocabulary learning habit.

Students can expand their knowledge of English vocabulary in many different ways; in some cases, they find unknown words or phrases on a dictionary or while they are reading, listening to the radio, television or in some conversation. They try to guess its meaning by context, and structural position (if it is a verb, noun, adjective, etc.). If they have a dictionary, they check the meaning of any words or phrases. So, students are eager and motivated to find its meanings in order to use the in their classroom environment. Both English natives, teachers and students must develop a growing love for learning the English vocabulary.

English vocabulary is complex. Learning and teaching does not consist on just words but implies lexical phrases. Vocabulary acquisition plays an important part when learning a second language. Students need to create the habit of seeking to expand their vocabulary and always learn it in context, so they can retain words and use them more frequently. Words define the scope and depth of students' understanding. Having a quite rich English vocabulary is essential to master the language. Therefore, acquiring new vocabulary will help you improve your oral expression and comprehension skills in English.

2.2.11. The Acquisition of English vocabulary

Vocabulary teaching, in addition to being a fundamental part of grammar, is also a basic element for text interpretation and production. Knowing variety of words enable students to give an explanation of something that is not known; it is not just about knowing it but about being used to communicate with another person and also understand the message that is being transmitted. "Vocabulary is a very important section in the teaching of a language. The language structures do not exist regardless of the meanings they transmit; they always appear in certain words" (Wilkins, 2018, p. 167); that is, for teaching of English as a foreign language, the learning of the lexicon becomes very important.

The most important aspect in vocabulary learning is that students know how to use it within a context by selecting words that are useful to them either group or individually. Some researchers have established that one of the most relevant to the learning of a

foreign language (English), is to have a minimum knowledge of the language such as vocabulary to achieve the construction of simple sentences.

(Suk, 2017)**,** who highlights the importance of vocabulary acquisition to learn English as a foreign language affirms "The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time" (p.76). Since other words that do not have frequent use are forgotten due to the process of acquiring a new vocabulary, and on the contrary, independent learning in listening and reading exercises is more fruitful. In addition, these exercises help the child understand in a simpler way the meaning of the words, their pronunciation and even their use as it helps to better understand the words they acquire and in what contexts they are used.

On the other hand, it gives relevance to effective vocabulary, that is, to the parts of the words that need to be taught or are used with more frequently in the context rather than those which are only used for a particular purpose. This is called "Learning Burden", a table in which the teacher analyzes the importance of words to teach. This categorization adds how children can acquire vocabulary by comparing with their mother tongue in relation to its meaning.

Suk also emphasizes the teaching about the form of words such as **Spoken form** which refers to the pronunciation or production of the word. It focuses on the articulation for the word pronunciation. **Written form** which consist on the way students write the word according to how they listen to, that is, the phonetic transcription of a word and how it should be pronounced. And finally, **Word parts** which it is represented as to the form of the word, and the grammatical functions in terms of its use.

This method considers every significant aspect in the knowledge of a word. Its purpose is to find the aspects that may have difficulties when learning new lexicon and how to acquire it in a more natural way. In the same there are some exercises that can be useful to acquire and enhance the English vocabulary such as crossword puzzles in order to learn

the meaning of the words to work. Association exercises to understand the use of vocabulary and the recognition of parts of the word as its syllables or categories to understand its form.

One of the most appropriate methods for teaching vocabulary is the Direct Teaching Approach; students can easily learn words they use more frequently by focusing their attention on them rather than on words which do not have relevance in their teaching. However, the author only seeks the child learn new vocabulary but does not give greater relevance to its use. Suk only focuses his research on how children know parts of the word or similarities with their mother tongue, but not in how student can make simple sentences to generate communication.

2.2.12. Teaching English Vocabulary in children

The theories of Vygotsky and Piaget have been taken into account to support the theoretical foundation of this research for the teaching-learning of a foreign language in primary school children. It is important to consider the social factor, as Vygotsky mentions in his constructivist theory, cited by (Holzman, 2016), where he argues that children develop their language through interactions within a community. This means the child must not only learn words by just learning them but, on the contrary, it is important to assimilate and relate them with representative objects and ideas.

Likewise, Piaget stated in his theory about concrete operational phase, since this is an age (7 - 11 years), in which the child can already perform mental operations such as classifying concepts and relating them to objects in a real context (Resnick, 2017, p. 321). This is why children acquire the language easily; when the child is in the process of learning concepts, it is necessary to provide visual aids to reinforce the English vocabulary acquisition.

Thus, given this contextualization, (Hellman, 2018), in their book titled *Teaching and developing vocabulary,* coincide with their theory about the importance of teaching

vocabulary during childhood. In the first instance they define vocabulary as the set of words that are understood or used by a particular person or group. The expressive vocabulary is done at the time of speaking or writing in order to communicate. The receptive vocabulary refers to what the student understands when he hears or reads, that is, the vocabulary the children understand from the oral and written production of the elements or people who communicate with them in his environment such as the teacher or English songs they listen to.

Children at an early age cannot handle a literal vocabulary, since it is obtained and developed in high school with the progress of different skills. On the contrary, implementing oral and receptive vocabulary are recommended as to facilitate communication and learning of English as a foreign language, since the children after listening and understanding the messages produced by the teacher or peers, they can generate other short messages to express their wishes or feelings.

Hellman mentions the importance of learning at an early age, whose main aspect is the social and economic environment where the child lives. For example, children who have an optimal socio-economic status tend to acquire more vocabulary than those with a low status, since they have the advantage of being able to communicate with their parents or others. On the contrary, children who have a low status do not share much time with their families either because their parents work or because their social environment is inadequate. In this case, students do not have the facility to use the foreign language frequently because in their environment, it is not used.

According to   (Rogers, 2018), there are four types of vocabulary appropriate for the level of student learning.
Level I words, are those words that are used most frequently in daily life. These types of words improve the vocabulary level of children who are learning a foreign language.

Level II words, are those words that are acquired through reading exercises or instruction.

Level III words, are those words or jargon that are created by a particular group which are incomprehensible by other groups.

Level IV words, are words that have a strange meaning that do not have much use within the educational system and are not associated with a field of study or profession. (p.6)

Within these four types of vocabulary the idea of the application of three types proposed for the teaching of the English language in the stage of childhood is shared. However, the use of oral vocabulary (Meaning / oral vocabulary) would be given great importance over the other classes as it helps the child to understand more ease what is communicated. We can say that having clarity of the type of vocabulary and the level of words that are intended to teach can make it easier for the student to acquire a new vocabulary and how to use it. The child may be able to produce messages of what he has understood and not acquire the vocabulary to have a vain knowledge of the language.

The interaction of vocabulary learning with visual materials helps to build knowledge and improve linguistic and cultural understanding, which are both prerequisites for learning the English language. If the teaching of a second language is aimed at children, the use of visual resources for learning new vocabulary is important. Children are visual learners who can take advantage of their naturalness to participate, play and learn in a dynamic and fun way. The use of different pedagogical resources in the classroom allows us to create an atmosphere of harmony, colors and enthusiasm for learning.

2.2.13. The Use of Memory in English vocabulary learning

According to (Verhagen & Leseman, 2016), there are different personal aspects in learning English as a foreign language, such as intelligence, attitude, age, motivation and personality. Memory has always been considered as one of the main elements of learning, pretending to memorize all the vocabulary and grammar, leaving aside the significant learning in which children understand what they study and they learn. What must be achieved is the good use of memory for learning English and provide different sources of information that can support through the teaching vocabulary acquisition.

In teaching-learning process both the student and teacher are involved. English tends to be taught and learned in a formal educational context, and what is intended is to learn English through practice and own discovery through the classroom.

Attention. To achieve learning, students' attention is necessary, and it depends on the close relationship that one has with the subject since memory always works on the characteristics of the learning object based on previous knowledge. For example, it is easier for to retain short than long words, and it becomes easier if the individual learns it in a contextualized manner.

Motivation. It is important students feel motivated to acquire new vocabulary because, in that way, the time allocated to learning will be less. In addition, to feel motivated, what teachers get is the students' attention. To achieve this objective, concrete activities have to be proposed as to capture their constant attention, making them see the importance of their own learning and how useful are learning a new language.

The association of ideas, images, perceptions or memories is the closest principle to memory. It is known that memory retains information better when it is able to establish associations. if students relate the information to images, their memory will retain it better, it will also be easier to learn new words by relating them with previous knowledge, through experiences or words with similar sound or spelling. A good way to learn new words is to be able to imagine something with these words, it is less complicated to do it with words of concrete meaning, but with those abstract ones it is worth imagining anything that helps the students retain it and it would later allow them to remember it. In this way they will be personalizing their learning.

Repetition. The more recorded the knowledge and experiences in our memory, it is easier to remember and reproduce them; that is, if students apply the word or phrases for several time at any situation or knowledge, they will keep the information for a long time in their

long-term memory. This also occurs when students learn a foreign language in relation to learn new vocabulary, but it is not always effective.

To obtain good results teachers must encourage students to take part of their learning. It doesn't consist in repeating more time, but it consists on doing it properly and for them it is necessary to follow a process which is divided into two phases. The first one consists on planning the English teaching and learning process, taking into account how this repetition is going to be and the time of dedication and how to distribute it; and the second one is a distributed practice, that is, not only trying to memorize everything in one session and without breaks, but also make several sessions and with certain breaks in each session to achieve the goal.

There is a so-called **the forgetting curve** which refers to a part of everything the individual learns is forgotten, but it will store in the brain if students remember what they learn in after twenty-four hours. To not forget that knowledge, it is very important to review, but do it properly, planning how we are going to do it and following the rhythm of our memory. Students must review what they learn after ten minutes of break during the learning process; twenty-four hours later; after a week and thereafter, with some attention. Although memory takes an important part in English teaching and learning, teacher must not apply meaningful learning based on it. Teachers must use significant pedagogical resources in order to foster students' vocabulary and retain new words or phrases in a meaningful and non-systematic way.

2.2.14. Teaching New Vocabulary Using Nonverbal Communication

Nonverbal language has a great importance in learning a new language. The Common European Framework of Reference for the Teaching of Languages (CEFR) has officially affirmed "the importance of the nonverbal aspects of each language and culture including these among communicative activities" (Monterrubianesi, 2012, p. 15). Teaching foreign languages has so far focused on verbal elements over non-verbal ones. A learning based on verbal will limit the communication to certain contexts, in this case the classroom, so

the students will consider the foreign language as a means to communicate in a "fictitious" context and will have difficulty communicating naturally and fluently with people who know this language outside the classroom.

When people communicate in their mother tongue, they do not only use words, they also express themselves through a wide repertoire of gestures, expressions or postures, so non-verbal language is essential to achieve effective communication. Since both types of communication occur at the same time, they must also be learned together. In the English classroom it is fundamental to work simultaneously with verbal and nonverbal language since each language has its own gestures, its proxemics and chronological style, all these aspects must be acquired progressively.

If students neglect these elements when they learn a foreign language, there can be many misunderstandings when trying to express their ideas or feelings in this new language. In case of learning English, they must take into account that it is a language that belongs to a culture different from Spanish language. In addition, some gestures can have a meaning and be issued with a certain intention or cause the opposite effect. Depending on the educational level in which the students are, the strategies and educational styles will be different, but non-verbal communication must be part of the learning of the new language.

(Nakata & Webb, 2016), believes that to get students acquire the nonverbal language of the new language, the teacher must follow a series of steps:

- Explicit or implicit presentation of nonverbal signs. In this phase the students are shown the elements with which they want to work, paying special attention to how they are carried out and what they want to express with them. The teacher will show the gestures using the body, images or videos. This phase ends when the teacher believes the students understand the gestures, know how to perform them and their functions. The audiovisual material is very useful for students to place nonverbal language in the classroom.

- Carrying out activities aimed at learning nonverbal signs. When students know the elements they are going to work, they should practice their use, through activities prepared by the teacher.
- Carrying out reinforcement activities, on the signs previously worked as to reinforce and enhance the contents seen in class.
- Open activities, in which students will practice the gestures they have already internalized freely and naturally with their classmates

In the early levels of children, students cannot read or write in their mother tongue yet, so teaching English must be based on visual elements and continuous exposure to the language. Nonverbal language can be used as a learning method, since through dances, songs and dramatizations children will learn the new language while developing body expression. There are numerous methodologies for teaching a foreign language, but few that integrate nonverbal and verbal language in equal measure. One of these methods is the so-called "Total Physical Response".

2.2.15. Total physical response as nonverbal communication

It is a method for teaching a foreign language that is based on the use of motor activity as an axis of learning. It was developed by the American James Asher, a professor of psychology. For him, learning the mother tongue and the second language are parallel processes, that is, both follow the same cognitive process (Qiu, 2016, p. 345).
Learning a language follows three processes before being able to express itself verbally in that language and develop nonverbal strategies to reinforce discourses (Al Asmari, 2016, p. 623)

First children develop the ability to listen, and are able to understand simple expressions, but are not yet able to speak. Through the motor response they respond to the adults' indications; that is, through non-verbal language they can issue messages and establish communication at a basic level.

When they have adequately developed the ability to listen and understand the language, they will begin to use verbal language. This last step is different for each child, since each one has a different level of maturation. Sometimes families may become worried because children do not produce messages orally, but in most cases, this will carry out when they have acquired all the necessary strategies for it.

This learning process must always be accompanied by movements, gestures and postures that reinforce knowledge. The use of nonverbal language during all stages of acquiring the new language helps children feel that despite of not being able to speak yet they can communicate with adults and partners, in this way the frustration about not being understood is eliminated.

(Al Asmari, 2016) Considered that for acquiring a language, the child must be in an environment that does not cause stress. Stress during learning is a block in the acquisition of new knowledge, although students have the necessary skills to understand the concepts and integrate them it is very important to reduce it to the maximum (p.623). This method achieves students focus on learning unconsciously through motor activity, so they feel relaxed and motivated. The main objective of Total Physical Response is to develop oral competence, first of all listening and at later levels the production of messages orally.

Children are not yet prepared to speak in the foreign language, but they can say simple words. Although sometimes they are not pronounced correctly, this is not the most important, since little by little by means of the corrections they will improve their pronunciation and acquire more vocabulary.

Students actively participate in their learning following teachers' instructions; they must internalize and imitate the movements associated with different words previously chosen by the teacher. Once they know these movements, they will be able to remember the vocabulary and use it appropriately. It is a method which does not require specific materials although it can be complemented with the use of different resources to make it more attractive and motivating, especially at the first levels.

To ensure that children are exposed to the new language for as long as possible, Total Physical Response must be accompanied by other complementary methods and strategies, such as the methodology used in the Natural Approach, which consists on using the new language constantly to ensure that children receive as much input as possible. Another complementary strategy could be suggestopedia, in which class space has a very important role. This classroom element is also a form of nonverbal communication and should be used to improve learning, decorating it with elements belonging to the language being learned, such as landscapes or images related to the vocabulary worked.

2.3. LEGAL FRAMEWORK

Constitución de la República del Ecuador
Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos

que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:
a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;
b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;
c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de Desarrollo Social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. CONCEPTUAL FRAMEWORK

Attitude: is defined as a learned predisposition to respond in a consistent way to a social object. (Eiser, 2012)

CEFR: Common European Framework Reference. A guideline used to describe achievements of learners of foreign languages across Europe and increasingly, in other countries.

Communication: Education is a process of interaction. Communication stimulates the educational process. The basis of education is precisely communication. There is a reciprocal relationship between communication and education, at the same time as there is a difference between both processes (Almalki, 2016).

Competence: the ability to do something well, the quality or state of being competent

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

Learning: "Learning is a process of construction: internal, active, individual and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context."

Language Acquisition: refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is).

Skills: an ability to do an activity or job well, especially because you have practiced it. (Cambridge)

Teaching: From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students." (Schneider, 2013).

CHAPTER III

RESEARCH METHODOLOGY

3.1. Types of Research Description

The types of research that this work contains is given its nature is descriptive because it will constitute a kind of survey that allows get a very guiding general idea around the problem, you will have aim to clarify concepts, set preferences, achieve familiarization with the phenomena studied and facilitate the formulation of the problem, here is based on a study background, thus seeking a compilation that could even serve as support for further studies. The pedagogical problem at "Soler Educational Center" is of a pilot nature given that for the first time an academic investigation of this nature was carried out at the institution's premises and especially with second-grade students.

The investigation describes the characteristics and interrelation of the elements and components of the object or phenomenon of study. Such description will serve to identify characteristics and elements of the problem. The authors in their research highlighted many details important of the structure of your educational project among them: the problem, the objectives, the hypothesis, the subject, the foundations, the methodology used, tabulations and analysis of the survey that allowed to consolidate a proposal that will benefit the educational community in general. On a third level, the research will be explanatory since it will contribute to the development of scientific knowledge by analyzing the causes of a problem and its consequences.

In addition, a graphic organizer was made for each of the questions from the survey of parents and / or legal representatives and the results obtained in the field work were explained, with each of the most significant details in the structure of the educational project without neglecting any results that ultimately contribute to strengthen the completion of the final pedagogical instrument that is the proposal.

It is descriptive because it seeks to specify important properties in people, groups, communities or any other phenomenon that is submitted to analysis.

It is explanatory because this project goes beyond the description of concepts or phenomena or of the establishment of relationships between concepts; it is aimed at responding to the causes of the events and physical or social phenomena. It focuses on explaining why a phenomenon occurs and under what conditions this occurs or why two or more variables are related.

In consideration to what it has explained above, the level of the present project is descriptive, since it shows the frequency of the use of pre writing graphic organizers to develop written production in the English classroom, and from this diagnosis, strategies are proposed to improve the use of these didactic tools in order to improve the understanding and performance of the English area.

3.2. Methods and Techniques

The research approach, according to Hernández & Fernández (2010), "is a systematic, disciplined and controlled process, which is related to research methods". The methods of research can be inductive and deductive (p. 874). **The inductive method** is generally associated with qualitative research and the **deductive method** is frequently related to quantitative research. For this reason, the approaches can be: quantitative, qualitative and mix method.

The present research work is based on **qualitative** methods; analytical, inductive, deductive and statistical to deepen the study of a problem. Qualitative researchers make narrative records of phenomena that are studied through techniques such as participant observation and unstructured interviews. This method was used while the exploratory and explanatory research was carried out, which in order to study the problem, had to make visits to the institution and note the lack that existed to perform the pedagogical recovery classes and when the interview was conducted.

Quantitative method is the one in which quantitative data on variables are collected and analyzed. This method was used from the study of the population and the sample until the surveys, when processing and tabulating the statistical data. According to Hernández (2010), the quantitative approach "uses the collection and analysis of data to answer research questions and test previously established hypotheses, is based on numerical measurement, and often on the use of statistics: to establish accurate patterns of behavior of a population" (p. 487).

According to Hernández, the qualitative approach is usually used first to discover and refine research questions. Sometimes, but not necessarily, hypotheses are tested. It is often based on data collection methods without numerical measurement, such as descriptions and observations.

Quantitative and qualitative method (mixed method) involves a process of collecting, analyzing and linking qualitative and quantitative data, in the same study or a series of investigations, in order to respond to an approach to the problem. The goal of quantitative research is not to replace quantitative or qualitative research, but to use the strengths of both types of research, combining them and trying to minimize their potential weaknesses.

The use of graphic organizers allows to promote different types of learning in the educational community, allowing a cognitive inclusion of all students in the dynamics of teaching and learning.

3.3. Research Instruments

In order to obtain accurate information, we will use the instruments mentioned below: observation and survey.

The observation. It is the act of observing and looking carefully according to the researcher's point of view and expertise; it is the process of submitting behaviors of some things or conditions manipulated according to certain principles to carry out the

observation. The purpose of using observation guidance as a research instrument was to detect the students' flaws, which is where the problem lies and the shortcomings of the pedagogical recovery classes which had no effect.

Survey: It consists on looking for the information by means of written questions with the purpose to obtain data from the source and generates information about the problem that was raised. This instrument was applied to teachers and students at Centro Educativo SOLER. It also allows the researchers to collect information through a questionnaire that was given to the students of the educational establishment that was previously elaborated to recognize the student's assessment using 10 questions that cover their respective items formulated meticulously with clear and simple language.

 Interview: This technique is more used in education and should be planned responsibly through a conversation between the researcher and the school authority.

3.4. Population and Sample

3.4.1. Population

As mentioned by Ramos (2018) "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve a common singularity which is analyzed and established research data" (p.256). The research project was developed to through an experimental process that linked to the next group. For the elaboration of the present, only the determination of the population linked to learning and selection of the sample, which enables the selection of information and data required for the analysis and interpretation of results.

A population is a set of subjects, individuals, elements or events with certain characteristics. A sample of said population is often obtained, that is, a representative subset. After performing a statistical analysis on the sample, the results extrapolate to the rest of the population (statistical inference).

3.4.2. Sample

Sampieri (2016) indicates that: "It is a subset of the population from which the data is collected and should be particular of this." Since the population is not representative large, the calculation of the base sample with formula is not established some, you must work with everyone involved. The population for the current research is based on second grade students at Centro Educativo SOLER, and we work with 45 students, 13 teachers and the school principal.

Chart 2. *Sample*

Group	Population	Sample	Percentage
Teachers	13	13	100%
Parents	45	45	100%
School principal	1	1	100%

Elaborated by: Abad (2019)

3.5. Data analysis method

For the validation of instruments (questionnaire and interview) the judgment of English teachers specialized in the subject to which the following documents were delivered was taken into consideration: research questionnaire and a format for validation

The collaboration of teachers for his analysis regarding the aspect of research for correspondence, language, technique and representation in relation to the objectives, variables and indicators and for his analysis in terms of technological resources as an independent variable for correspondence, language, technique and representation in relation to objectives, variables and indicators.

Data were integrated into a table of frequencies and a comparative table taken from survey and interview information. Surveys are graphically represented through pie charts and bars. These allowed researchers perform the analysis and interpretation of the data in quantitative form. The percentages obtained in each indicator gave support through

qualitative analysis that allowed to structure recommendations and conclusions in reference to the research.

The results were tabulated in a table of frequencies to obtain their respective percentages to the design and elaboration of the statistical graphs by using Microsoft Office Excel 2013 program, graphics results let the researchers observe the reality of the problem. The graphics obtained allowed the analysis and interpretation of results to be carried out which were exposed in relation to theoretical framework and the responses.

3.6. Teachers' survey

Table 1. *Non-verbal communication to increase English vocabulary*

1. Do you think the use of nonverbal language communication would increase English vocabulary in second grade students?

Code	Category	Frequency	Percentage
	Totally agree	6	46%
	Agree	7	54%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
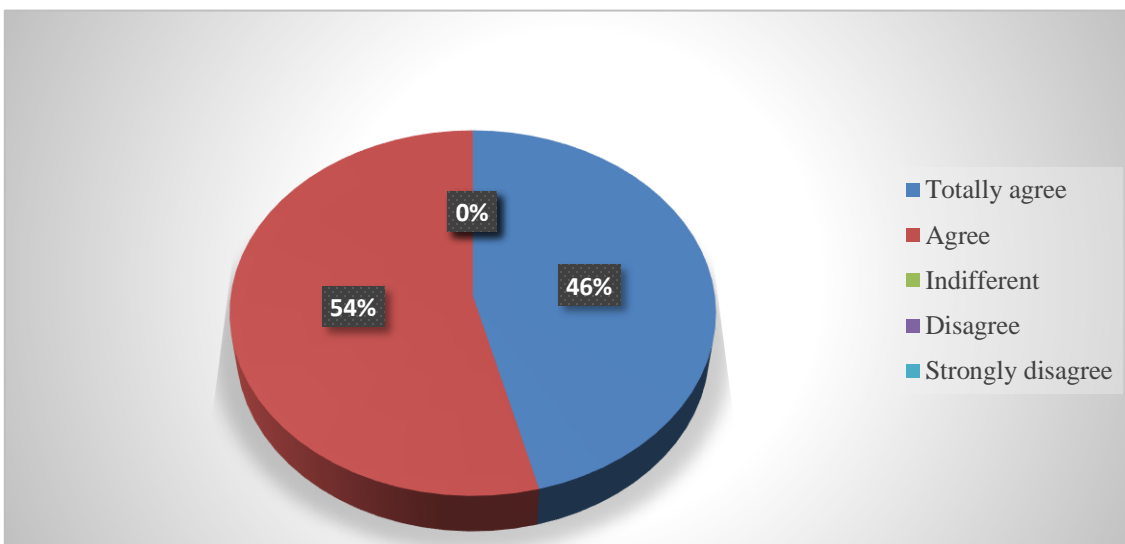
Graph 1. *Non-verbal communication to increase English vocabulary*
Source: Teachers' survey
Elaborated by: Abad (2019)

Most of the teachers believe the importance to carry out active class based on nonverbal communication. They also affirm the impact of this teaching strategy as to encourage students to learn the English vocabulary by finding their own meaning. Teachers employ Nonverbal forms (gestures, postures and facial expressions, among others) in order to be understood and interact with the students.

Table 2. *The use of eye contact to get the students' attention*

2. Do you consider Eye contact allows teachers to catch the students' attention as to learn the English language and maintain discipline?

Code	Category	Frequency	Percentage
	Totally agree	4	31%
	Agree	5	38%
Item	Indifferent	4	31%
2	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
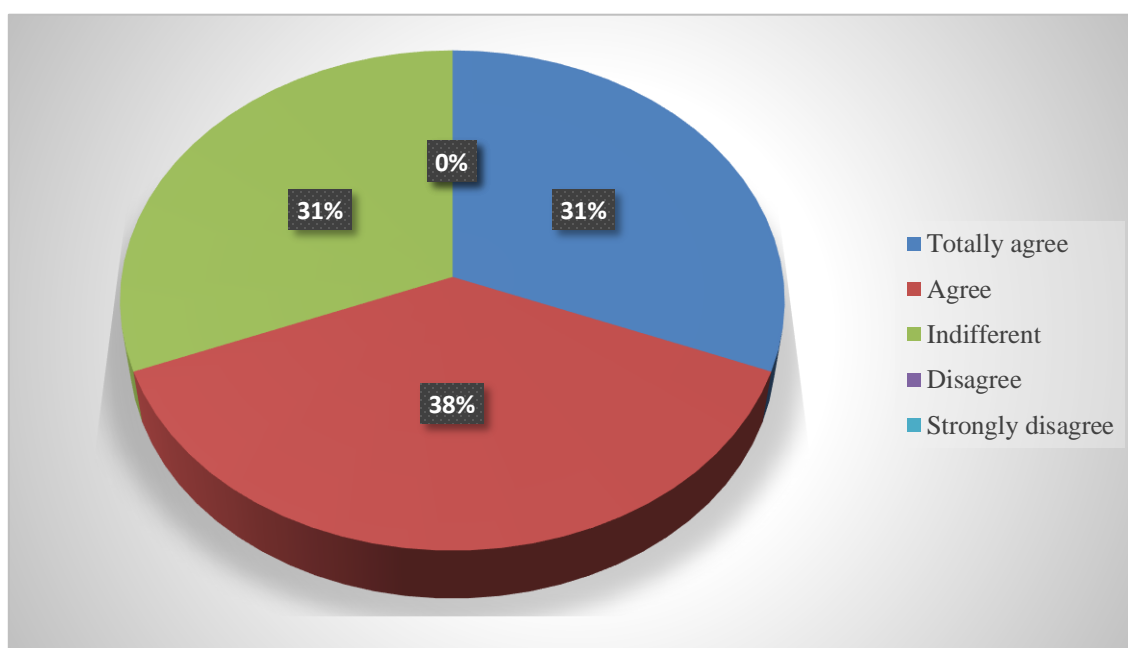
Graph 2. *The use of eye contact to get the students' attention*
Source: Teachers' survey
Elaborated by: Abad (2019)

The total of thirteen students, 31 percent strongly agree with the use of eye contact to call the students' attention and transmit self-confidence, 31 percent shows indifferent because of the lack of knowledge or do not considered appropriate to use this strategy. There are sorts of non-verbal strategies teachers must take advantage as to diffuse the knowledge.

Table 3. *The use of gesture, mimes or body expressions to improve the English language.*

3. Does the application of nonverbal language as gesture, mimes or body expressions improve the English learning of vocabulary?

Code	Category	Frequency	Percentage
	Totally agree	4	31%
	Agree	7	54%
Item	Indifferent	2	15%
3	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
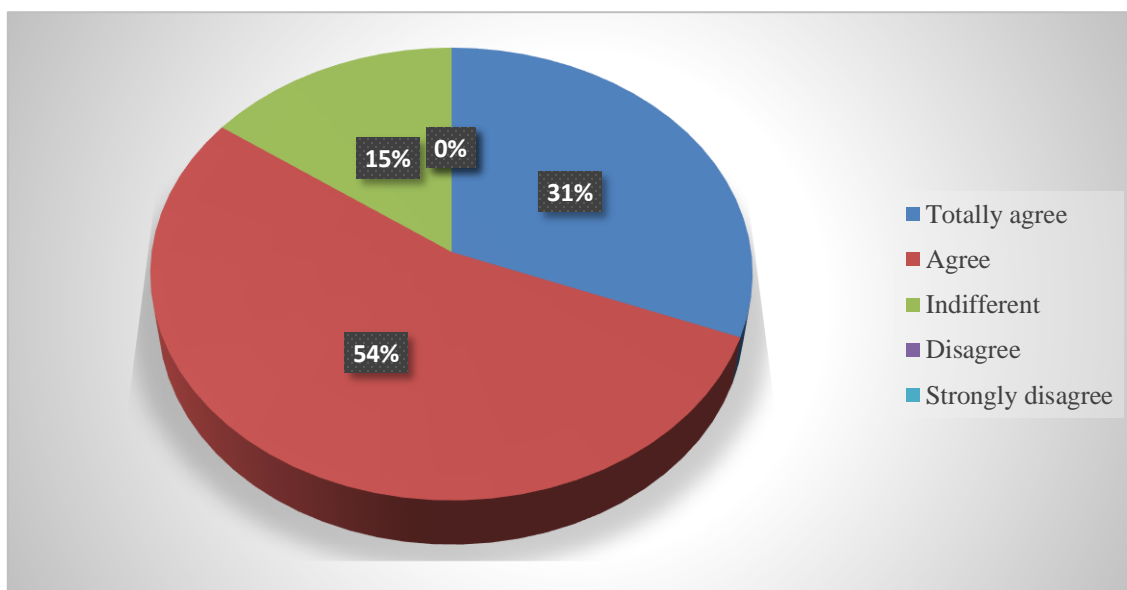
Graph 3. *The use of gesture, mimes or body expressions to improve the English language.*
Source: Teachers' survey
Elaborated by: Abad (2019)

There is a high number of teachers who agree with the use of sorts of non-verbal activities as to motivate students to get the idea and find theory own vocabulary meaning; others show indifferent because they are unaware the benefit this nonverbal communication has as to develop students' academic performance and their English language acquisition.

Table 4. *Non-verbal language and its influence in child's emotional development*

4. How do you consider nonverbal language influence emotional or expressive development in children 2 - 5 years?

Code	Category	Frequency	Percentage
	Totally agree	7	54%
	Agree	6	46%
Item	Indifferent	0	0%
4	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
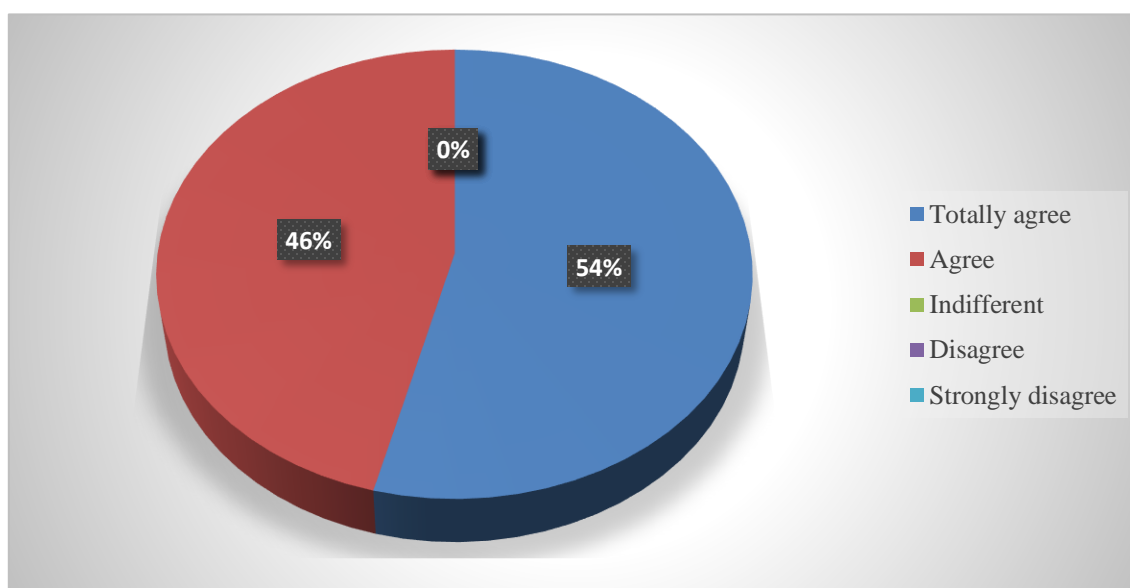
Graph 4. *Non-verbal language and its influence in child's emotional development*
Source: Teachers' survey
Elaborated by: Abad (2019)

There is a hundred percent of teachers who affirms the relevance of applying non-verbal communication in second grade students because it is a good strategy to encourage them to learn and feel reliable to answer any questions and participate actively in the classroom. Teachers must get aware students from age 2 to 5 receive parents' affection and love, so they need teachers transmit their vocabulary through methods which promote self-confidence and eager to participate in the classroom.

Table 5. *Teacher's responsibility to create an adequate teaching environment*

5. Is the teacher's responsibility to create an adequate environment for the students' English learning language?

Code	Category	Frequency	Percentage
	Totally agree	12	92%
	Agree	1	8%
Item	Indifferent	0	0%
5	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
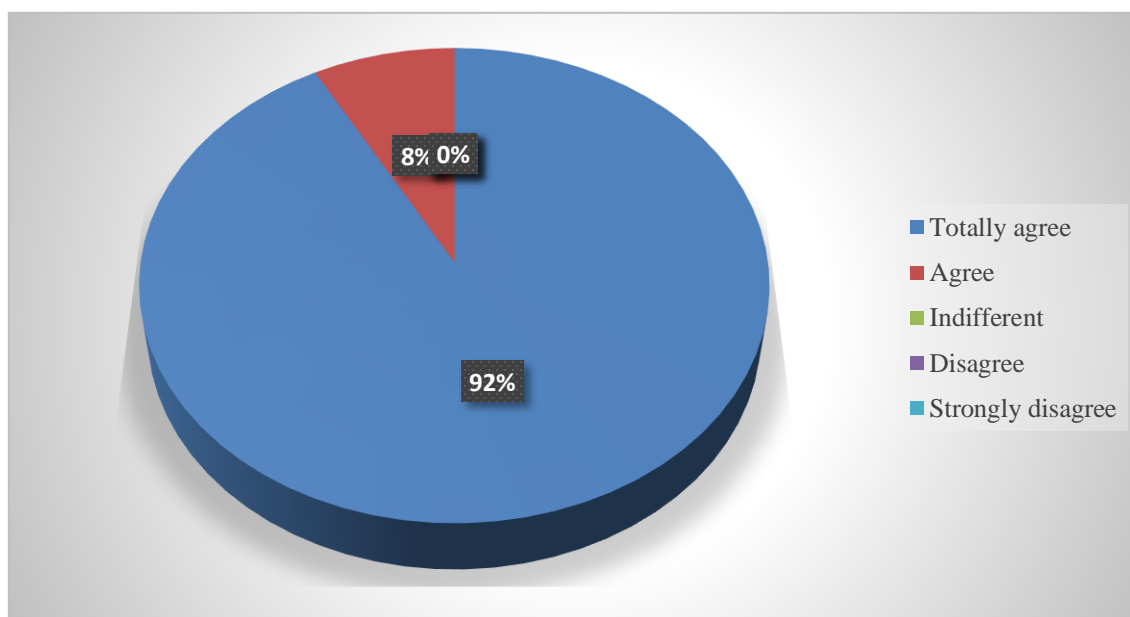
Graph 5. *Teacher's responsibility to create an adequate teaching environment*
Source: Teachers' survey
Elaborated by: Abad (2019)

There is a hundred percent of teachers who strongly agree with their commitment to design a good classroom environment. When teachers adapt their classroom environment with full of pictures and flashcards, students will feel more motivated and help them positively in their intellectual development.

Table 6. *Total Physical Response to strengthen the English language skills*

6. Does the application of the total physical response as nonverbal communication help the student strengthen his English language skills?

Code	Category	Frequency	Percentage
	Totally agree	11	85%
	Agree	2	15%
Item	Indifferent	0	0%
6	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
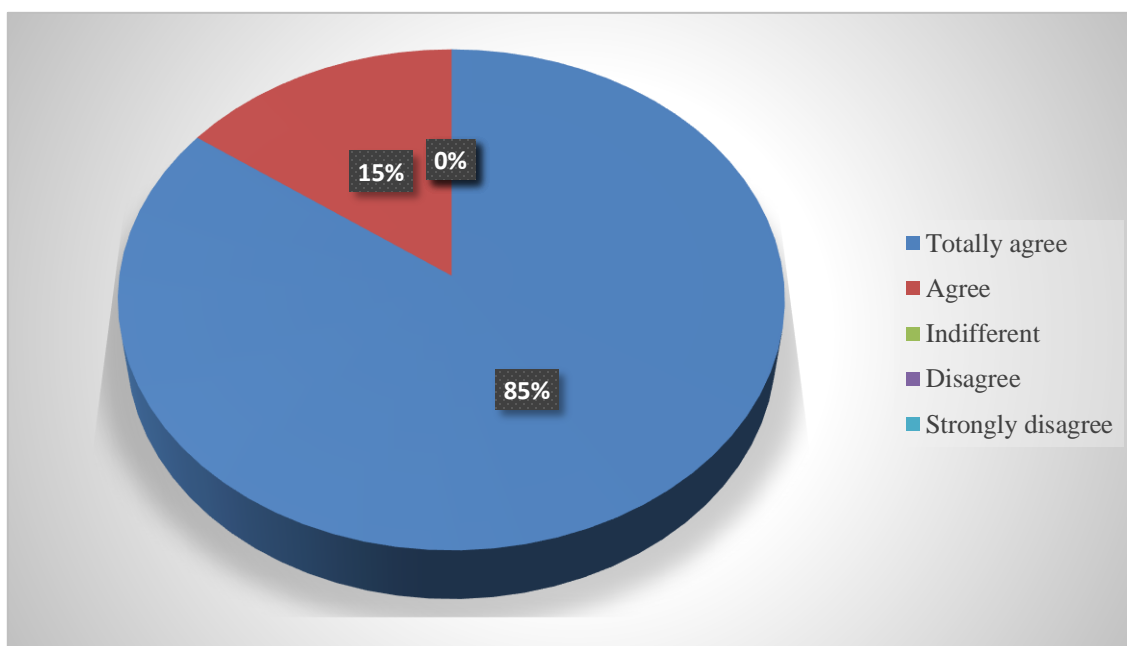
Graph 6. *Total Physical Response to strengthen the English language skills*
Source: Teachers' survey
Elaborated by: Abad (2019)

Eighty-five percent strongly agree with the use of TPR as to reinforce vocabulary skills. This technique allows students to learn the English language towards body expression. It is commonly used for kids as to foster their cognitive development. There are some TPR activities such as rounds, Simon says, action songs, among others.

Table 7. *Teacher's motivation to encourage students to learn the English language*

7. Do you agree teacher's motivation is important for the development of English language learning?

Code	Category	Frequency	Percentage
	Totally agree	13	100%
	Agree	0	0%
Item	Indifferent	0	0%
7	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
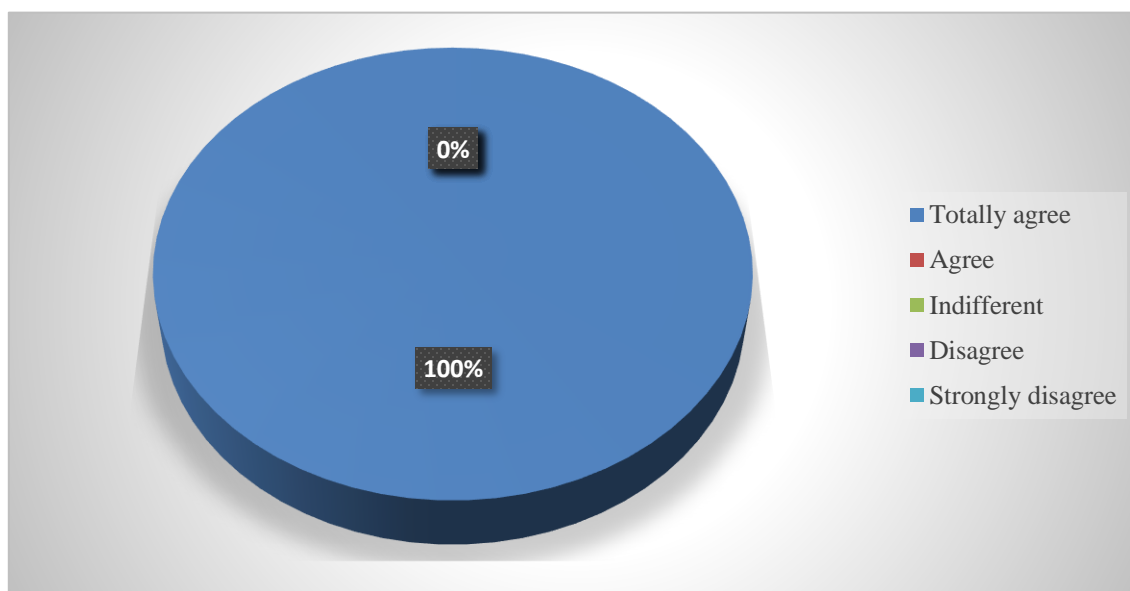
Graph 7. *Teacher's motivation to encourage students to learn the English language*
Source: Teachers' survey
Elaborated by: Abad (2019)

A hundred percent of teachers strongly agree with generating motivation in students in order to create a trust environment. Providing motivation in the student is essential because it is a generator of emotions and dynamics. A motivated teacher is a fundamental part in teaching of English as a second language

Table 8. *Nonverbal communicative activities to vocabulary learning process*

8. Do you think nonverbal language communicative activities contribute to vocabulary learning process in students?

Code	Category	Frequency	Percentage
	Totally agree	10	77%
	Agree	3	23%
Item	Indifferent	0	0%
8	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
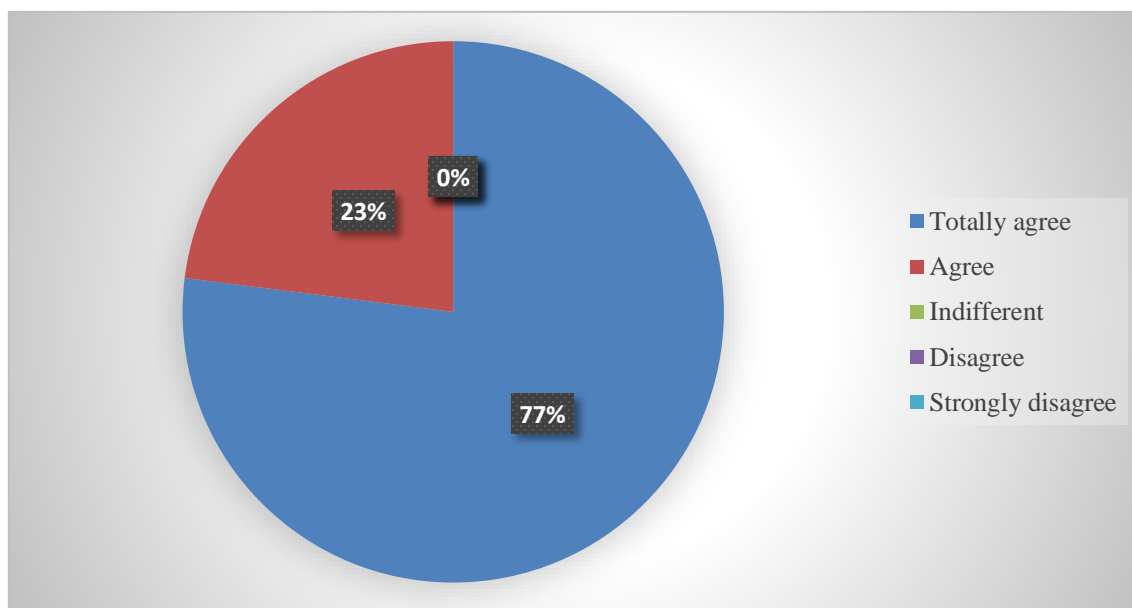
Graph 8. *Nonverbal communicative activities to vocabulary learning process*
Source: Teachers' survey
Elaborated by: Abad (2019)

Most of the teachers affirm how relevant is applying nonverbal communication activities in order to foster vocabulary skills in second graders. The interaction between teacher-student in the classroom environment makes learning possible. This relationship fosters specific behaviors for the educational context, information transmission, perceptions and various processes.

Table 9. *Designing a didactic guidance with non-verbal activities*

9. Is it necessary to design a didactic guide with non-verbal activities to optimize English language learning and vocabulary?

Code	Category	Frequency	Percentage
	Totally agree	13	100%
	Agree	0	0%
Item	Indifferent	0	0%
9	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
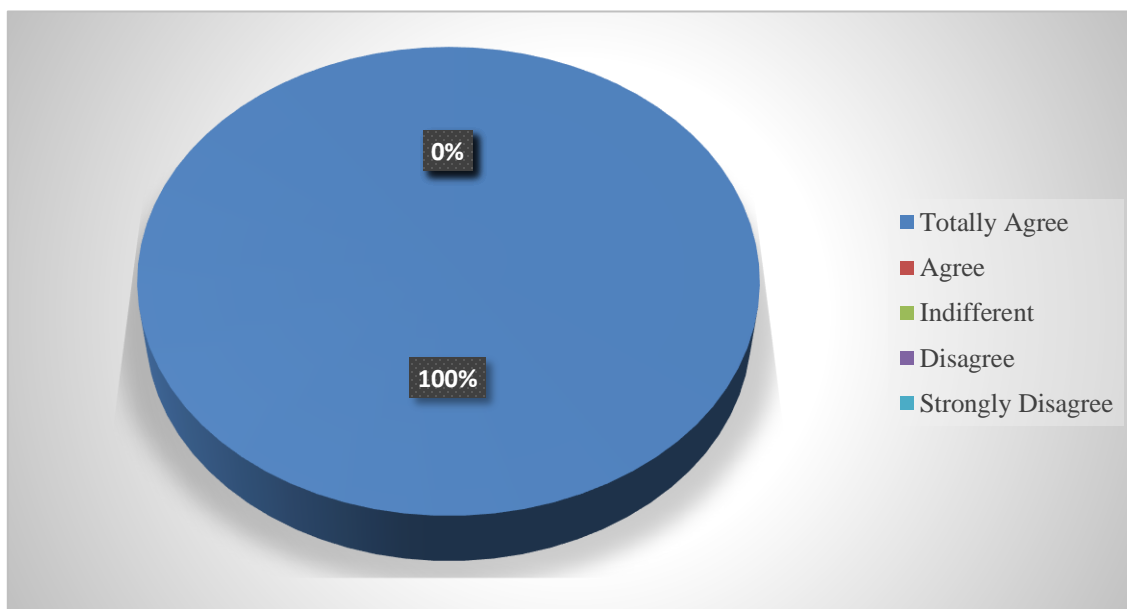
Graph 9. *Designing a didactic guidance with non-verbal activities*
Source: Teachers' survey
Elaborated by: Abad (2019)

There is a hundred percent of teachers who affirms the importance of elaborating a didactic guidance addressed to parents and teacher as to reinforce vocabulary skills and enhance the English language skills. Teachers must include non-verbal activities in ther lesson plans for the students' cognitive and integral development.

Table 10. *The use of a didactic guidance to foster short- and long-term memory*

10. Do you think the use a didactic guide with nonverbal language activities strengthen short- and long-term memory as to retain new English words or phrases?

Code	Category	Frequency	Percentage
	Totally agree	13	100%
	Agree	0	0%
Item	Indifferent	0	0%
10	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**13**	**100,00%**

Source: Teachers' survey
Elaborated by: Abad (2019)
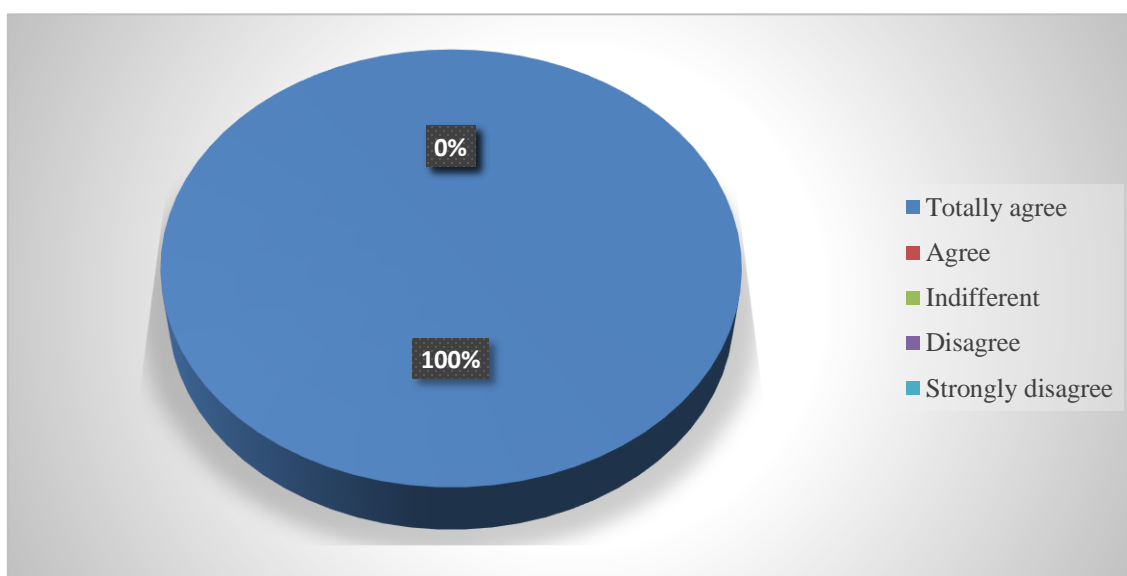
Graph 10. *The use of a didactic guidance to foster short- and long-term memory*
Source: Teachers' survey
Elaborated by: Abad (2019)

There is a hundred percent of surveyed teachers who affirm the benefit a didactic guidance has as to foster child's short- and long-term memory. Teachers and parents must work together in order to increase their English vocabulary towards nonverbal communication activities. Education has social and informative purposes, where effectiveness will depend to a greater extent on the way of transmitting them.

3.7. Parents survey

Table 11. *The importance of teaching training program*

1. Do you think teachers must be trained for the development of meaningful English language learning?

Code	Category	Frequency	Percentage
	Totally agree	45	100%
	Agree	0	0%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
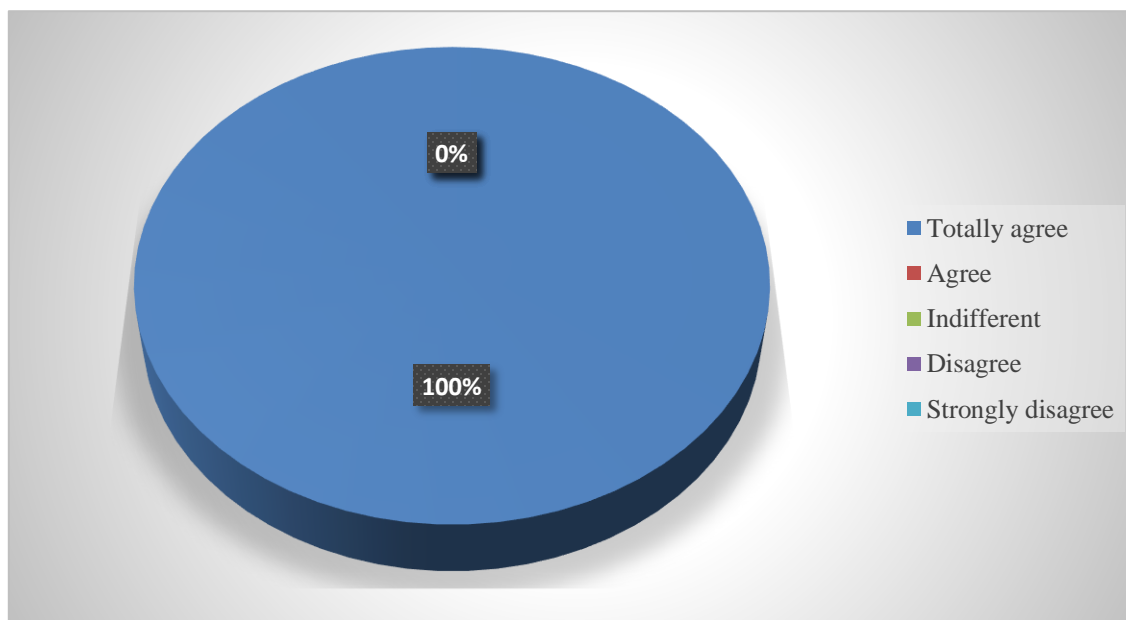
Graph 11. *The importance of teaching training program*
Source: Parents' survey
Elaborated by: Abad (2019)

There is a hundred percent of parents who strongly agree with the frequent training in second grade teachers in order to provide better teaching methods. Training allows teachers to avoid the obsolescence of the knowledge, which generally occurs among older teachers when they have not been retrained. It also allows adapting to changes in the society and educational system.

Table 12. *Teacher's responsibility to create an adequate teaching environment*

2. Is the teacher's responsibility to create an adequate environment for the students' English learning language?

Code	Category	Frequency	Percentage
	Totally agree	19	42%
	Agree	15	33%
Item	Indifferent	5	11%
2	Disagree	6	13%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
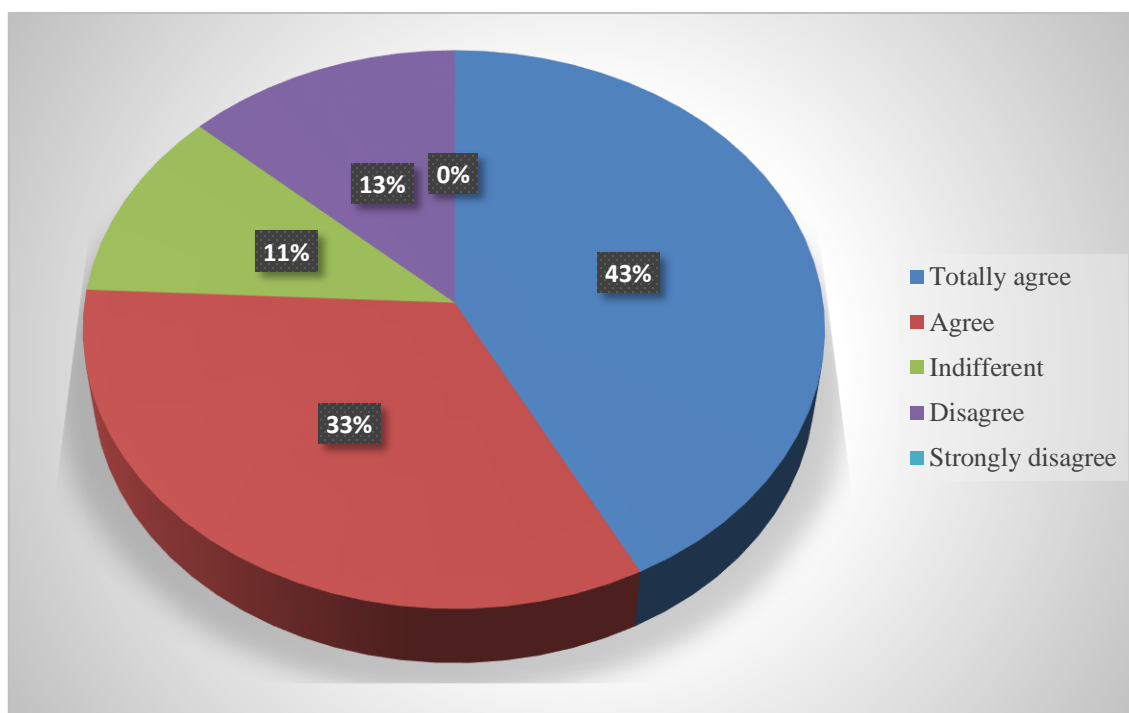
Graph 12. *Teacher's responsibility to create an adequate teaching environment*
Source: Parents' survey
Elaborated by: Abad (2019)

There is high number of parents who affirm the teachers' responsibility to create a good classroom environment; on the other hand, there is a slightly percentage (13%). The classroom environment is essential in favoring the physical, social and cognitive development of boys and girls.

Table 13. *To guide parents to use nonverbal communication activities in children*

3. The teacher should guide legal representatives to use teaching materials as to help students strengthen English language learning and vocabulary reinforcement?

Code	Category	Frequency	Percentage
	Totally agree	15	33%
	Agree	14	31%
Item	Indifferent	10	22%
3	Disagree	6	13%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
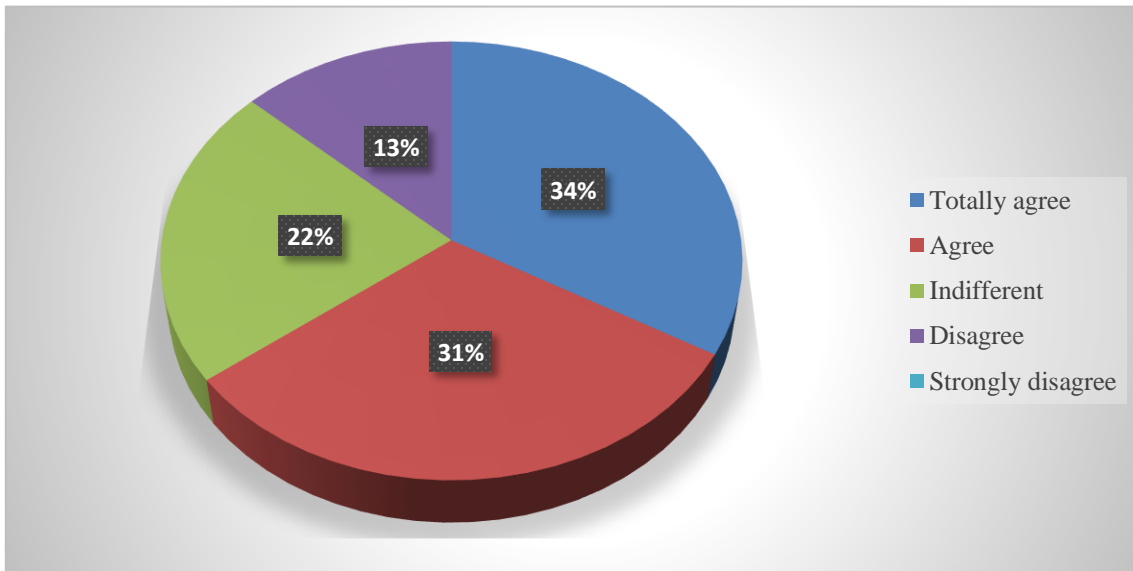
Graph 13. *To guide parents to use nonverbal communication activities in children*
Source: Parents' survey
Elaborated by: Abad (2019)

Most of the Parents strongly agree they must stimulate and help their children to develop their perception, senses, memory, attention, language, logical thinking and their ability to think and reflect. Teachers must provide parents with non-verbal communication activities and guide them to reinforce their children's homework from their homes.

Table 14. *Nonverbal communication to improve the English vocabulary*

4. Does the application of nonverbal language as gesture, mimes or body expressions improve the English learning of vocabulary?

Code	Category	Frequency	Percentage
	Totally agree	20	44%
	Agree	20	44%
Item	Indifferent	5	11%
4	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
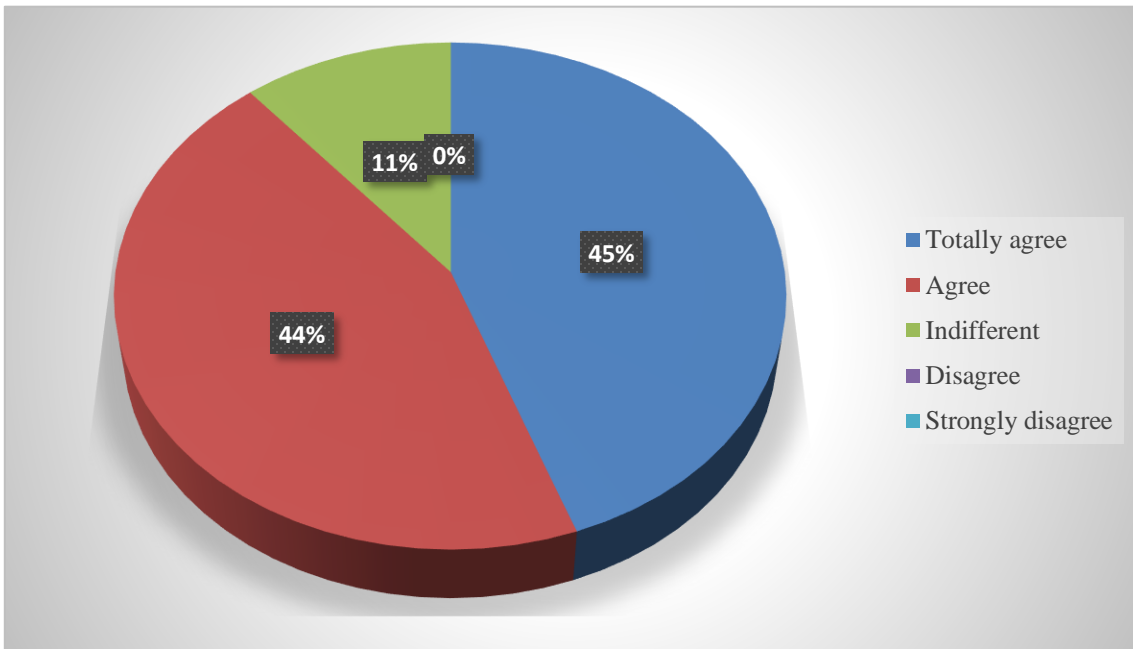
Graph 14. *Nonverbal communication to improve the English vocabulary*
Source: Parents' survey
Elaborated by: Abad (2019)

There is a 88 percents of parents who strongly agree with the use of nonverbal communication in order to transmit the knowledge. It is important to use nonverbal language with infants and young children to help them empathize and understand information.

Table 15. *Nonverbal language activities for social, affective and English learning*

5. Is the application of nonverbal language activities in children important for social, affective and English language learning?

Code	Category	Frequency	Percentage
	Totally agree	28	62%
	Agree	17	38%
Item	Indifferent	0	0%
5	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
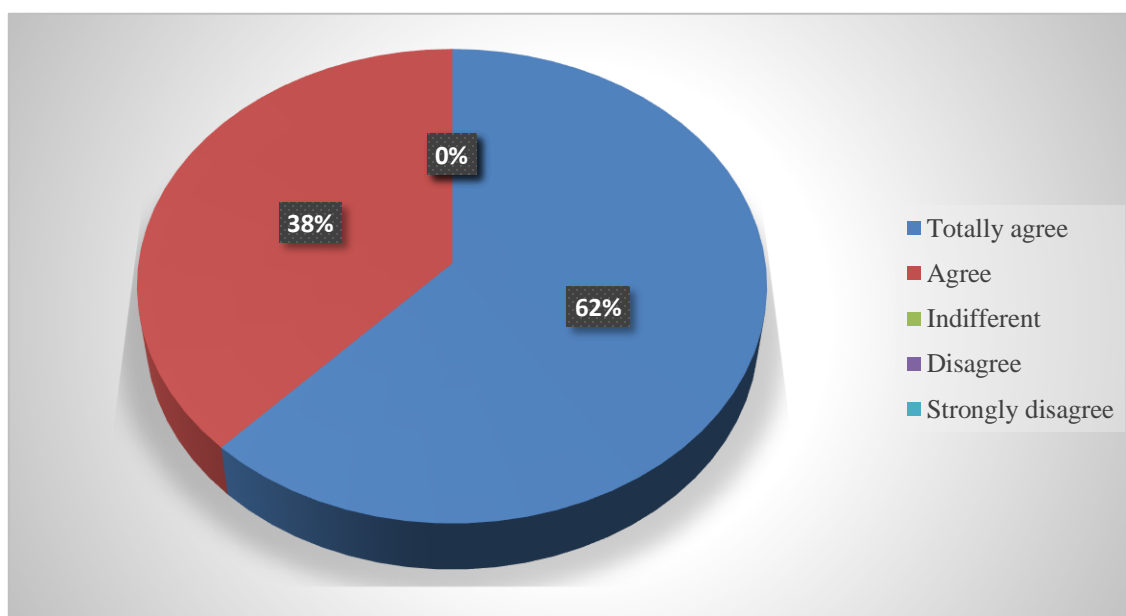
Graph 15. *Nonverbal language activities for social, affective and English learning*
Source: Parents' survey
Elaborated by: Abad (2019)

As shown in table 15, a high number of parents agree with the effectiveness use of nonverbal language in children because it favors them emotionally and leads them to feel motivated enough to try to connect with the people around them. In the classroom, teachers have the responsibility of transmitting information to students through communication. The gestures that teacher makes in the teaching process may or may not help the student acquire a second language.

Table 16. *Didactic guidance to develop vocabulary skills*

6. Do you believe teachers should provide parents nonverbal communication activities to practice English vocabulary in their homes?

Code	Category	Frequency	Percentage
	Totally agree	45	100%
	Agree	0	0%
Item	Indifferent	0	0%
6	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
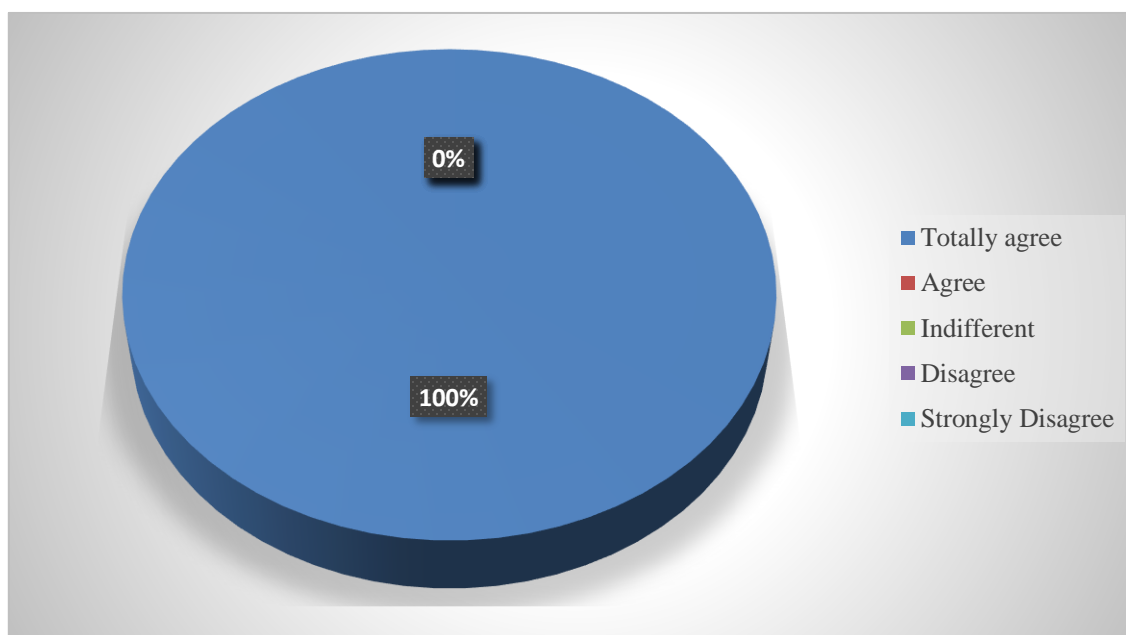
Graph 16. *Didactic guidance to develop vocabulary skills*
Source: Parents' survey
Elaborated by: Abad (2019)

Many parents today are not bilingual or do not have perfect English language management. Parents should be willing to answer any questions they have and guide them in their homework and studies. A 100 percent in surveyed parents shows their commitment to help their children in their schoolwork and states the importance to use a didactic guidance with nonverbal communicative activities.

Table 17. *Teacher Commitment and Parent Involvement on English learner*

7. Do you think it is important for legal representatives to work together to improve the child's school performance in the English language acquisition?

Code	Category	Frequency	Percentage
	Totally agree	45	100%
	Agree	0	0%
Item	Indifferent	0	0%
7	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
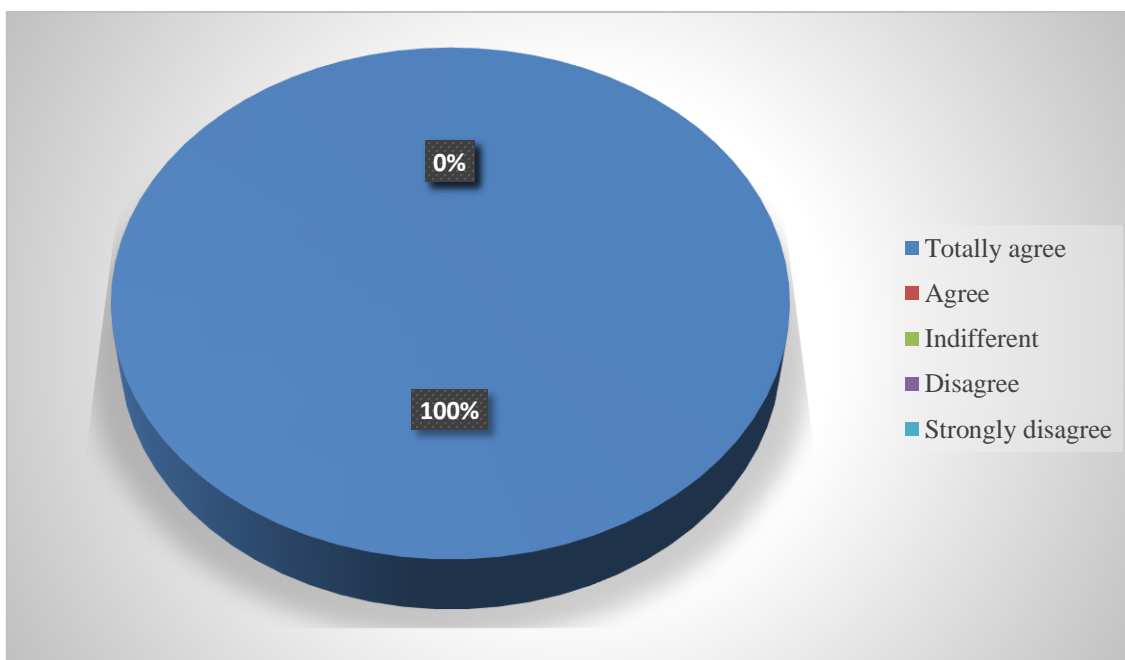
Graph 17. *Teacher Commitment and Parent Involvement on English learner*
Source: Parents' survey
Elaborated by: Abad (2019)

Parents agree with the goal of the family and the school community to work together as to develop child's abilities and obtain a learning that will last throughout his life. The fundamental basis of success in school is created at home. Success begins with positive relationships between parents and children.

Table 18. *The use of didactic guidance to develop student's intellectual abilities*

8. Do you consider feasible the use of a didactic guidance with non-verbal activities to improve students' English vocabulary and be able to effectively understand and produce their intellectual abilities?

Code	Category	Frequency	Percentage
	Totally agree	30	67%
	Agree	12	27%
Item	Indifferent	2	4%
8	Disagree	1	2%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
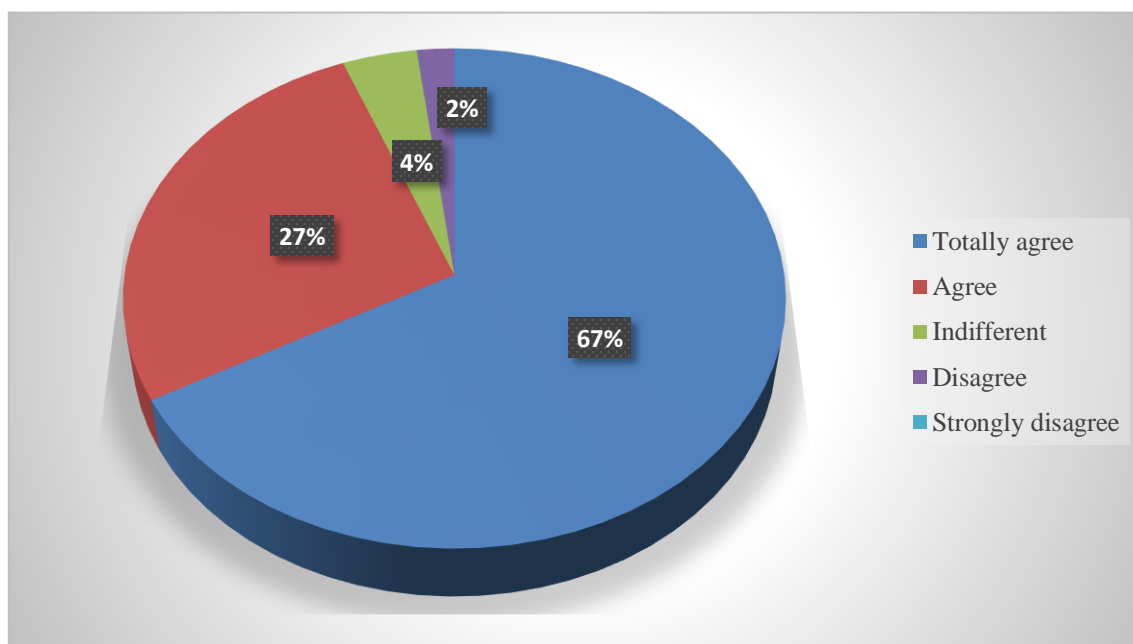
Graph 18. *The use of didactic guidance to develop student's intellectual abilities*
Source: Parents' survey
Elaborated by: Abad (2019)

The majority of parents affirms the importance of developing a didactic guidance for the students 'cognitive development. Communication is essential for the emotional, social and personal development of the child; therefore, nonverbal language is an important part of learning English for the English vocabulary acquisition.

Table 19. *Training program to update teachers' methodology*

9. Is it important to have well trained teachers for social and emotional development in children?

Code	Category	Frequency	Percentage
	Totally agree	45	100%
	Agree	0	0%
Item	Indifferent	0	0%
9	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
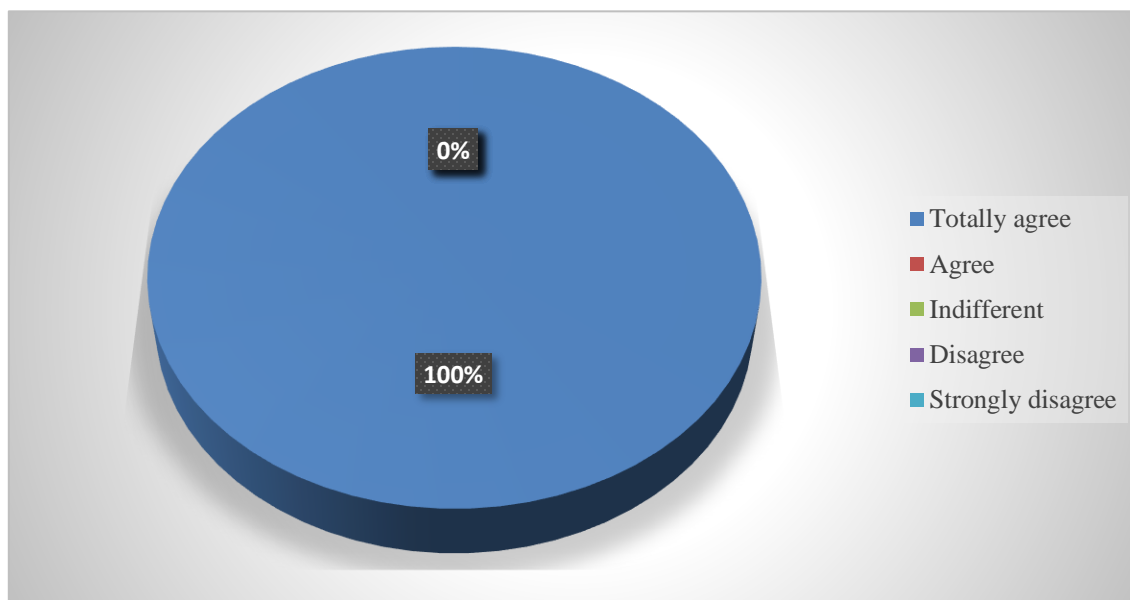
Graph 19. *Training program to update teachers' methodology*
Source: Parents' survey
Elaborated by: Abad (2019)

For teachers it is not enough that the university training has been completed, but it is necessary to update and participate in training programs that allow them to keep up to date on educational, methodological and didactic approaches, scientific advances and pedagogical technologies. Parents totally agree teachers must receive training programs in beneficial to the school community.

Table 20. *Nonverbal communication activities to foster English vocabulary skills*

10. Do you think parents must know how to apply nonverbal communication for teaching English vocabulary in children?

Code	Category	Frequency	Percentage
	Totally agree	30	67%
	Agree	15	33%
Item	Indifferent	0	0%
10	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**45**	**100,00%**

Source: Parents' survey
Elaborated by: Abad (2019)
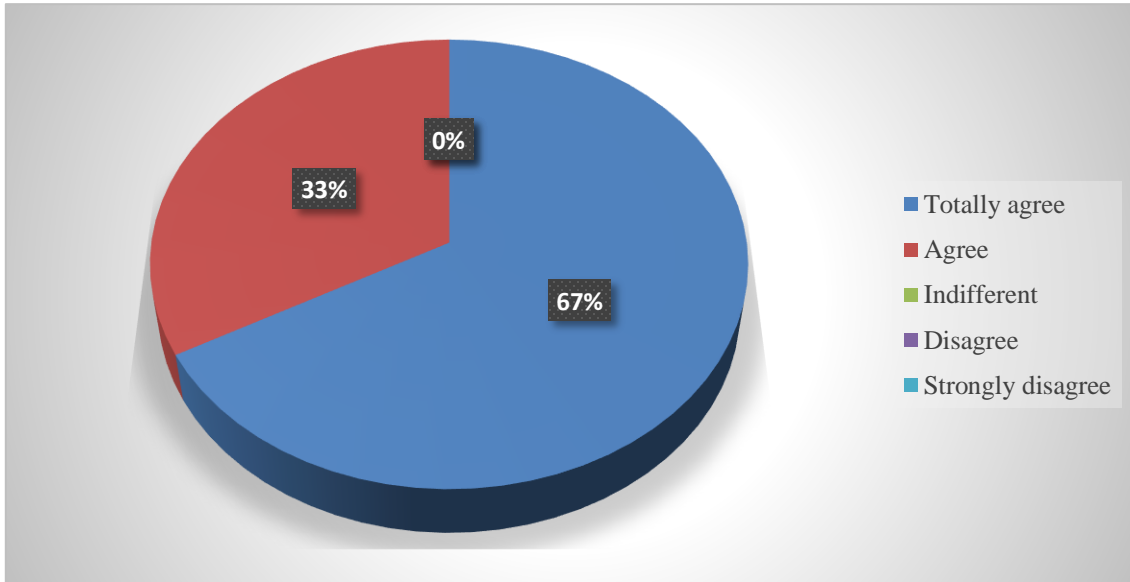
Graph 20. *Nonverbal communication activities to foster English vocabulary skills*
Source: Parents' survey
Elaborated by: Abad (2019)

There is a high number of parents who affirm the great impact nonverbal communicative activities would be in beneficial to their children. Students acquire greater interest in learning and improving their language skills through non-verbal language, because they feel motivated and confident to perform various activities necessary for learning the English language and strengthening vocabulary.

3.8. Class observation format

Several visits were made to verify the veracity of the answers the teacher answered in the interview at the same time the impact obtained with the children at the same time the teacher carried out these activities.

Chart 3. *Types of exercises used in the classroom*

Category	Frequency	Percentage
Total physical Response	1	8%
Word game puzzles	1	8%
mime and games	1	8%
Flashcards	2	15%
Repetition of the vocabulary	4	31%
Listening and copying the words	4	31%
Total	**13**	**100,00%**

Elaborated by: Abad (2019)

In this table there can be seen a high percentage of teachers who prefer to use obsolete methods such as repetition, or listening and copy to some words. In this case, teachers prefer to spend too much time without paying attention to any mistakes when they learn new vocabulary. On the other hand, there are some teachers who apply nonverbal communication as to catch the students' attention and get the idea the teacher wants to transmit such as gestures, mimes and total physical response.

The body language allows people to transmit their feelings, attitudes and sensations, the body uses a very direct and clear language, more universal than the oral language, which it usually accompanies to clarify and make that one more understandable. Parents know the feelings of their children through this language; when a child is sad, their gestures and movements are the signs to indicate whether they are good or bad.

Table 21. *Students get involved in the activities proposed by the teacher*

Code	Category	Frequency	Percentage
	Always	12	27%
	Sometimes	23	51%
Item 1	Never	10	21%
	Total	**35**	**100%**

Source: Observation Format
Elaborated by: Abad (2019)
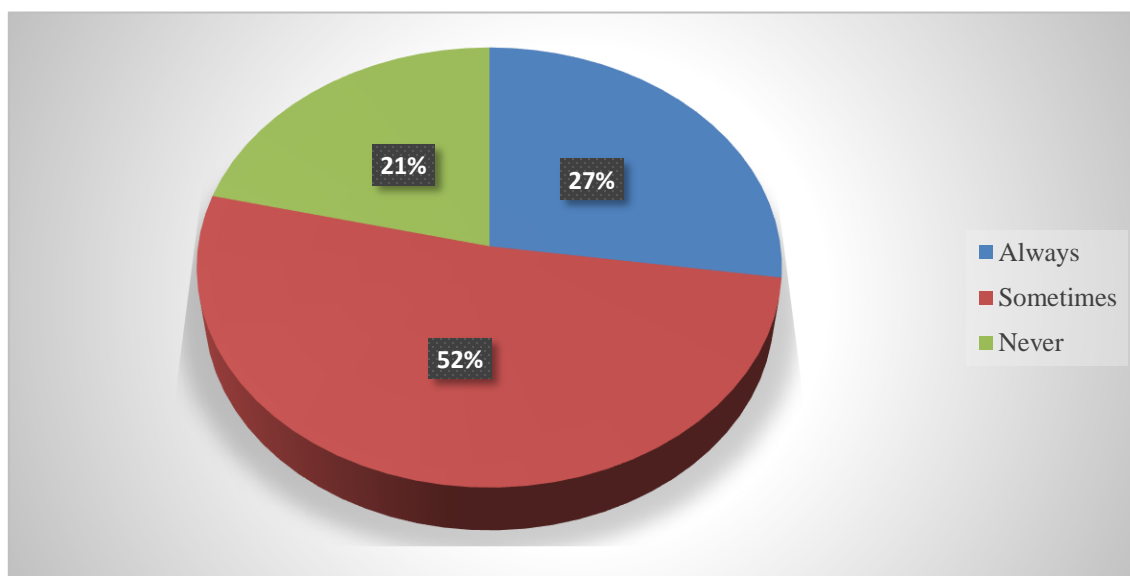
***Graph 21.** Students get involved in the activities proposed by the teacher*
Source: Observation Format
Elaborated by: Abad (2019)

In this graph 37% of students sometimes participate actively in class; they sometimes get involved due to the lack of pedagogical resources and the teachers' methodology. The interaction between the individuals and their natural environment is fundamental in the construction of learning, (Vigotsky, 2015), has highlighted the importance of social interaction in learning; in his postulates he gives special relevance to the way in which individuals develop their mental processes, and how they are mediated in the environment through signs, tools, or different concepts; Combined elements guide human psychological activity and facilitate the development of higher thought processes - attention, memory, language, etc.

Table 22. *The use of sorts of games to activate students' motivation*

Code	Category	Frequency	Percentage
	Always	7	16%
	Sometimes	21	47%
Item 2	Never	17	38%
	Total	**45**	**100%**

Source: Observation Format
Elaborated by: Abad (2019)
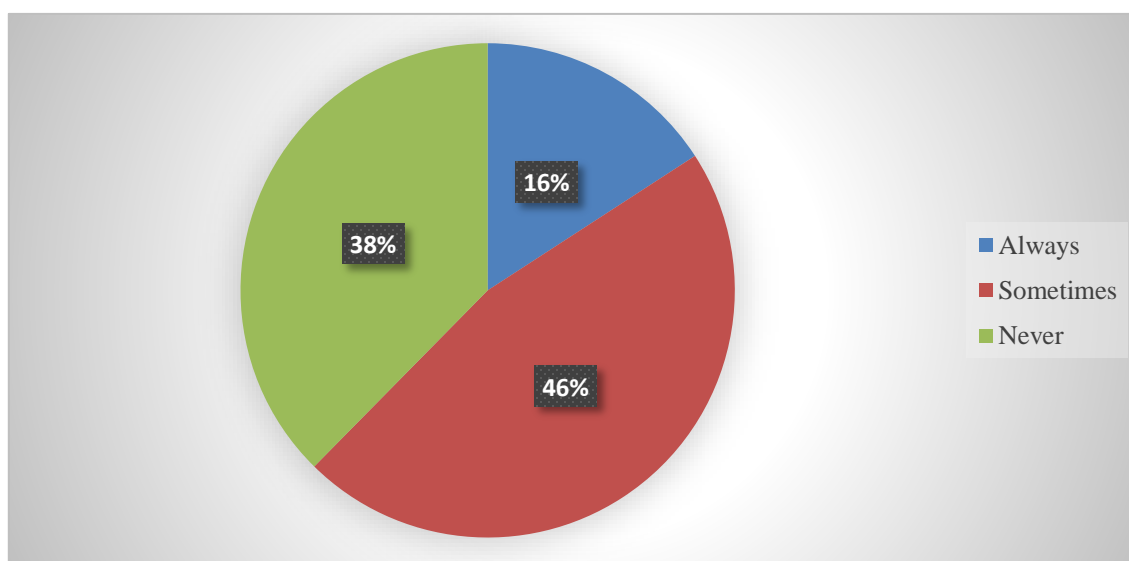
Graph 22. *The use of sorts of games to activate students' motivation*
Source: Observation Format
Elaborated by: Abad (2019)

The learning process stimulates and advances the maturation process. The game, in addition to providing the child with pleasure and moments of distraction, is an activity that stimulates and demands different components of child development. The game sets in motion the child's cognitive abilities, insofar as they allow him to understand his environment and develop his thinking. In this chart it can be see a 38 percent of students who are not motivated at the moment of participate in class or following to some teacher's instruction. This problem is commonly occurred due to the scarce material provided by the teacher or they are not motivated to impart their classes.

Table 23. *Teaching English vocabulary through cooperative learning groups*

Code	Category	Frequency	Percentage
	Always	0	0%
	Sometimes	25	56%
Item 3	Never	20	44%
	Total	**45**	**100%**

Source: Observation Format
Elaborated by: Abad (2019)
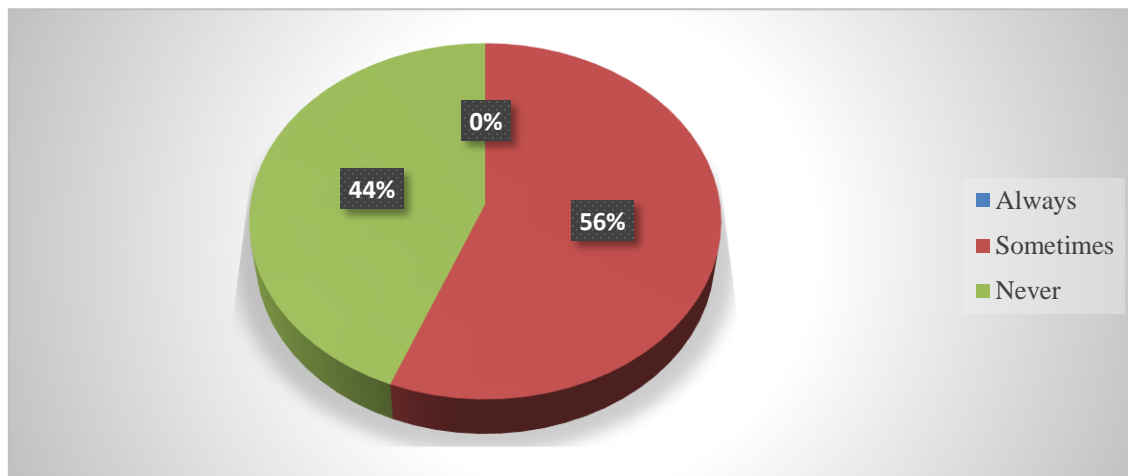
Graph 23. *Teaching English vocabulary through cooperative learning groups*
Source: Observation Format
Elaborated by: Abad (2019)

One of the ways children prepare for second grade is to continue learning to connect letters and sounds to assemble words (this is sometimes called phonological awareness). Second grade students use that skill to write short sentences. Students from age 2 to 5 needs to be stimulated to learn the English language and their learning process is not the same as teaching in pre-teen, teenagers and adults. Students develop their language and academic performance by playing. So, teachers must adapt their way of teaching by using fun methods as to reinforce their previous knowledge and activate their vocabulary skills.

Cooperative learning requires a division of tasks between the components of the group. For example, the educator proposes a problem and indicates what each member of the group should do, each being responsible for the solution of a part of the problem. "The teacher is the one who designs and maintains almost completely the structure of interactions and the results to be obtained" (Panitz, 2001) cited by (Roselli, 2016, p. 136)

Table 24. *The use of nonverbal language to get the class to pay attention*

Code	Category	Frequency	Percentage
	Always	8	18%
	Sometimes	18	40%
Item 4	Never	19	42%
	Total	**45**	**100%**

Source: Observation Format
Elaborated by: Abad (2019)
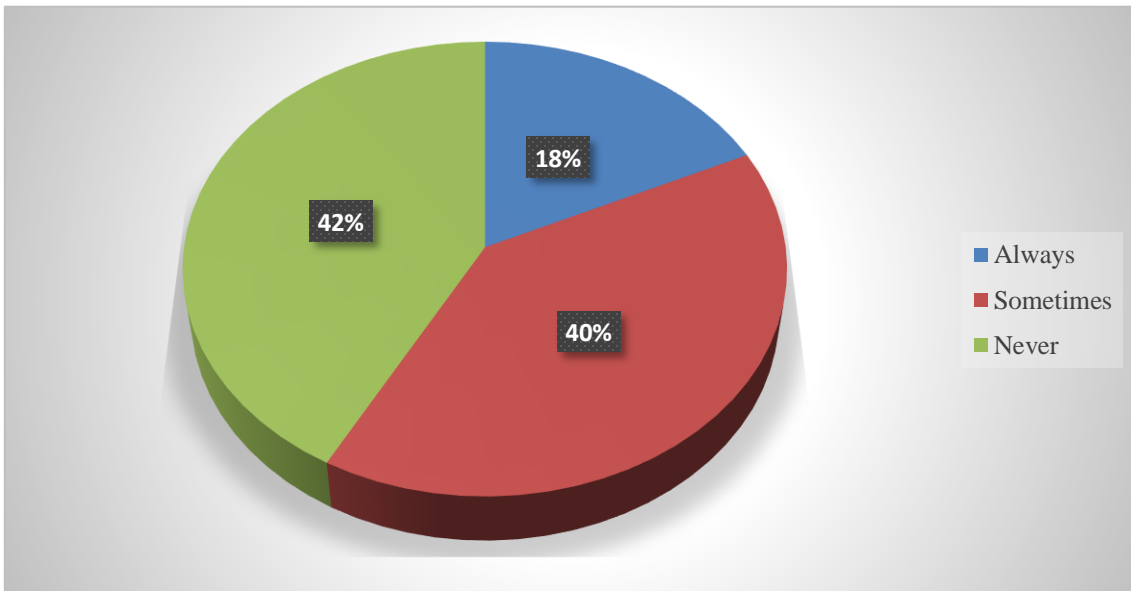
Graph 24. *The use of nonverbal language to get the class to pay attention*
Source: Observation Format
Elaborated by: Abad (2019)

Keeping students focused on the lesson is one of the most common challenges teachers face such as looking at the ceiling, drawing in their notebook or chatting with classmates as seen in the graph, with 42 percent of the student population, proving difficult to maintain teachers' attention. Teaching through graphics, drawings, animations, diagrams and even films increases the chances that students, so accustomed to images and visual stimuli, keep their attention and understand the concepts more easily.

Table 25. *The effective use of Group work to enhance English teaching and learning*

Code	Category	Frequency	Percentage
	Always	0	0%
	Sometimes	18	40%
Item 5	Never	27	60%
	Total	**45**	**100%**

Source: Observation Format
Elaborated by: Abad (2019)
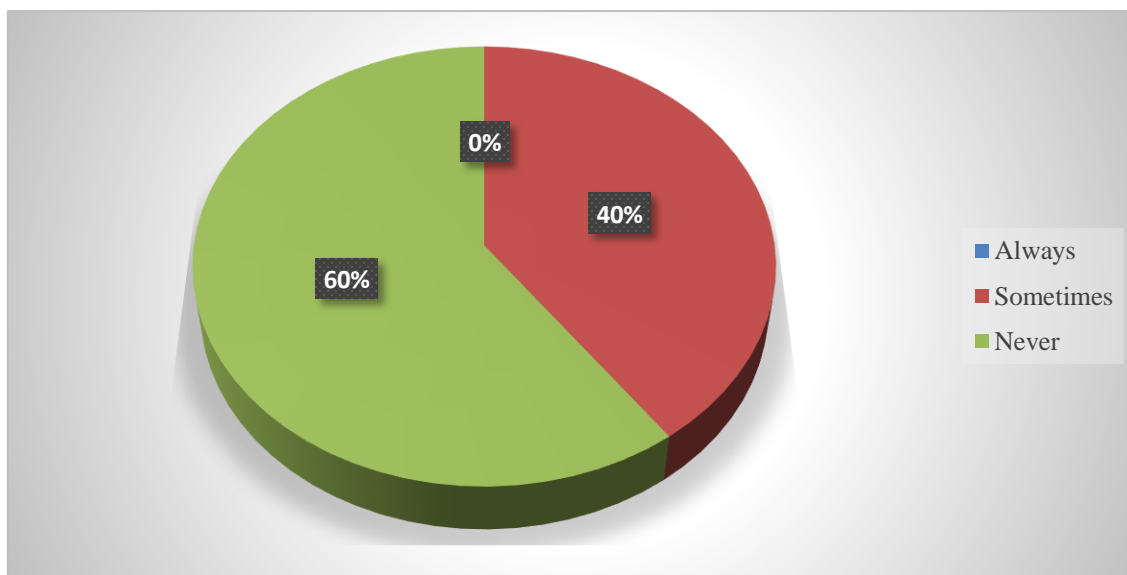
Graph 25. *The effective use of Group work to enhance English teaching and learning*
Source: Observation Format
Elaborated by: Abad (2019)

In the graph it shows, with 60 percent, the lack of knowledge in teachers in order to apply group work and prefer traditional teaching system between the teacher and the student; with an individualized characteristic and not allowing the students' autonomy to discover their own knowledge and experiences. The group work can be solidary, freely allowing the students that make up the group to organize and distribute their tasks, with little teaching supervision; or cooperative, where not only the teacher's guide is present, but his task of comptroller is broad and essential. Group work involves establishing plans, dividing the work, exposing each one his part, giving his opinion on the work of others, adding ideas, discussing, drawing conclusions among all, which will contribute to individual and social development.

3.9. Interview addressed to the School Principal

1. Why is the development of nonverbal language important in children?

According to the school principal, it is important because through this language the children develop their language skills and will allow them to express themselves and understand the meaning of the words, thus increasing their vocabulary. Nonverbal communication is essential for second grade students as to encourage them to participate without shameless and fell reliable to answer the questions and work in groups.

2. How do teachers' training influence students' language skills by using nonverbal language?

Nonverbal training program influence in an appropriate way since the teacher will apply didactic strategies for the development of the emotional or expressive function thus showing security when communicating. When the teachers are not prepared to face the work environment, it is very complicated to diffuse the knowledge towards their students or make them have a good use of it. A teacher must try to be as prepared as possible to help the student in any doubt that may arise. For a student, the teacher is the person who knows everything and that is why they ask all questions and teachers must be prepared to answer them in the best way.

3. What kind of achievements will the students get with the application of nonverbal language in the development of English language learning?

This innate child's ability is developed and perfected as personal experience becomes more complex. Only maturation and learning allow certain expressions to be associated later with concrete words, actions and emotions. With the use of nonverbal communication students will be able to strengthen social relationships, as it allows us to understand a little more the intentions, emotions and feelings of others. It contributes a

lot in empathy and assertiveness and favors the development of language, thought and allows the resolution of conflicts.

4. What teaching strategies can be applied for the development of nonverbal language?

The effective management of non-verbal communication in the classroom generates a favorable learning environment, reduces the physical and psychological distance between teachers and students, creates a climate of mutual trust and respect, and facilitates the assimilation of content, among many other advantages. There are some teaching strategies that might help teachers to catch the students' attention such as leisure activities, games, pictograms, reading images, body movements, among others.

5. Is it important to perform exercises to enhance emotional and expressive skills in students?

Yes, because through these exercises it allows the child to express himself spontaneously and without fear. The teacher ability to captivate and lead their class is a variable which is closely linked to motivation, affective learning, and the achievement of good academic results, as demonstrated by all research in this field. In other words, when students like the teacher's behavior, they learn more quickly and easily, because the brain tends to concentrate its attention, model and copy the behaviors that are most attractive and emotionally stimulating.

6. How do the poor preparation of teachers influence the quality of the development of children's emotions or expressions?

If the teacher intends to improve the quality of the development of children's emotions and expressions by creating a pleasant environment that will improve the emotional stability of the child.

7. Is it frequent for a child to manifest his emotions naturally?

Yes, because at this stage the child manifests an important aspect in his integral growth since through this, he will learn to manage his emotions that will be part of his socialization. Young children often do not express their feelings, fears and frustrations as an adult, that is, through words and they do so through crying, a stomachache, and bumps, bites, hiding or withdrawing, between many other ways. Depending on the age of the child, these acts can be manifested accompanied by words, which sometimes also have to do with fantasies or with some events that may be worrying the child.

8. How do parents influence the development of emotions and expressions in children aged 3-4 years?

The influence of the parents in this stage of children plays an important role since through positive stimuli from the family and the environment make the child feel emotionally and linguistically safe.

9. What is the importance of developing a didactic guide with strategies to stimulate emotional and expressive development in children?

It is important that teachers and legal representatives have knowledge of the activities they can use to improve children's emotions and expressions according to their age.

10. How will the institution benefit from the application of the educational guide with a comprehensive development approach to help children aged 3-4 years?

They will benefit in a positive way, since when developing a didactic guide with a comprehensive development approach, new activities related to children's emotions or expressions will be used for the evolutionary development of nonverbal language.

3.9.1. Analysis and Interpretation of the Interview

The analysis corresponding to the interview addressed to the school principal is detailed, in which he expressed in the lack of teachers' training as to be able to apply their methodological strategies in relation to foster vocabulary by using nonverbal communication activities. Students need teachers who can reach learning in a more active and innovative way, through workshops, group work and provide the confidence and security to learn the foreign language

Students are facing a new culture that involves new ways of seeing and understanding the world around us, which offers new challenges and competences for the learning and integration of the individual in society; leading in turn to the impact on the educational field. Learning the English language requires different playful strategies to optimize their learning, because not all students find it easy to learn a language and we also have a heterogeneity group where the teacher should not only focus on a single student but in analyzing the cases of learning problems of each.

On the other hand, the diversity of students and educational situations that may occur, it is advised that teachers work in collaboration with other colleagues and maintain a research attitude in class, observing and reflecting on the teaching action itself and progressively seeking improvements in our actions according to the circumstances (action research). According to the school principal, the main functions that teachers should perform today are the following:

- Prepare the classes.
- Organize and manage mediated learning situations with didactic strategies that consider the realization of learning activities (individual and cooperative) of great didactic potential and that consider the characteristics of the students.
- Plan courses, knowing the individual characteristics (knowledge, cognitive and emotional development, interests, experience, history ...) and group (coherence, relationships, affinities, group work experience) of the students in which their teaching takes place.

Diagnosing the training needs of the group of students to whom the training is directed, taking into account their characteristics and legal and social requirements. Design nonverbal communication activities to enhance vocabulary skills and learning of the English language and prepare didactic strategies (series of activities) that include activities for the reinforcement of the oral ability of a motivational, meaningful, collaborative, globalizing and application skills. They should promote the intended learning and contribute to the personal and social development of the students. And finally route students towards autonomous learning and promote the autonomous use of acquired knowledge, which will increase their motivation to discover its applicability.

3.9.2. Class Observation and Results

Chart 4. *Observation Checklist*

CENTRO EDUCATIVO SOLER		Date:			
Evaluator's name: Fanny Abad		Class/Time:			
A	Types of exercises used in the classroom	Always	Sometimes	Never	Observation
1	Total physical Response	X			
2	Word game puzzles		X		
3	Mime and games		X		
4	Flashcards		X		
5	Repetition of the vocabulary	X			
6	Listening and copying the words		X		
7	None of them				
B	Teaching Attitudes Towards English vocabulary learning				
1	Promotes different types of play in and out of the classroom		X		
2	The teacher gets involved in the games they play in the classroom		X		
3	The teacher shows motivation when he imparts the vocabulary		X		
4	Promotes interest through nonverbal language for language learning			X	
5	Transmits the meaning of words through bodily expressions such as mimics, gestures or body expression		X		
6	Participate with students motivating them in their learning		X		
7	The teacher transmits the meanings of the words in Spanish	X			

8	Take advantage of the games to reach the understanding of the vocabulary learned by the students		X		
9	The teacher applies a series of nonverbal exercises to learn new words.			X	
10	There is the repetition of constant pronunciation of the vocabulary learned in class	X			
11	The teacher has adequate materials and resources for children's learning		X		
C	**Student Attitudes**				
1	They get involved in the activities proposed by the teacher		X		
2	Evidence motivation with practice in varied games		X		
3	They have the opportunity to practice vocabulary with their classmates		X		
4	The students capture the idea that the teacher transmits through non-verbal language		X		
5	The student internalizes learning through group work		X		

Elaborated by: Abad (2019)

Chart 5. *Obervation checklist results*

Class Observation Results	Always	Sometimes	Never	total
Students get involved in the activities proposed by the teacher	26,67%	51%	22%	100%
students show motivation with practice in varied games	15,56%	47%	38%	100%
They have the opportunity to practice vocabulary with their classmates	0,00%	56%	44%	100%
The students capture the idea that the teacher transmits through non-verbal language	17,78%	40%	42%	100%
The student internalizes learning through group work	0,00%	40%	60%	100%
Total				**45**

Elaborated by: Abad (2019)

3.10. Preliminary conclusions

Although new changes are affecting positively in educational system, there are still teachers using traditional and ambiguous teaching methods regarding to developing communicative skill production, so teachers must innovate and find some other different methodological strategies in favor of the teaching and learning process. Teachers are not prepared to attend speaking skill difficulties. Most students do not like to participate in class orally, so Teachers are recommended to use real life conversation and thus motivate students to talk and participate actively in class.

Families do not how to make students practice speaking, so teachers must recommend their student to practice the English language by using a didactic guidance nonverbal communication strategy in order to reinforce their previous knowledge and reinforce vocabulary skills, students consider that their teacher supports, facilitates and guide during the speaking process and its understanding. It is recommended that teachers make their class some kind of happy, enjoyable and motivational. The observation also showed that teachers just listen students' speaking without paying attention grammar and pronunciation. Teachers hardly ever promoted opportunities to students participate. This means that teachers do not promote critical thinking in their classes.

In order to perform a correct use of vocabulary, the information must be adapted according to the students' specific needs; so, it will be necessary to make an assessment or evaluation of the capabilities in order to maximize their ability to learn. The interaction between educator and apprentice can also occur within the home or even between peer groups. Applying nonverbal communication activities through the use of didactic guide students will be able to enhance the ability to speak and teachers provide the necessary tools to lead them construct their own ideas, find vocabulary meanings and apply towards their social environment.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

Nonverbal Communication Activities

4.2 Broad Objective

To increase students' vocabulary and understanding of English while connecting what has been learned with the contents worked in other sessions.

4.3 Specific Objectives

- To improve understanding of English.
- To be able to understand the instructions of activities in the foreign language.
- To be able to use the vocabulary learned in class in the activities.
- To get students to consider the new language as a motivating element in learning.
- To learn to express emotions and feelings through nonverbal language.
- To begin to discriminate different gestures and their meanings.
- To use mimicry and dramatization in an appropriate way to be understood by peers.

4.4. Content framework of proposal plan

The contents to be used in this proposal are some elements of nonverbal language. The selected ones are: kinesthetic elements such as facial gestures, their meanings and their correct use during communication, body postures that reflect moods, hand and head movements, elements of the language, such as silences, tone of voice and physiological elements such as crying.

These elements have been chosen due to their relevance and their presence in children's communication; they will be worked in a simple way and new elements will be added at

higher levels and will be worked in greater depth. In addition to non-verbal language, content will also be used in the different teaching units of the course, which in this case are plants, animals, stories, emotions and means of transport. These units have been selected because of their importance and because they are related to the children's interests. These contents are present in the students' daily life and can be worked by including nonverbal language as extra content in all of them.

Nonverbal communication must be present continuously in English sessions from the early stages. It is transverse content which does not require any specific material resources and can be used as a complement to any content or theme. The only requirement is for the teacher to know what non-verbal language is, what elements make it up and how to transfer it to classrooms, as well as to know the communicative possibilities for oneself and how students express themselves according to their personality, culture, maturity level or mood.

In the infant stage, simple elements of nonverbal language will begin to be used, since they still do not have control over many of the gestures they perform, especially those that reflect emotions, nor over what communicative behaviors are socially accepted and which are not. At this stage, students still have not fully developed the ability to put themselves in the place of the other or to understand that there are different points of view, which can generate frustration.

Through making nonverbal language a more present element in learning, children will realize its relevance and acquire strategies to effectively communicate and to know how others communicate. Clearly, increasing the focus on nonverbal language in lessons does not imply decreased attention to verbal language and its elements, which are crucially important when learning a new language. The intention is for the verbal and non-verbal elements to work together. In the infant stage students are not yet able to know the communicative differences between different cultures, but non-verbal language should not be left aside for that reason, since when children advance to higher educational stages,

they will already have a basis on which to deepen their knowledge of the simpler nonverbal elements they were exposed to as in children.

The present proposal aims to ensure that students learn vocabulary in the foreign language and receive the greatest possible input, using nonverbal language as the main resource. The activities have been designed according to what I observed in my internship period, to ensure that they are motivating and attractive for the children with whom it would be carried out. During my observation period, I also verified that students use nonverbal language constantly, and that they are able to understand nonverbal messages correctly, even more clearly than verbal ones.

It is designed to be applied in the foreign language (English) class with 5-year-old students, in any type of educational center, since the designed activities do not require any innovative element except of the Interactive Whiteboard. These children are already able to understand the foreign language to a great extent; they may be able to formulate simple sentences, since they have also expanded their vocabulary. To achieve this, children must have been exposed to the foreign language for as long as possible.

The activities presented can also be modified to adapt to the possible cases of students with special needs present in the classroom, in order to achieve the inclusion of all students during the development of the sessions. In the event that the English teacher does not only teach English, which is common in many centers, it is recommended that the teacher makes some change in his or her wardrobe for the English session, such as putting on a costume or bringing a stuffed animal, for students to realize that the language has changed, thus avoiding the tendency to use Spanish during the session.

If this measure is not carried out there is a risk that students constantly use Spanish. This is because in the infant stage children still do not know how to clearly distinguish when they are working some contents or others, since all themes are connected. They do not have the capacity to know when they are working on mathematics, music or art. In the case of English, it can be even more complex because in the case that all morning they

work using Spanish as a vehicle language, they will have many difficulties to change their language and will repeat the dynamics of other activities presented in Spanish.

The contents will be connected and they will work from different perspectives which will help their acquisition. On the one hand they will know the specific vocabulary in the foreign language of these topics and on the other they will improve their body expression, their way of communicating and they will learn to "read" the nonverbal language of classmates and teachers.

ACTIVITIES:

The activities will be divided according to the didactic units to which they belong, except for the routine activities to start and finish the English sessions, which will take place throughout the course. Each didactic unit has an activity, with the exception of the didactic unit of emotions, this is because emotions are part of multiple intelligences, theory developed by Howard Gardner. This theory considers that human beings have eight different types of intelligences, which would be: linguistic intelligence, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal and intrapersonal.

In addition to the activities related to the different teaching units selected, an activity is also included in which the main content is nonverbal language. This activity aims at students reflecting on this type of communication and its importance. Emotions are part of interpersonal intelligence, which consists of the ability to understand and empathize with the emotions of others and also of intrapersonal intelligence, which consists in understanding one's emotions and knowing how to manage them properly. Both types of intelligence, as well as body-kinesthetic intelligence are closely related to nonverbal language, as it reflects the emotions students feel. Emotions are a transversal content that should have a very important role in education, so they are very present in the teaching proposal.

Non-Verbal Communication Activities

(Darn, 2015)

(TEFL, 2019)

ACTIVITY 1.

INTRODUCTION TO THE SESSION (ROUTINE):"HELLO SONG"

The children will sing and dance a welcome song that serves as a greeting, and warm-up to begin with the programmed games and activities. The teacher must wear some kind of costume or pet that establishes the change of dynamics. This activity is very important because it will mark the beginning of the session. If it is not done every day children can feel confused, which may generate stress towards learning the English language. In this educational stage, routines have an essential role to create a comfortable environment in the classroom, since the students need to feel safe in the classroom and for this, they must be able to anticipate what will happen during the activities.

Source: (Kiboomers, 2015)

Objectives:
- Enter the English session
- To associate movements with the vocabulary of the song and introduce a new dynamic.
- To develop the ability of dramatization, body expression and the proxemics elements of nonverbal language.

Contents:

- Vocabulary to greet, preferably using nonverbal language
- Emotions and moods: joy, fatigue and hunger

Materials:

- Welcome song: https://www.youtube.com/watch?v=x23rTDl4AMs
- Interactive digital board

Time: 5 min

Non-Verbal Communication Element: Kinesics – Proxemics

Development:

To begin the English sessions, the teacher with a change in his/her wardrobe or pet, if he/she is the same teacher for the rest of the sessions, will greet the children: -Hello! How are you today? The students will answer I'm fine, thank you and they will stand in a circle.

Once they have formed the circle the children will sing and dance a welcome song. This song is a way of greeting and also has a choreography with movements that are associated with different feelings. The song has two boys and two girls as protagonists, with whom the students can feel identified. During the song, both boys wonder how they are since they experience a series of emotions: joy, hunger, tiredness.

Students will sing the song while performing gestures associated with the emotions of the protagonists: when they feel happy, they will jump and smile, when they are hungry, they will touch their bellies, and when they are tired, they will yawn and adopt a posture with drooping shoulders. These types of gestures are those that are normally used to express these emotions, so they will be known to children and will be useful. To complement the introduction to the session, children will greet each other by shaking hands in pairs and saying their names.

ACTIVITY 2.

MEANS OF TRANSPORT "GO ON A TRIP"

This unit works on the different means of transport, especially those present in the lives of students, as well as some more to expand knowledge. Road education is also easily worked, especially the proper behavior of pedestrians, when traffic lights must be crossed and zebra crossings, etc.

Source: (Nenes, 2017)

Objectives:

- Learn the vocabulary of means of transport in the foreign language.
- Associate gestures and movements to the words learned about the means of transport.
- Develop body expression, students learning to express themselves using their bodies.
- Being able to understand a message expressed through nonverbal communication.

Contents:

- Vocabulary of means of transport: motorcycle, ship, plane, car, bicycle, train, and ways of travel: walking and running.

Materials:

- Images of the means of transport (Annex 6).
- Interactive digital board

Time: 10 min

Non-Verbal Communication Element: Kinesics – Proxemics

Development:

To begin the activity, the children will be in assembly. Students will be shown photos on the Interactive Whiteboard of different means and forms of transport: train, plane, car, walking, running, bicycle and motorcycle.

While observing the photos, the teacher will indicate what these transports are called in English and will associate each one with a certain movement, for the plane the teacher will extend his/her arms as if they were wings, for the train he/she will whistle and with the arm makes circulate movements , to represent the boat he/she will perform wave movements with one arm, for the car he/she will "drive" a steering wheel using the hands, for the bicycle he/she will pretend that his/her hands are pedals and for the motorcycle will grab a handlebar. Finally, the teacher will make walking and running movements. All gestures and movements will be accompanied by the characteristic sounds of these means of transport.

The students, located in the assembly, will pronounce the words and imitate the gestures, at the same time as the teacher. When the children already know the corresponding vocabulary and gestures, the teacher will show them the images and they must make the gesture for themselves. Then the teacher will only pronounce the word and they will make the gestures and they will say what means of transport it is.

To end the activity a game will be held, which serves as a review and motivating element. A boy or girl will be chosen and will stand in front of others. The teacher will say softly a word of the vocabulary worked on the previous activity and the chosen students should perform its corresponding movement or gesture. The rest of the children will try to guess what means of transportation it is and say the word in English. The game can be done several times with different children as performers of the gestures and also by reversing the roles, that is, a child will turn his back on the group and the teacher will indicate the rest of the children a means of transport, they will make the gestures to get their classmate to guess it.

This activity encourages the participation of the whole group, especially in the final game in which each child is the protagonist individually while being part of the group.

ACTIVITY 3.

"EMOTIONS"

In this activities, two sessions are proposed. The first one is based on a story and the second one works as a complement and reinforcement of the story. The presence of two sessions is justified due to its great importance and presence in Nonverbal communication

"Where the Wild Things Are"

The book tells the story of Max, a misunderstood and rebellious child who has the greatest fantasy to be a monster to scare others. One night, after behaving badly, his mother punishes him by sending him to his room. Suddenly, his room becomes a jungle. Max decides to explore the jungle until he ends up in a place where monsters live. The protagonist manages to become the king of monsters and the most feared person, but after thinking on the difficulties and disadvantages he had to be feared instead of being loved, he decides to return home, to show his feelings and change his bad behavior. This book allows children to reflect on their own emotions and the impact their behavior has on others.

Objectives:
- To know the name of certain emotions in the foreign language.
- To learn to express and recognize the emotions they experience in their daily lives.
- To recognize the usefulness of nonverbal language to express emotions.
- To identify certain signs with the corresponding emotions.
- To develop empathy through stories.
-

Contents:
- Emotions: sadness, disgust, anger, joy and fear

Materials:

- Story about emotions: "Where the Wild Things Are"

Time: 5 min

Non-Verbal Communication Element: Kinesics – Proxemics – Para-Linguistic

Development:

The activity will begin by reading a story about emotions, in this case "Where the Wild Things Are" by Maurice Sendak. This story was written to help children recognize and know how to manage their emotions. To begin with, the story will be read in a large group, and to facilitate its understanding, the illustrations will also be shown.

The protagonist of the story will experience various emotions during the story (joy, disgust, fear, anger and sadness, among others) while the teacher tells them the story he/she will show them the movements and facial gestures that will be associated with each of them, for example joy will be represented by raising arms and a wide smile. Children will represent through non-verbal language the emotions the protagonist is experiencing.

At the end of the story they will represent the emotions that the protagonist experiences, first in a group and then, they will play a game. The teacher will name these emotions and the students must represent them without making mistakes, first more slowly and then faster. Those who make mistakes will sit down and the last student left standing the winner.

ACTIVITY 4.

CROSSWORDS
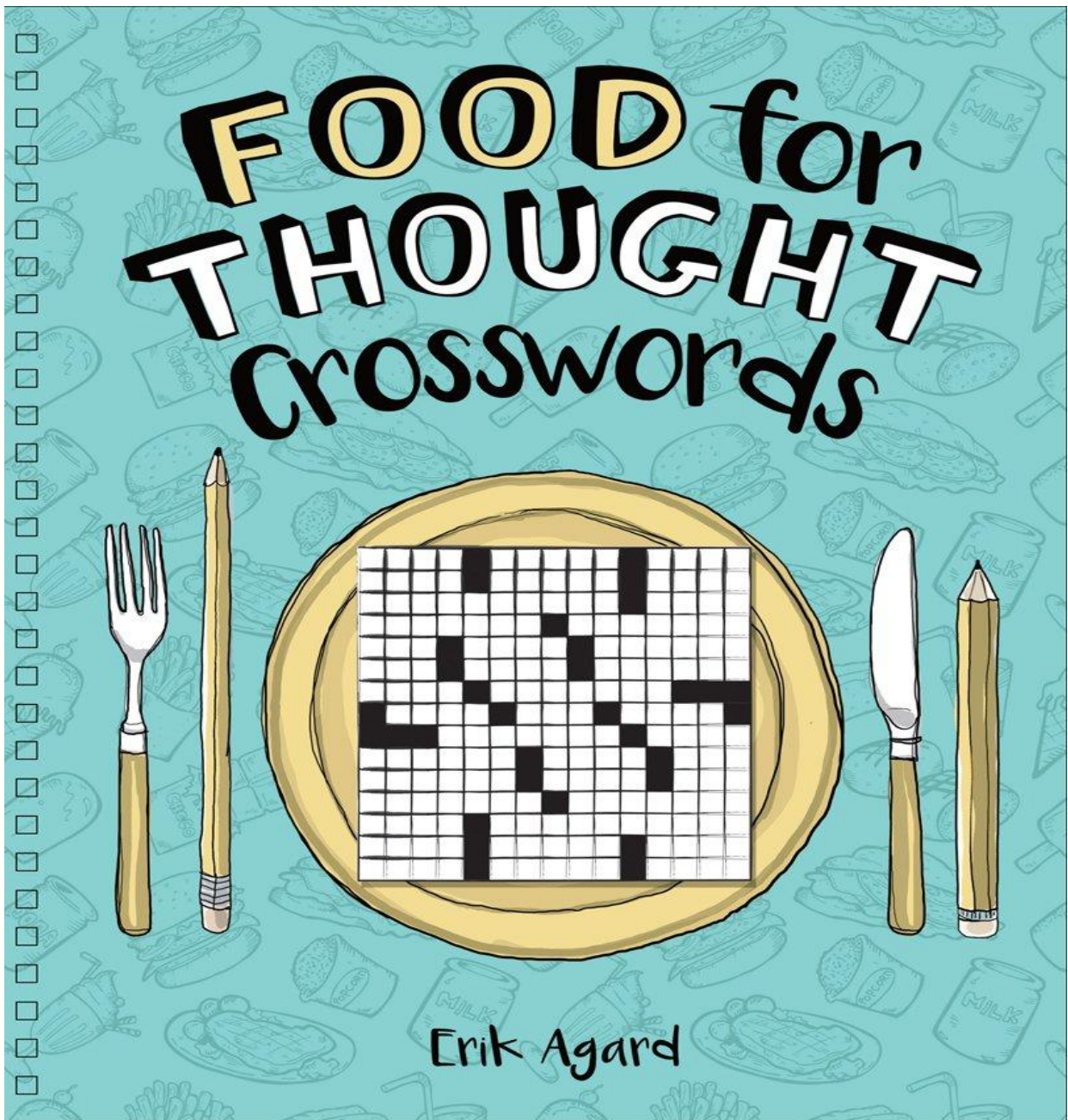
Source: (Agard, 2007)

CROSSWORDS

Objective:

- Wake up attention, enrich vocabulary, and spelling learning.

- Develop vocabulary and spelling skills

- Motivate children to participatory learning.

Participants: second grade students

Material: Various crosswords, teachers' materials and various riddles

Starting instructions: Let the students take their time to think of the answers to the crossword puzzle

Evaluation: Perform crosswords

Development: A hobby that consists of filling the gaps of a special grid with letters, so that; read these horizontally and vertically, they form certain words whose meaning is suggested.

This activity encourages the development of linguistic vocabulary and spelling skills, strengthen the development of skills with performance criteria in oral communication and expression through writing and identify the basic concepts and the importance of motivation development through the application of playful methods in the classroom

SKILL WITH PERFORMANCE CRITERIA

Participate actively in the development of competencies through the application of playful techniques in the teaching process and identify the didactic aspects through playfulness that must be applied for the success of the educational process.

Complete the following crossword of nutritious foods:

Source: (Bank, 2011)

Source: (Alenka, 2009)

ACTIVITY 5

SIMON SAYS

Simon says it is a fun game that helps students exercise their listening skills. This game is simple, but it can quickly become a challenge, especially if played with a large group. Although this game has many other names around the world, the fun and rules are usually the same everywhere.

Source: (Team, 2019)

Objective:

- To correctly identify vocabulary words while playing the game Simon Says

Time: 10 min

Non-Verbal Communication Element: Kinesics – Proxemics – Para-Linguistic

Development:

Gather a group of players. Simon says is a simple and fun game that children play around the world. Although, in general, Simon says is considered as an activity for children, people of all ages can play it and enjoy it. Usually, in this game all players remain standing for the duration of the game round. However, they can also play it sitting.

Designate someone to be Simon. Designate a person from your group of players to be Simon. The person chosen to be Simon will stand in front of the group's players.

Understand Simon's role. Simon is the leader and captain of the listener group. Simon also gives them orders, which can be presented in two different ways: by starting an order with the phrase "Simon says ..." or by simply giving the order. Simon's goal is to eliminate as many listeners as possible until there is only one left, who will be the winner.

Depending on the manner in which the order is given, the group of listeners will obey or ignore it. Simon will eliminate the listeners if they obey the orders in the wrong way or if they ignore them.

Understand the role of listeners. Listeners should pay special attention to what Simon, the leader, orders them to do. If Simon gives an order that begins with "Simon says ..." listeners must obey Simon's order. [4] If Simon gives an order that does not begin with "Simon says ..." listeners should not obey the order. [5]
If a listener incorrectly obeys Simon's order or ignores it, he is eliminated for the rest of the game round and must sit somewhere else until a new round begins.

Give orders when it is your turn to be Simon. Because your goal is to eliminate as many listeners as possible, you must make your orders difficult to follow. For example, change the way you start your order, precede some with the phrase "Simon says ..." and others do not. Give your orders quickly to force your listeners to make quick decisions about whether they should obey your order or not. [6] When someone obeys your order (Simon's orders) incorrectly, take him out of the game so he can be removed from the remaining group of players who can still participate. When it's your turn to be Simon, you can be creative with your orders. However, some of the common orders you can give include: Touch your toes; jump with one foot; dance around the room; do some scissors jumps; hug yourself.

Start a new game. Continue playing until there is only one listener left. The remaining listener will win the round and become the next Simon. When the new round of play begins, all eliminated players enter again.

When it's your turn to be a listener, obey the orders. As a listener, you must listen and pay special attention to the orders given by Simon. Simon will try to trick you into obeying orders that you should not obey by saying them quickly. Wait a fraction of a second before carrying out the order in order to think if Simon started the order by saying "Simon says ..."

After Simon gives an order (assuming it has started with "Simon says ..."), he carries out the order until Simon gives the next order. If the next order does not begin with "Simon says ..." continue to obey or carry out the previous order.

ACTIVITY 6.

INCIDENTAL ENGLISH LANGUAGE ACQUISITION "THIS IS THE WAY I WASH MY FACE"

Another of the lexical learning strategies is incidental, which consists of listening to the vocabulary through several repetitions of them in the context, which could be imperative sentences, images, flash cards, etc. Incidental acquisition is a gradual process that requires repeated contact with the same words in different contexts and paradigmatic positions. That is, for a word to be learned incidentally from a context it must be found several times before the meaning of a new word can be understood and remembered.

Source: (Songs, This Is The Way, 2016)

Objective

- To identify vocabulary better at different times and in different contexts

Material:

- Song "This is the way" https://www.youtube.com/watch?v=4XLQpRI_wOQ

Time: 5 min

Non-Verbal Communication Element: Kinesics – Proxemics

Development:

In this sense, the student hears the same commands several times over a long time and performs the action. With the TPR method, students receive a large amount of oral input which consists of listening to the information obtained from the teacher's explanations. Therefore, they use vocabulary to interact with classmates while solving problems or doing class activities.

Singing songs is an activity which can involve movement or mimicry, and is enjoyable for student. Here is a song that can be used or adapted to satisfy teachers' needs:
This is the way you wash your face.

<div align="center">

Wash your face, wash your face.

This is the way you wash your face.

All on a Saturday morning.

This is the way you wash your hands.

Wash your hands, wash your hands.

This is the way you wash your hands.

All on a Sunday morning.

This is the way you eat your food.

All on a Thursday morning.

This is the way you drink your tea (...).

All on a Friday morning.

</div>

ACTIVITY 7.

ROLE PLAYS: THE NURSE

This game allows teachers to promote socialization through the acquisition of empathy, tolerance and respect. In the physical aspect it allows the development of coordination, strength and gross balance. As for interpersonal relationships, it will allow the child to understand and accept others and learn to recognize their qualities and abilities, which will help them establish a coexistence of respect and tolerance with others. This activity will also allow children to improve their body expression.

Source: (FOB, 2019)

Objective:

- To Role play and dramatization
- To represent the role of a public servant, in this case nursing.

Materials:

- Nurse costume or sheets of paper to make the cap

Time: 15 min

Non-Verbal Communication Element: Kinesics – Proxemics – Para-Linguistic

Development: Many times, we find children on all fours, imitating animals even their sounds, or picking up the phone and imitating how dad speaks, etc. Other times they like to reproduce any action we are doing at that time such as cooking, sweeping, ironing, etc.

These are natural ways of mimicking; however, if you want the child to mimic, just start doing actions yourself and invite them to follow you. The game does not have to be announced, nor does a leader have to be named, it simply begins when students begin to imitate what someone is doing.

They will easily follow you and leaders will appear. At first, the teacher should draw the attention of children with unusual actions, such as clapping their hands and clapping them against different parts of their bodies, naming them at the same time. The children will support you, start dancing when you listen to the music and you will have a group of dancers. This is also a way to help you clean or organize. Make it look fun and you can accompany it with a song.

Source: (Pinimg, 2015)

Skills developed by the game: This activity will allow children to know what some public servants in their area do, in this case the nurse. Students will learn what the norms

and rules that are used and established in a medical center are. In the game, an environment of socialization is established, conducive to the development of children's interpersonal relationships; as well as to learn the external rules that regulate their behavior in the different areas in which they participate. Through the expression of the body and dramatic expression, the expression and artistic appreciation of the child is promoted.

Development: The educator and the assistant will work to ensure that the child in the game can independently perform different imitative actions. The educator will teach the children the picture of the nurse and make a conversation about the work she does and the materials she uses, such as the cap, syringe, scissors, etc.; the educator will lead through an initial conversation:

"Today we are going to play nursing."

What boy or girl wants to be the nurse?

The educator will play the role of the nurse, then she will act as a patient for a child to inject her, she will help the child who does not want to participate in the game, encourage him/her to play.

ACTIVITY 8.

THE POINTING GAME

Skills that the game develops: this game helps develop body schema; because the child has to point out and identify the different parts of the body. Placing the child in front of a mirror benefits the development of personal identity and autonomy; because he or she begins to identify him/herself as an individual. The child uses body expression to recognize and identify body parts.

Source: (Ned, 2013)

Objective:

- To point out and recognize the different parts of his or her body.

Material:

- Song "Head, shoulders, knees and toes"

Time: 5 min

Non-Verbal Communication Element: Kinesics – Proxemics

Development:

It is a game to start small children to role play; it involves students naming and pointing to body parts while looking at themselves in a mirror. First the eyes, then the nose, the ears, the hands, etc.

Body awareness is the ability to determine where our body is in space and how it moves. It helps us understand how to relate to objects and people in the house, garden or outdoors. Sometimes when people are underdeveloped, this awareness can present uncoordinated movements or delays in their motor development.

The game is that a student is placed in front of others. Everyone starts singing the song at the same time, with the corresponding gestures. The player who is in front of the others must try to make others make a mistake by touching wrong parts of their body while the song is sung.

Each player who makes a mistake is eliminated or is the next to is the next to stand in front of the class.

The lyrics of the song are as follows

Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth, and nose.
Head, shoulders, knees and toes,
Knees and toes.

ACTIVITY 9.

SONG GAME

Put on your shoes

Source: (Songs, Put On Your Shoes, 2014)

Objective:

- To identify the type of clothes according to the four seasons and select the most appropriate clothes in relation to the school and seasons

Material:

- Song "Put on your shoes" https://www.youtube.com/watch?v=-jBfb33_KHU

Time: 8 min

Non-Verbal Communication Element: Kinesics – Proxemics

Development:

Selected songs seek self-expression. They are simple songs with movements and gestures and they are based on the total physical response method. The song promotes word repetition to allow children to improve their language. The objectives of using songs in the learning of a new language are to reduce anxiety and pressure, promoting a relaxed state.

When selecting songs, teachers will obviously take into account the students' abilities and interests so as to obtain a more intense participation. Once the song theme has been selected, we proceed to search for songs with simple melody, they are well-structured and understandable, and with repetitive lyrics that contains a repetition of syllables, words and onomatopoeia, with an attractive and catchy rhythm. The song should be short to retain the children's attention and prevent them from getting bored and easy to pronounce.

Step 1. Introducing the new vocabulary by showing flashcards

Source: (Learning, Supersimple.com, 2014)

Help your friend get dressed. Cut and paste the clothes so he is ready to go!!
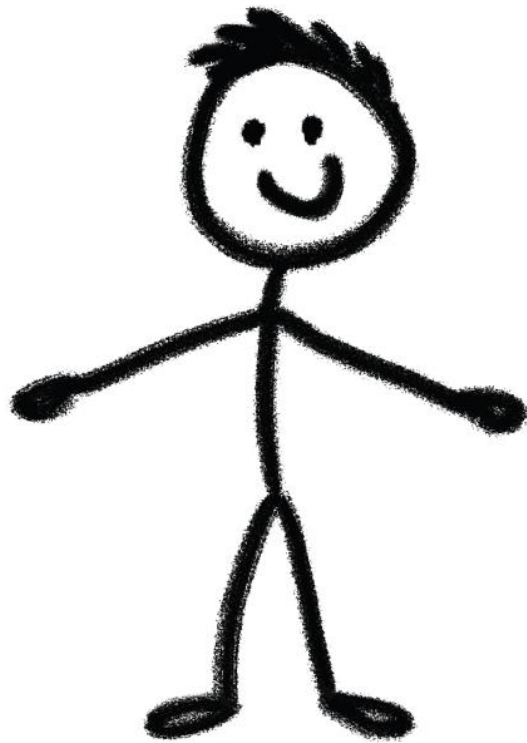
Source: (Learning, supersimple.com, 2018)

Lyrics:

Put on your shoes, your shoes, your shoes.

Put on your shoes, your shoes, your shoes.

Put on your shoes.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up!

Put on your jacket, your jacket, your jacket.

Put on your jacket, your jacket, your jacket.

Put on your jacket.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up!

Put on your scarf, your scarf, your scarf.

Put on your scarf, your scarf, your scarf.

Put on your scarf.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up!

Put on your hat, your hat, your hat.

Put on your hat, your hat, your hat.

Put on your hat.

Let's go outside.

Hurry up. Hurry up. Hurry hurry up!

Put on your shoes.

Your jacket.

Your scarf.

And your hat.

Hurry up. Hurry up. Hurry hurry up!

ACTIVITY 10.

SONG GAME 2. GO AWAY SACARY MOSNTER GO AWAY!

Source: (Song, 2014)

Objective:

- To reinforce the vocabulary form the unit and practice the phrasal verb "go away".
- To reinforce the vocabulary through a series of worksheet activities

Material: Song "Go Away" https://www.youtube.com/watch?v=Ec1cz_jHQM8

Time: 5 min

Non-Verbal Communication Element: Kinesics – Proxemics

Songs in English teach children to learn languages in a fun and natural way. The lyrics can contain useful vocabulary that students can easily memorize thanks to the rhymes and rhythm of the children's songs.

The infant stage is more stimulated with music. Through children's songs the child improves his or her way of speaking and understanding the meaning of each word, and it is easier for him to learn English and other languages

Learning new words by using flashcards

Source: (Learning, supersimple.com, 2014)

Match and Color

Source: (Learning, supersimple.com, 2014)

Make a monster mask

Source: (Learning, supersimple.com, 2014)

Song Lyrics

Go away, scary monster, go away. Go away!

Go away, scary monster, go away. Go away!

Go away, scary monster.

Go away, scary monster.

Go away, scary monster, go away. Go away!

Go away, spooky vampire, go away. Go away!

Go away, spooky vampire, go away. Go away!

Go away, spooky vampire.

Go away, spooky vampire.

Go away, spooky vampire, go away. Go away!

4.5. Conclusion and recommendations

4.5.1. Conclusions

The completion of this research study has allowed the author to discover what non-verbal language is and its great impact on communication. In the educational field, communication is essential, so it is necessary to know its dimensions in order to transfer this knowledge to the classroom. Although communication is the main tool used by teachers in the classroom, there are few studies on this subject and sometimes they neglect nonverbal aspects. Therefore, teachers must receive non-verbal training so as to provide pedagogical resources and make their classes fun and interesting so students are able to improve their English vocabulary and speaking skill development.

Effective communication between teachers and students can make a big difference in learning and motivation. It is important that teachers know the impact they generate on students and by using nonverbal language to create a warm and participatory environment. Through the design of an intervention proposal it is important to show how verbal language can be used as a methodology to work with any content. Students will internalize communicative aspects and at the same time work on other themes.

The activities designed for the proposal cover numerous themes, demonstrating that non-verbal language can be employed in all contents for the children's stage. The activities use simple and varied material resources that can be motivating to the students. They are also programmed to ensure all students participate equally and have the opportunity to be the protagonists of their learning.

Its application in the classroom would be positive because it helps students develop strategies that allow them to communicate in the foreign language, even though they are not yet able to do it orally.

4.5.2 Recommendations

It is recommended to give imperative commands or clearly and precisely sentences using didactic activities such as, "Simon Says" which allows decoding first; and also the use of dynamic songs that involve movement which stimulate students, strengthen the language and increase the lexicon in students through non-verbal activities such as role play during the class and games.

Using didactic materials such as real or artificial objects during the development of English classes allows students to understand the meaning of the words and thus develop their lexicon. It is recommended to apply dynamic activities that involve learning strategies for students to construct, memorize, interact and communicate actively in the process of learning the English language.

The student must receive stimulation from the teacher to develop their language, so this; influences the acquisition of English in them. On the other hand, teachers must provide appropriate strategies and materials to teach the lexicon as well as enrich students' vocabulary; in this way, they will be able to answer the questions posed by the teacher correctly and an active and didactic participation will be shown.

Integration should be encouraged and be borne in mind that each person is unique and unrepeatable. Infants in children's education program are still in a stage where they have a great attachment for the family and fear of any strange situation, such as immersion in a foreign language. This may take them further away from the path to learning along with its overall development. Each child needs their space and time to live together, we cannot label the children according to their performance because each one has his own potential. Teachers must detect the opportune moment to act, avoiding spur shame and guiding students all times.

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ANEXXES

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 1 *Survey to Teachers*

Objetive: To get information related to Nonverbal Communication Activities to Enhance English Vocabulary Skill in Second Grade Students at Centro Educativo SOLER during school year 2018 – 2019. Write an "x" in the box according to your opinion.

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. Do you think the use of nonverbal language communication would increase English vocabulary in second grade students?					
2. Do you consider Eye contact allows teachers to catch the students' attention as to learn the English language and maintain discipline?					
3. Does the application of nonverbal language as gesture, mimes or body expressions improve the English learning of vocabulary?					
4. How do you consider nonverbal language influence emotional or expressive development in children 2 - 5 years?					
5. Is the teacher's responsibility to create an adequate environment for the students' English learning language?					
6. Does the application of the total physical response as nonverbal communication help the student strengthen his English language skills?					
7. Do you agree teacher's motivation is important for the development of English language learning?					
8. Do you think nonverbal language communicative activities contribute to vocabulary learning process in students?					
9. Is it necessary to design a didactic guide with non-verbal activities to optimize English language learning and vocabulary?					
10.- Do you think the use a didactic guide with nonverbal language activities strengthen short- and long-term memory as to retain new English words or phrases?					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 2 *Survey to Parents (English version)*

Objetive: To get information related to Nonverbal Communication Activities to Enhance English Vocabulary Skill in Second Grade Students at Centro Educativo SOLER during school year 2018 – 2019. Write an "x" in the box according to your opinion.

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. Do you think teachers must be trained for the development of meaningful English language learning?					
2. Is the teacher's responsibility to create an adequate environment for the students' English learning language?					
3. The teacher should guide legal representatives to use teaching materials as to help students strengthen English language learning and vocabulary reinforcement					
4. Does the application of nonverbal language as gesture, mimes or body expressions improve the English learning of vocabulary?					
5. Is the application of nonverbal language activities in children important for social, affective and English language learning?					
6. Do you believe teachers should provide nonverbal language technique exercises to parents for student's learning in their homes?					
7. Do you think it is important for legal representatives to work together to improve the child's school performance in the English language acquisition?					
8. Do you consider that through a didactic guide with non-verbal activities, Children will improve their English vocabulary and be able to effectively understand and produce their intellectual abilities?					
9. Is it important the educational institution has well trained teachers for the integral development of your child?					
10. Do you think parents must know how to apply nonverbal communication for teaching English vocabulary in children?					

Annex 3 *Survey to Parents (spanish version)*

Objetive: To get information related to Nonverbal Communication Activities to Enhance English Vocabulary Skill in Second Grade Students at Centro Educativo SOLER during school year 2018 – 2019. Write an "x" in the box according to your opinion.

PREGUNTAS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. ¿Crees que los maestros deben ser entrenados para el desarrollo de un aprendizaje significativo del idioma inglés?					
2. ¿Es responsabilidad del docente crear un ambiente adecuado para el aprendizaje del idioma inglés?					
3. El docente debe orientar a los representantes legales para utilizar materiales didácticos que ayuden a fortalecer el aprendizaje del idioma inglés y el refuerzo de vocabulario					
4. ¿La aplicación del lenguaje no verbal como gestos, mimos o expresiones corporales mejora el aprendizaje del vocabulario en inglés?					
5. ¿La aplicación de actividades de lenguaje no verbales en los niños es importante para el desarrollo social, afectivo y en el aprendizaje del idioma inglés?					
6. ¿Cree usted que los docentes deben proveer ejercicios de técnicas de lenguaje no verbal a los padres para el aprendizaje de los estudiantes en sus hogares?					
7. ¿Considera usted que es importante que los representantes legales colaboren para mejorar el rendimiento escolar del niño en el aprendizaje del idioma Inglés?					
8. ¿Considera que a través de una guía didáctica con actividades no verbales, los niños mejorarán su vocabulario en inglés y podrán comprender y producir efectivamente sus habilidades intelectuales?					
9. ¿Es importante que la institución educativa cuente con los docentes preparados para el desarrollo integral de su hijo?					
10. ¿Cree usted como representante legal debe conocer el manejo y el conocimiento de la comunicación no verbal para el aprendizaje del idioma ingles en sus representados?					

Annex 4. *Picture cards Means of Transportation*

fire engine	train	car
bus	ambulance	airplane
bicycle	van	scooter

(Page, 2016)

Annex 5. *Photos*

Photo 1. *The teacher explaining the process of the survey in teachers at Centro Educativo "SOLER"*

Photo 2. *Teachers doing the survey*

Photo 3. *Parents doing the survey at Centro Educativo SOLER*

Photo 4. *Students working with nonverbal communicative activities*

Photo 5. *Students working with nonverbal communicative activities*